



An Analysis of Five Quran Memorization Methods in Higher Education

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Abstract

Memorizing the Quran is a highly noble activity, not only bringing honor to the memorizer but also serving as a source of blessings for their parents. This activity involves the process of repeatedly reciting or listening to the Quran so that the verses become firmly embedded in memory and can be recited without referring to the *mushaf*. However, for students who are generally in their twenties or older, memorizing the Quran often presents particular challenges. This study aims to analyze the effectiveness of five Quran memorization methods used by students. A qualitative approach with a case study design was employed. Data were collected through in-depth interviews with five informants selected using purposive sampling. All participants were active students from three universities in West Sumatra. The results indicate that students use five methods in memorizing the Quran: i) the wahdah method, ii) the kitabah method, iii) the sima'i method, iv) the jama' method, and v) the talaqqi method. These findings may serve as an initial reference for students who wish to begin the process of Quran memorization effectively, in accordance with their individual characteristics and abilities.

INTRODUCTION

The learning of the Quran began when the Prophet Muhammad (peace be upon him) received revelation through the Jibril. The Prophet memorized the verses and recited them to his companions, striving to teach the Quran both in Makkah and Madinah (Alwani, 2019; Rifa'i & Marhamah, 2020). During the Prophet's time, the Quran had already spread and been memorized by several tribes beyond Makkah. Zaid bin Tsabit, who was still a teenager, had memorized seventeen surahs of the Quran. This indicates that during that period, Quranic learning was not dominated by written media but was also transmitted orally (Ismail et al., 2022).

Discussions about methods have always been an interesting topic of study because they relate directly to the ways of achieving learning objectives. Scholars such as Imran et al (2023); Patterson et al (2016) have emphasized the importance of method selection in educational practice. Regarding Quran memorization, there are several methods that can be applied, including the Wahdah, Kitabah, Sima'i, Jama', and Talaqqi methods. Each of these has unique characteristics suited to different learning styles and memorization capacities.

Memorizing the Quran also serves as a means of sharpening the mind, strengthening memory, and cultivating mental discipline. Those who dedicate themselves to memorizing the Quran are promised great rewards, as they consistently engage with the sacred text through recitation and revision (*muroja'ah*) despite fatigue and challenges (Ajnaimah et al., 2023; Engkizar et al., 2023; Mubarakah & Munastiwi, 2020; Salamah, 2018).

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Today, Quran memorization is widely practiced among various age groups children, adolescents, and adults alike. However, adult learners, such as university students, often face particular challenges related to time management, academic workload, and memory retention. To overcome these difficulties, effective memorization methods are essential for maintaining consistency and quality. Various Islamic educational institutions in Indonesia have developed tahfizh programs with differing approaches and pedagogical models (Mutaqin et al., 2022; Nasier, 2018).

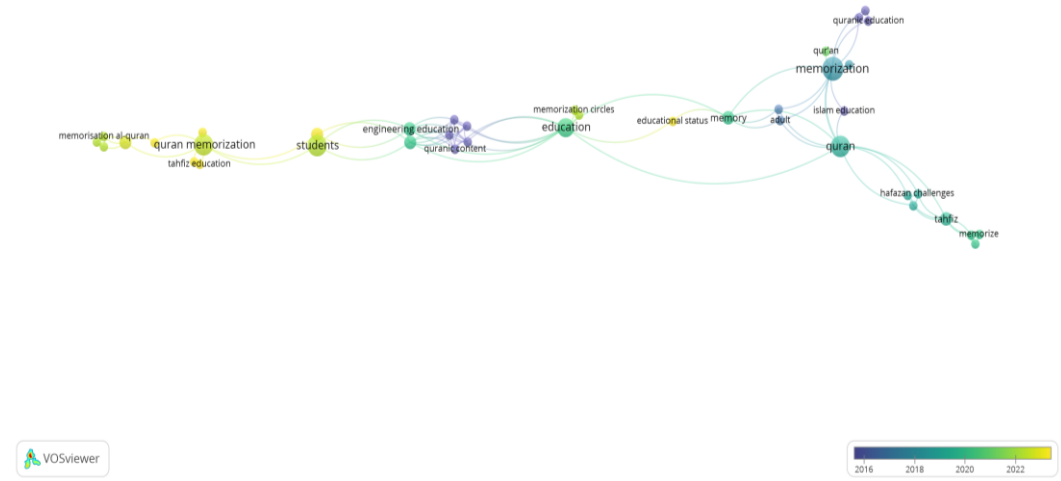


Fig 1. Based on a bibliometric analysis using VOSviewer

Based on a bibliometric analysis using VOSviewer with 67 Scopus-indexed documents containing the keywords “Quran memorization,” “methods,” and “higher education,” research trends show that studies on Quran memorization are primarily linked to themes of education, students, and teaching methods. The network visualization reveals several interconnected clusters, indicating that recent studies have expanded from traditional memorization practices toward pedagogical innovations in higher education contexts. The dominant clusters include topics such as Quranic education, learning challenges, teaching strategies, and student engagement. These findings suggest that while research on Quran memorization has increasingly explored instructional approaches, there remains a limited focus on the effectiveness of specific memorization methods among adult learners or university students.

Therefore, this study aims to analyze the effectiveness of five methods of Quran memorization applied by university students. The results are expected to provide a deeper understanding of which methods can best support students’ memorization processes and serve as a reference for the development of Quran memorization programs in higher education.

METHODS

This study employed a qualitative method with a case study approach (Bartlett & Vavrus, 2016; Crowe et al., 2016; Haerani et al., 2023; Taylor, 2013). This approach was chosen to explore in depth the experiences and perceptions of students in applying various methods of Quran memorization. Research data were obtained from five informants through in-depth interviews. The informants were selected using purposive sampling, as qualitative research emphasizes the depth of information rather than the number of participants. The selected informants met four main criteria; i) they had a good understanding of Quran memorization practices, ii) were still active in related activities, iii) had sufficient time and

willingness to participate in the study, and iv) were able to provide accurate information consistent with their experiences in the field (Febriani et al., 2020; Izati et al., 2024).

Data were collected through semi-structured, in-depth interviews to allow the informants to freely express their experiences while remaining aligned with the research focus. All interviews were recorded with the informants' consent and transcribed verbatim. The transcripts were analyzed using Miles and Huberman's thematic analysis technique, which includes several stages: data familiarization, coding, theme identification, and interpretation (Oktavia et al., 2023; Putri et al., 2021). To ensure data validity, triangulation was performed by comparing information from various informants and reconfirming the findings with participants. The entire analysis process emphasized credibility and authenticity to reflect the actual context of students' experiences in applying Quran memorization methods.

RESULT AND DISCUSSION

Based on in-depth interviews with five informants, five main themes were identified that describe the variety of methods used by students in memorizing the Quran. These themes show that each individual tends to use different approaches depending on their character, experience, and learning style.

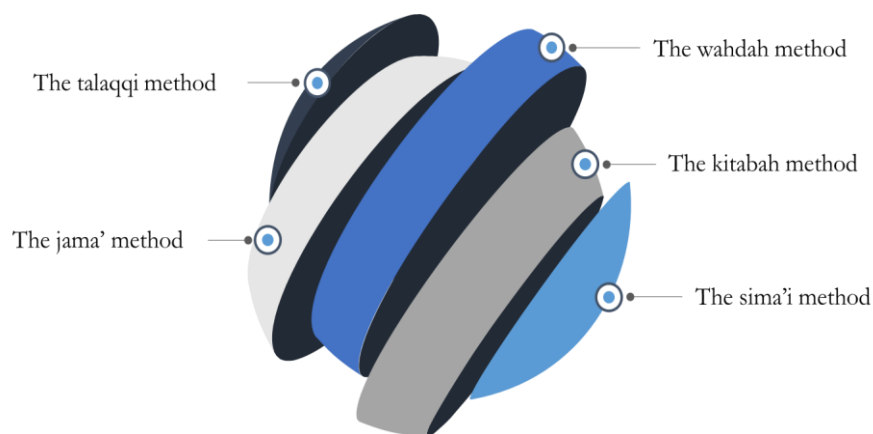


Fig 2. Five methods memorizing the Quran in higher education

The first theme is the use of the wahdah method. One informant explained that this method is carried out by memorizing verse by verse until the verses are firmly embedded in memory. The informant stated, *“When I was in the Islamic boarding school, I was used to using the Wahdah method because by memorizing verse by verse, I felt my memorization became stronger.”* In this method, each verse is recited repeatedly ten times or more so that a mental pattern is formed, allowing the memorizer to reproduce the verses fluently. This method helps maintain focus and consistency, especially in the initial stages of memorization (Mudinillah & Putri, 2021; Mufidah et al., 2022).

The second theme is the application of the kitabah method. One participant mentioned, *“I prefer to memorize the verses by writing them first on a sheet of paper and then memorizing them. By writing, I can better remember the verses I will memorize.”* In this method, the memorizer writes the verses on paper before memorizing them and repeats this process several times (Chew et al., 2023; Engkizar et al., 2022). Writing and reading simultaneously activate both visual and auditory memory, strengthening retention. The findings indicate that this method is effective for students with visual or kinesthetic learning preferences (Himam & Maulana, 2022; Sarman, 2019).

The third theme is the sima'i method, which involves listening to the verses to be memorized. One informant said, *“I find it easier to memorize the Quran by listening to the*

verses repeatedly until I can remember them naturally.” This method can be done by listening to the recitation from a teacher, a peer, or a recording until the memorizer can imitate it accurately. The Sima’i method is especially beneficial for learners with strong auditory abilities or those who wish to reinforce their memorization through repetition (Liliawati & Ichsan, 2022; Mubarokah, 2019; Priyono et al., 2019).

The fourth theme concerns the jama’ method, or group memorization. An informant noted, *“I find it easier to memorize the Quran when I do it together with others. When I was at the boarding school, I tried other methods, but I memorized faster when I did it in a group.”* In this method, an instructor leads the recitation of verses, and the participants repeat them collectively until they memorize them (Zaidi & Nasir, 2015). This approach helps create motivation, discipline, and a sense of togetherness among the memorizers (Ikhwanuddin & Hashim, 2014).

The fifth theme is the talaqqi method. One informant stated, *“When memorizing the Quran, I need to be guided by my teacher because it motivates me, and I can immediately recite the verses I have memorized.”* This method involves reciting newly memorized verses directly to a teacher or instructor who listens, corrects, and provides feedback. The process not only strengthens memorization but also ensures accuracy in pronunciation and recitation according to the rules of *tajwid* (Ibrahim & Wiza, 2021; Sobirin, 2020; Suriansyah, 2021; Umayah & Misbah, 2021). The findings suggest that this method is particularly helpful for students who require direct supervision and feedback from a qualified instructor.

Overall, the results indicate that these five methods each have distinct advantages depending on the characteristics of the memorizer. The wahdah and kitabah methods tend to be more suitable for individual practice, while the sima’i, jama’, and talaqqi methods are better for collaborative and guided learning (Putri et al., 2022; Rizki, 2023; Rusadi, 2020; Sya’roni et al., 2021). These findings align with the principles of Quranic learning, which emphasize the balance between individual repetition and direct instruction (*talaqqi*) as an authentic form of knowledge transmission.

CONCLUSION

This study has identified five methods that can be applied by adults in memorizing the Quran. For Quran memorizers, choosing an appropriate method plays a crucial role, as the right approach can significantly enhance the effectiveness of achieving memorization goals. Conversely, using an unsuitable method may hinder the memorization process. The better the method aligns with the memorizer’s characteristics, the more optimal the outcomes will be. This research is expected to serve as a foundation and reference for future studies to further explore this topic in different contexts and issues.

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DECLARATIONS

Author Contribution

Naser Ali Abdulghani: Writing-Preparation of original manuscript, Conceptualization, Methodology, Improve Language, **Ardi Satrial:** Visualization, Investigation, Improve Content, Data accuracy.

AI Statement

The data and language usage in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

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Conflict of Interest

The authors declare that this research was conducted without any conflict of interest in the research.

Ethical Clearance

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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