



Improving Students' Ability to Memorize the Quran: What Strategies Should Teachers Use?

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Abstract

Memorizing the Quran is a noble act that is loved by Allah SWT. This is because memorizing the Quran means that a person is trying to preserve the purity of the Quran. This cannot be separated from the efforts of a teacher in guiding their students to always memorize the Quran from an early age. It is the teacher's hard work that determines a student's success in memorizing the Quran. This study aims to analyze the strategies used by tahfizh teachers in improving their students' ability to memorize the Quran. This study uses a qualitative method with a phenomenological approach. The subjects of this study are tahfizh teachers and students. Data collection used observation, interviews, and documentation methods. All interview results were analyzed thematically using the Miles & Hubberman Interactive Model Analysis technique, namely data collection, data reduction, data presentation, and conclusion drawing. The results of the data analysis found that there were six strategies used by teachers to improve students' ability to memorize the Quran, namely: i) using various methods, such as *talaqqi*, *tasmi'*, and *takriri*, ii) applying the ODOA (one day one ayat) method, iii) guiding students to routinely perform *muraja'ah*, iv) constantly motivating students to improve their Quran memorization, v) giving memorization assignments and punishments to students, vi) teachers correcting students' recitation. The results of this study can be used as preliminary data for subsequent researchers examining this issue in different contexts and issues.

INTRODUCTION

The Quran is a guide or guideline for Muslims and has many special features (Syeikh, 2020; Zannah, 2020). Among these special features is its unique language structure, which is easy to understand (Anshari & Rahman, 2021). No one can create anything exactly the same, and no one is able to manipulate the meaning of every word in the Quran, which contains truths understood by humans despite their varying levels of understanding (Istiqomah & Maulidiyah, 2022). The Quran is a timeless miracle of Islam, revealed to the Prophet Muhammad to bring humanity out of the dark ages into an era of enlightenment and to guide humanity to the right path (Hidayat & Sa'diyah, 2020). In addition, the revelation of the Quran is also a blessing for the universe. Every believer has the obligation to study and teach it (Hanifiyah & Husna, 2022; Sabrina et al., 2022).

The Quran is the word of Allah SWT revealed through the Jibril to the Prophet Muhammad SAW, written in Arabic so that its contents can be understood

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and always remembered, conveyed in a mutawattir manner, written in a mushaf, beginning with Surah al-Fatihah and ending with Surah an-Nas, and reading it will bring rewards (Achfandhy, 2020; Daulay et al., 2023; Putri et al., 2021). One of the miracles of the Quran is that its authenticity has been preserved and has not changed in the slightest since it was first revealed on the night of the 17th of Ramadan, 14 centuries ago, until the coming of the Day of Judgment (Zain, 2021). In addition, the authenticity of the Quran has been guaranteed by Allah SWT as stated in Q.S al-Hijr: 9.

لَهُ حَافِظُونَ إِنَّا نَزَّلْنَا الذِّكْرَ وَإِنَّا

Meaning: "Indeed, it is We who sent down the Quran, and indeed, it is We who will guard it" (QS. Al-Hijr/15: 9).

This verse explains that Allah SWT guarantees the purity and sanctity of the Quran forever (Azhar et al., 2022). To preserve the Quran, concrete efforts are needed. It is not enough to simply read it fluently; Muslims are strongly encouraged to memorize it, reflect on its contents and meanings, and put it into practice (Rohmadhana et al., 2022). The Quran should not be left as a mere display, but must be preserved in the memory of Muslims as one of the efforts to preserve the purity of the Quran (Anwar, 2017; Rahman et al., 2018).

Memorizing the Quran is an activity that has many benefits and brings glory before Allah SWT (Anwar & Hafiyana, 2018; Oktavia et al., 2020). In addition, memorizing the Quran is not as easy as turning your palm (Zamzamy et al., 2018). It requires seriousness to memorize it, necessitating a synergy between a strong desire, the presence of a mentor, and the selection of an appropriate method. The method used must include the ability to memorize the Quran itself, namely: mastering tajwid, *makharijul huruf*, and tartil to achieve the learning objectives correctly in order to obtain a high degree in the sight of Allah SWT (Nidhom, 2021).

Memorizing these noble verses of Allah is essential for every Muslim, especially when reciting prayers (Oktapiani, 2020). This should be a habit for Muslims in order to increase their faith and devotion to Allah SWT, obtain peace of mind, which then becomes a remedy for all the problems of the ummah (Oktavia et al., 2023). Allah SWT has made it easy for Muslims who wish to memorize the Quran (Agustina & Yusro, 2020). The motivation to memorize the Quran has been explained in the Quran. Allah SWT says in Surah al-Qamar verse 22:

مُذَكِّرٍ مِنْ فَهْلٍ لِلذِّكْرِ أَفَلَا يَسْرَنَّا وَلَقَدْ

Meaning: "And indeed, We have made the Quran easy to learn. So is there anyone who will learn?" (Q.S. al-Qamar: 22).

This verse explains the ease of memorizing the Quran. If there are people who try hard to memorize it, Allah will give them ease and help (Salamah, 2018). The process of memorizing the Quran is easier than maintaining that memorization. There are many complaints from those who memorize the Quran that initially their memorization was smooth and good, but over time it disappeared from their memory. This problem occurs because there is no maintenance or rare review (Husna, 2021). Therefore, in order to improve the quality of memorization, appropriate methods are needed. In this case, a mentor is needed as a figure who will motivate, guide, and correct students' recitation of the Quran, both in terms of tajwid, length, *makharijul huruf*, or introducing easy methods and ways of memorization (Bahrin, 2022; Hafis, 2023). Becoming a tahfidz mentor is not an easy task because it requires the teacher to work hard to create new innovations in improving their students' memorization in the form of specific methods and

strategies (Ali et al., 2022).

As explained above, parents play an important role in educating children, especially in creating an environment that is close to the Quran and enables them to memorize it. If the Quran is already in the hearts of children, then it is certain that their behavior will also be like the Quran (Putri et al., 2021; Ulfah & Janah, 2022). Al-Khatib al-Baghdadi said: *"It is only fitting that every seeker of knowledge begins by memorizing the Quran, for the Quran is the most noble knowledge and the most worthy of priority."*

The Quran is always easy to learn, but only if there is a willingness and sincere effort to study it (Mubarokah, 2019). This is proven by several informants who are students at a special educational institution for memorizing the Quran. At a young age, they are already able to memorize the Quran. This is not only due to the guidance provided by the tahfizh institution, but also the role of parents who always motivate their children to memorize the Quran. The Quran tahfizh program is considered the most prestigious program. Students studying at the tahfizh institution have a target of memorizing 10 juz within three years.

As the author has stated in the background section of this article, students' ability to memorize the Quran cannot be separated from the efforts or tips of a teacher in guiding their students to be able to memorize verses from the Quran (Feranina & Komala, 2022). Of course, students' abilities to memorize Quranic verses vary, because everyone's memory is different. Some are quick to memorize, while others are slow (Husna et al., 2021; Supriono & Rusdiani, 2019). All of these factors are inseparable from the motivation of a teacher who constantly encourages and motivates students to regularly memorize and review their memorization of the Quran (Jamjami et al., 2020; Syatina et al., 2021).

Research related to the strategies of tahfidz teachers in improving students' ability to memorize the Quran has been extensively studied by previous researchers, but previous studies have only focused on the urgency of applying the *talqin* method in improving students' ability to memorize the Quran. Meanwhile, studies that specifically discuss the strategies of tahfiz teachers in improving students' ability to memorize the Quran are still rare. The fundamental difference between this research issue and previous research issues is that previous researchers examined the efforts of tahfiz teachers in improving the quality of students' memorization of the Quran in public schools. Meanwhile, this research issue discusses the strategies of tahfiz teachers in improving students' ability to memorize the Quran in Tahfiz Quran educational institutions.

METHODS

This study uses a qualitative research method with a phenomenological approach (Asril et al., 2023; Engkizar et al., 2022; Guspita et al., 2025; Rahawarin et al., 2024). Qualitative research is a type of research approach that uses a scientific paradigm in social sciences according to phenomenological theory with the aim of examining social issues in a region holistically from the perspective of the object being studied (Norfai et al., 2021). Meanwhile, the phenomenological approach is a qualitative methodology that seeks to explain the meaning of several people's life experiences regarding a concept or phenomenon, including the concept of self or a person's outlook on life (Vinet & Zhedanov, 2011). In general, this research method is used to analyze the strategies of tahfizh teachers in improving the ability of students to memorize the Quran at the Quran educational institution, namely the Darul Hufadz tahfizh Center in Padang, Indonesia. This tahfizh institution was chosen as the research location because the researcher was interested in studying in

more depth the strategies used by tahfizh teachers to improve their students' ability to memorize the Quran.

The subjects of the study were tahfizh teachers and students. The informants selected met four criteria, namely: they had a good understanding of the issues being studied; they were still active in the field being studied; they had time to provide information to the researchers; and they provided information in accordance with the facts on the ground (Deni & Alfurqan, 2023; Engkizar et al., 2022, 2024). To meet the criteria as informants, all informants were hafiz teachers and students. The data collection techniques used were observation, interviews, and documentation. The data analysis technique used to analyze the previously formulated problems was the interactive analysis model developed by Miles and Huberman (Oktavia et al., 2020; Annisa & Mailani, 2023). The interactive analysis technique consists of four components of analysis, namely data collection, data reduction, data presentation, and conclusion drawing (Sari et al., 2023).

RESULT AND DISCUSSION

Based on interviews conducted with four informants, the analysis found that there are six important themes regarding the strategies used by tahfizh teachers to improve students' ability to memorize the Quran at specialized Tahfizh Quran institutions. These six themes can be seen in the following figure:

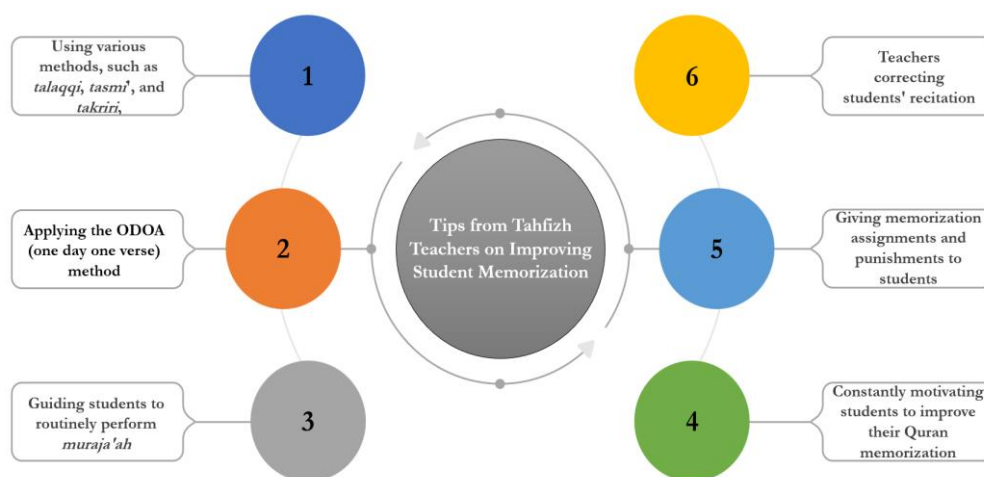


Fig 1. Tahfizh teachers' strategies in improving students' ability to memorize the Quran

Based on the image, the author can explain that after conducting in-depth interviews with informants, there are six strategies used by tahfizh teachers to improve students' ability to memorize the Quran at the Tahfizh Quran institution. The six themes are: i) using various methods, namely *talaqqi*, *tasmī'*, and *takriri*, ii) applying the ODOA (one day one verse) method, iii) guiding students to regularly review, iv) motivating students to correct their memorization of the Quran, v) giving memorization assignments and penalties to students, vi) teachers correcting students' recitations.

To make it more interesting, the author will describe excerpts from interviews with informants based on the six themes described above. The interview descriptions that the author will present are short excerpts from the informants' statements during the interviews. Although these interview excerpts are presented in slightly different language, they actually have more or less the same purpose and meaning.

The first theme is the use of various methods (*talaqqi*, *tasmi'*, and *takriri*). According to the informants, one of the strategies used by tahfizh teachers to improve students' ability to memorize the Quran is to vary between the *talaqqi*, *tasmi'*, and *takriri* methods. The *talaqqi* method is a form of teaching where the teacher and students face each other directly during learning. The teacher reads the verses first, followed by the students. If students repeat the verses continuously, they will eventually be easy to memorize (Qawi, 2017). Meanwhile, the *tasmi'* method is a method of memorizing verses of the Quran by the teacher playing recordings of the Quran to students through a tahfizh speaker (Ifadah et al., 2021). This method is very suitable for children aged 3-6 years, because they are not yet able to read the Quran. Another method is *takriri*, which involves memorizing by repeating the verses to be memorized (Najib, 2018). This theme was stated by four informants, as quoted in the following interview excerpts:

I use the talaqqi method, where the teacher and students face each other directly while learning. The teacher reads the verse first, followed by the students (informant 11); We apply the memorization method by repeating the verses to be memorized. This is known as the takriri method (informant 12); I use the tasmi' method to make it easier for students to memorize by using a murattal speaker (informant 13); I use the tasmi' method because I was inspired by the Tahfizh Quran broadcast on RCTI. Where even young children, including those who are blind, can easily memorize the entire 30 juz of the Quran thanks to listening to the tahfizh speaker (informant 14).

The second theme is applying the ODOA (one day one verse) method. According to one informant, one of the strategies used by tahfizh teachers to improve students' ability to memorize the Quran is the method of memorizing the Quran by memorizing one verse per day until it is completely memorized (Arifin et al., 2020; Oktavia, Febriani, Hasnah, et al., 2024). Memorization begins with Juz 30 from Surah An-Naba' to Surah An-Nas. If a student can memorize more than one verse in a day, that would be even better. This method is very suitable for students who are new to memorizing the Quran and only have a little memorization because it is very easy to apply to make students consistent in memorizing the Quran while also developing their memory very well (Fatmawati, 2019). This proves that teachers do not force children to memorize the Quran quickly because each child has different memorization abilities (Fauziah & Asmawat, 2022). The most important thing is not how many verses are memorized, but how consistent we are in memorizing the Quran every day (Nurbaiti et al., 2022). This theme was stated by four informants, as quoted in the following interview excerpts:

I always aim for students to memorize at least one verse of the Quran per day. Starting from juz 30, surat an-naba' to surat an-nas (informant 1); We implement a one verse per day program so that students are consistent in memorizing the Quran every day (informant 2); We strive to use the one day one verse method with the aim of training children's memory in memorizing the Quran so that it develops well (informant 3); For those who memorize the Quran, what is important is not how many verses are memorized, but how consistent the students are in memorizing the Quran every day (informant 4).

The third theme is guiding students to regularly review their memorization of the Quran. According to one informant, one of the strategies used by tahfizh teachers to improve students' ability to memorize the Quran is to regularly review their memorization. This is done so that the memorization remains embedded in their memory and the students do not forget what they have memorized (Ilyas, 2020). *Muraja'ah* can be done anytime and anywhere. *Muraja'ah* is the key to success for those who memorize the Quran and keeps them consistent and steadfast in

maintaining their memorization (Putri, 2022). Moreover, if *muraja'ah* is done together, it will make students more enthusiastic and motivated to improve the quality of their Quran memorization (Engkizar et al., 2023; Guslianto et al., 2024; Maizatul et al., 2025; Oktavia et al., 2024). This theme was expressed by four informants, as quoted in the following interview excerpts:

The purpose of muraja'ah is so that students do not forget their memorization and the memorization will quickly be embedded in their memory (informant 5); Muraja'ah is an important thing in memorizing the Quran. Because if the memorization is never repeated, it will quickly be lost and forgotten (informant 6); For me, muraja'ah can strengthen memorization and be the key to success for hafiz in memorizing the Quran (informant 7); Muraja'ah memorization is very useful so that memorization is maintained consistently every day. Here, we occasionally hold joint classes for muraja'ah together so that they become more enthusiastic about repeating their memorization (informant 8).

The fourth theme is motivating students to improve their memorization of the Quran. According to one informant, one of the strategies used by tahfizh teachers to improve students' ability to memorize the Quran is to always motivate and encourage students in their memorization, which can take the form of praise and advice so that students are more motivated to compete in doing good and always love the Quran. Because love for the Quran, as explained in the hadith of the Prophet SAW, can lead us to the paradise of Allah SWT (Nuruddaroini & Zubaidillah, 2023). In addition, teachers also hold Quranic motivation seminars by inviting reliable motivators who are also Quran memorizers, who can then share their knowledge and motivation in memorizing the Quran. If students achieve their memorization targets and obtain the highest scores, the teacher will give them rewards, such as a Quran, prayer robes, digital prayer beads, or other attractive gifts that can make them even more eager to memorize the Quran (Asyari, 2021). This theme was stated by four informants, as quoted in the following interview excerpts:

We always motivate students to memorize the Quran by praising them, such as: "...MashaAllah, your memorization is very good, keep it up" (informant 9); We always encourage students to love the Quran, because by loving the Quran, we will be given a ticket to Allah SWT's heaven (informant 10); Sometimes, we hold Quranic motivation seminars by inviting motivational speakers who are also Quran memorizers so that students have the opportunity to gain knowledge from these great motivators (informant 11); Giving gifts can motivate students to memorize because they will compete to be the best (informant 15).

The fifth theme is giving memorization assignments and punishments to students. According to one informant, one of the strategies used by tahfizh teachers to improve students' ability to memorize the Quran is to give them memorization assignments, which usually consist of 3 to 10 lines of Quranic verses. With these memorization assignments, students will be trained to carry out their responsibilities independently in order to improve their memorization of the Quran (Hariyani & Rafik, 2021). By giving memorization assignments, students will be motivated to compete in increasing their memorization. Meanwhile, teachers will impose punishment if students do not achieve the memorization target. The punishment is to stand in front of the class holding the Quran to complete the memorization assignment while being watched by other students. This is intended to make students feel ashamed and deter them from repeating similar mistakes. This theme was stated by four informants, as quoted in the following interview excerpts:

We assign students to memorize 3 to 10 lines from verses of the Quran. This can help students improve their memorization skills (informant 16); Our goal in giving students memorization assignments is so that they are able to complete the tasks and can

independently strive to achieve the assigned memorization targets (informant 17); In order for students to feel responsible for their memorization assignments, we impose penalties on those who are unable to memorize the assigned verses (informant 18); Assigning tasks can train children to complete tasks according to the targets set by the teacher. Meanwhile, sanctions are imposed on those who are lazy and cannot achieve the assigned memorization targets (informant 19).

The sixth theme is teachers correcting students' reading mistakes. According to one informant, one of the strategies used by tahfizh teachers to improve students' ability to memorize the Quran is to always correct students' reading, such as the length of the words and the pronunciation of the letters based on the rules of tajwid. If students pronounce the letters incorrectly, the meaning of the verse will be wrong. Students will find it easy to memorize if their recitation of the Quran is correct (Istiqomah & Maulidiyah, 2022; Putri et al., 2021). Conversely, students will find it difficult to memorize the Quran if their recitation is incorrect, resulting in suboptimal memorization. This theme was stated by four informants, as quoted in the following interview excerpts:

Teachers must correct the length and pronunciation of students' recitations based on the rules of tajwid (informant 15); We will correct students' recitations that are still not good enough. Because the meaning of a verse will be different if the makbraj is read incorrectly (informant 16); For students whose reading is still not good, I will correct their reading until it is good before instructing them to continue to the next verse (informant 17); By correcting their reading, students can read and memorize well and correctly. But if they still make mistakes after being corrected, we will demonstrate the recitation of each verse (informant 18).

From the above discussion, it can be analyzed that there are six strategies used by tahfizh teachers to improve students' ability to memorize the Quran in Quran memorization educational institutions. Therefore, the role of a creative and innovative tahfizh teacher is very much needed in guiding students to memorize verses from the Quran. Teachers must use a variety of methods so that the tahfizh learning process can run smoothly. Moreover, teachers must exemplify correct recitation to students and correct each student's recitation. In addition, motivation to memorize the Quran is also very necessary to improve students' abilities and desire to memorize the Quran (Istiqomah & Maulidiyah, 2022).

CONCLUSION

This study has successfully revealed six strategies used by tahfizh teachers to improve students' ability to memorize the Quran at the Tahfizh Quran educational institution. The six strategies are: using various methods, such as *talaqqi*, *tasmi'*, and *takrir*; implementing the ODOA (one day one verse) method; guiding students to regularly review; constantly motivating students to improve their Quran memorization, giving memorization assignments and penalties to students, and correcting students' recitation. Indeed, for a Quran memorizer, it is very important to have a creative and innovative teacher who always guides and directs students to constantly read, memorize, and even review their memorization regularly. This is because becoming a memorizer of the Quran is not an easy thing, but requires a very long process and sincere determination. Because thanks to this sincerity, it can lead someone to be able to memorize 30 juz of the Quran easily and always make someone steadfast on the path of Allah SWT. At the very least, this research can serve as a guideline and reference for future researchers to study this issue in different contexts and contexts.

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Author Contribution

Gifa Oktavia: Writing-Preparation of original manuscript, Conceptualization, Visualization, **Mahmoud Abdullah:** Methodology, Improve Content, **Mustapha Almasi:** Data accuracy, Improve Language.

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The place or location studied has agreed to conduct research and is willing if the results of this study are published.

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