

# Improving Students' Al-Qur'an Memorization In The Al-Qur'an Hadith Subject Through The Takrir Method in XII Grade Student at Madrasah Aliyah Laboratorium, Jambi

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## Abstract

The takrir method serves as a means for information entering short-term memory to transfer directly into long-term memory, achieved through repetition (rehearsal or takrir). This research aimed to enhance students' memorization of the al-qur'an in al-qur'an hadith subjects. The research employed a classroom action research approach involving 20 students of XII IPS at Madrasah Aliyah Laboratorium, Jambi. It encompassed 3 stages: pre-cycle, cycle 1, and cycle 2. The research findings indicated improved student learning outcomes: Initially, only 5 out of 20 students (25%) completed the task. After implementing the assessment method in cycle I, 15 students (75%) successfully completed it. In cycle II, following further improvements, 19 students (95%) successfully completed it, demonstrating a significant enhancement from the previous state.

**Keywords :** Alquran memoration, takrir method, Al-quran hadits.

## Introduction

The Qur'an is the last holy book revealed by Allah SWT, through the angel Gabriel to the Prophet Muhammad SAW, as the key and conclusion of all the holy books that were revealed by Allah SWT, to the Prophets and Messengers sent by Allah before the Prophet Muhammad SAW . Al-Qur'an, which literally means "perfect reading", is a truly appropriate name chosen by Allah, because there has not been a single reading since humans discovered writing and reading about five

thousand years ago that can compete with the Al-Qur'an.

The Qur'an is studied not only for its editorial structure and choice of vocabulary, but also for its explicit and implied content, even down to the impression it gives. Everything is written down in millions of volumes of books, generation after generation. Then what is poured out from a source that never dries up, varies according to differences in their abilities and tendencies, but all contains truth. The Qur'an is like a jewel that emits

different lights according to each person's point of view.

The Qur'an is a book that has regular procedures for reading it, where the words are shortened, lengthened, thickened, or refined, where the words are forbidden or where they are allowed, or where you have to start and stop, even the songs and lyrics are regulated, as well as the etiquette for reading them. .

The orientalist H.A.R. Gibb once wrote that, "No one in fifteen hundred years has played a sonorous instrument with so much skill and boldness, and so wide the vibrations of the soul it caused, as Muhammad read (the Koran)" (Quraish Shihab, 1998).

Thus integrated in the Qur'an is the beauty of the language, its precision and balance, with the depth of its meaning, richness and truth, as well as the ease of understanding and the greatness of the impression it gives. It cannot be denied by anyone who has objectivity that the holy book Al-Qur'an has special features. This privilege is recognized by friends and foes, from the past until now (Sa'dulloh, 2008).

The Koran is a holy book that is a guide to life for every Muslim. In contrast

to other holy books, the Al-Qur'an is a holy book whose authenticity and purity have been guaranteed by Allah SWT, which will not undergo changes, additions or subtractions, not a single letter has shifted or changed from its place, not a single letter or any words that anyone might insert into it.

Memorizing the Koran is a very noble job. Good before humans, especially before Allah SWT. There are many advantages and benefits that can be obtained from the memorizer, both the advantages he obtains in this world and in the afterlife. Apart from that, the memorizer of the Qur'an plays an important role in maintaining the purity and authenticity of the Qur'an until the end of time.

So basically memorizing is easy, what is difficult is maintaining and maintaining the memorization that we already have so that we don't lose it or forget it, because this is the biggest challenge faced and experienced by all memorizers of the Qur'an.

In learning, methods are much more important than materials. That is the urgency of methods in the education and teaching process. A teaching and learning process can be said to be unsuccessful if the process does not use methods. Because

methods occupy the second most important position after objectives in a series of learning components: objectives, methods, materials, media and evaluation (Armai Arief, 2002).

A method is said to be good and suitable if it can lead to the intended goal. Likewise, in memorizing the Al-Qur'an or Hadith, a good method will have a strong influence on the process of hifzhul Qur'an or Hadith, resulting in success in memorizing the Al-Qur'an or Hadith.

The takrir method is a way for information that enters short-term memory to go directly to long-term memory, namely by repetition (rehearsal or takrir). Researchers believe that the Takrir method is very important in memorizing the Al-Qur'an or Hadith, because without the process of Takrir (repeating the reading) (listening to other people) it is impossible to immediately memorize the Al-Qur'an or Hadith. Therefore, the more often you memorize the reading, the easier it will be to memorize it<sup>10</sup> and when you listen to the memorized reading, you will be better able to remember which parts are wrong in the memorized reading. In this way, the memorization will stick better.

This method is motivated by many complaints from students, both those who are memorizing short letters in the Al-Qur'an or Hadith, especially in the Al-Qur'an Hadith subject, or those who memorize material that has been passed, they find it difficult. in memorizing and explaining the Qur'an, short letters and Hadith.

This can be seen from the results of student learning in memorizing the Al-Qur'an in the Al-Qur'an Hadith subject which does not use the takrir method. The learning results show that for a total of 20 students, only 5 students with a percentage of 25% had scores above the KKM so they were included in the complete category. Meanwhile, there were 15 students or 75% who had scores below the KKM so they were included in the incomplete category. This is because teachers at Madrasah Aliyah still use conventional methods so that many students get low and incomplete grades.

Based on the problems above, the author is interested in conducting Classroom Action Research (PTK) with the title "Improving Students' Memorizing of the Qur'an in Al-Qur'an Hadith Subjects through the Takrir Method in Class XII IPS 2 Madrasah Aliyah Laboratorium".

## **Methods**

This research is Classroom Action Research (PTK). PTK is a type of research carried out by teachers in the classroom or at the school where they teach with an emphasis on perfecting or increasing the quality of learning. Classroom action research (CAR) is the process of studying a problem in a class of recycling systems from various activities.

The essence of classroom action research (CAR) is a variety of learning research with a classroom context carried out by teachers to solve learning problems faced by teachers, to improve the quality and results of learning and to try out new learning things in order to improve the quality and results of learning (Sugiono, 2008).

The subjects of this research were 20 students in class XII IPS 2 Madrasah Aliyah Laboratorium, consisting of 12 male students and 8 female students. The choice of class was based on the researcher's consideration of teaching in that class. This research was carried out at the Madrasah Aliyah Laboratorium of the Tarbiyah Faculty of UIN STS Jambi which is located at Jl. Arif Rahman Judge No. 111 Simpang IV Sipin Village, Telanai Pura District, Jambi City. This research was carried out in February – March of the

2020/2021 academic year. This research is divided into 2 cycles.

The researcher will employ the Takrir approach to ensure that the research they conduct stays contained. Because this approach is highly appropriate for the research activities that will be conducted, researchers say.

In order to simplify the research process, the researcher will describe the assessment method as follows: planning, acting, observing and reflecting in each cycle.

The performance indicator in this classroom action research is an increase in the average score of student test results after participating in learning using the Takrir method, namely student learning outcomes. At least 80% have achieved the Minimum Completeness Criteria (KKM) score from the total number of students in class

The data source in this PTK is all students of class XII IPS 2 Madrasah Aliyah Laboratorium Jambi. The types of data that can be obtained are quantitative and qualitative which consist of: Learning outcomes, data from observations of the learning implementation process, Lesson plan.

Data collection is done by doing some action : Learning outcome data is taken by giving memorization tests to students, data about the teaching and learning situation at the time the class action was carried out, data about the relationship between planning and implementation was obtained from the RPP.

Data analysis of the research results is explained as follows: Analysis of research data which is classified as quantitative data in the form of learning outcomes (post test) by calculating the increase in individual student learning completeness if the student is able to reach a score of 75. This analysis is carried out by calculating individual completeness using the formula.

## **Results and Discussion**

### **Cycle 1**

In the Planning Stage there are several activities carried out, such as: Discussion with the teacher, Determining the material in the form of verses in the Al-Qu'an Hadith textbook for class , Prepare observation instruments and prepare evaluation sheets

Next, activities are carried out at the Implementation stage. In the first meeting cycle, it was held on February 21 2020 at

10.40 – 12.00 and February 28 2020 at 10.40 – 12.00. At this stage, the researcher then applied the takrir method in Al-Qur'an Hadith learning activities. The steps for implementing the estimation method include:

- a) Conditioning students to be ready to participate in learning and motivating students
- b) Presentation of information to students regarding the steps of the assessment method
- c) Invite students to read the verse to be memorized together
- d) Memorize little by little the verses you want to memorize
- e) Memorize verse by verse
- f) Repeat the memorization until it is really fluent together
- g) Repeat the memorization until it is completely fluent independently
- h) Repeat the memorization until it is completely fluent in front of the Al-Qur'an hadith subject teacher.
- i) At the end of the lesson, the teacher conducts an evaluation in the form of a non-test, namely the teacher tests the students' memorization one by one.

The results of the researcher's observations in cycle I showed that students were not yet familiar with the assessment method in improving the quality of memorization. However, it can be seen that students are enthusiastic about this method because this method is easy for students to apply and requires students to continue to improve the quality of memorizing the Al-Qur'an.

In cycle 1, there was an increase in learning outcomes from previously using the conventional method to the assessment method. In the conventional method, only 5 students have scores above the KKM or only 25%. However, after applying the assessment method in cycle I, there were 15 students who had scores above the KKM and were in the pass category or 75%. This shows that there has been an increase in student learning outcomes in the form of memorizing the Al-Qur'an after the takrir method was applied in the Al-Qur'an Hadith subject.

At this reflection stage, the researcher saw whether in cycle 1 the learning method applied was in accordance with what had been planned by looking at student success including a) time used, b) learning opportunities, c) seriousness in memorizing, d) the number of memorized, 5) quality of memorization

## **Cycle 2**

In cycle II planning, this is an improvement on the learning actions of cycle I, but the planning stage is not much different from cycle 1 : a) Discussion with the teacher, b) Determine the material in the form of verses in the Al-Qu'an Hadith textbook for class XII IPS 2 which will be memorized by students, c) Determine the estimation method, d) Create a lesson plan, e) Prepare observation instruments, f) Prepare evaluation sheets

The implementation carried out in cycle II was an improvement on the shortcomings of cycle I in the form of applying the takrir method in learning Al-Qur'an Hadith.

Cycle II was carried out on February 28 2020 at 10.40 – 12.00. At this stage, the researcher applied the takrir method in Al-Qur'an Hadith learning activities based on improvements in cycle I. The steps for implementing the takrir method in cycle II includes:

- a. Conditioning students to be ready to participate in learning and motivating students
- b. Presentation of information to students regarding the steps of the assessment method

- c. Invite students to read the verse to be memorized together
- d. Memorize little by little the verses you want to memorize
- e. Memorize verse by verse
- f. Repeat the memorization until it is really fluent together
- g. Repeat the memorization until it is completely fluent independently
- h. Repeat the memorization until it is completely fluent in front of the Al-Qur'an hadith subject teacher.
- i. At the end of the lesson, the teacher conducts an evaluation in the form of a non-test, namely the teacher tests the students' memorization one by one.

In learning cycle II, researchers made observations of learning activities. The results of the researcher's observations are:

- a. In cycle II, students' learning motivation was more enthusiastic than in cycle I.
- b. Students are starting to get used to the takrir method in memorizing Al-Qur'an verses.
- c. Students can memorize verses of the Koran better than cycles.

The results of the researcher's observations in cycle II showed that students were familiar with the assessment

method in improving the quality of memorization. It can also be seen that students are enthusiastic about this method because this method is easy for students to apply and requires students to continue to improve the quality of memorizing the Al-Qur'an.

From the implementation in cycle 2, it was seen that there was an increase in learning outcomes from cycle I to cycle II. In cycle I, there were 15 students who completed with a percentage of 75%, while those who did not complete were 5 with a percentage of 25%. However, after the assessment method in cycle I was corrected and reapplied in cycle II, there were 19 students who completed it with a percentage of 95% and 1 person who did not complete it with a percentage of 5%.

This shows that there was an increase in student learning outcomes in the form of memorizing the Al-Qur'an after cycle II compared to cycle I. Thus, the researchers decided not to continue with the next cycle.

In the reflection stage of cycle II, after the researcher applied the takrir method in the Al-Qur'an Hadith subject, the following results were seen:

- a. There has been improvement because students have memorized the Al-Qur'an well.

- b. Students become enthusiastic and motivated with this assessment method
- c. The results of the evaluation showed that there was an increase in student learning outcomes.

Based on the data obtained from this research, it shows that in cycle II learning was better than the previous cycle

### Discussion of Research Results

Based on the data displayed, there are several data analysis points: First, at the pre-cycle stage, Al-Quran Hadith subject teachers still use conventional learning methods so that learning is less effective which has an impact on students' low memorization scores. At this pre-cycle stage, there are still many students who get scores below the KKM set by the school, namely 75. For more details, see the table below:

Table 1. Pre-Cycle Students' Score

No	Students' Score	Percentage
1	Completed	5 students (25%)
2	Incomplete	15 students (75%)

The table above is the learning result of students who have not applied the takrir method in memorizing Al-Qur'an verses in the Al-Qur'an Hadith subject. In

the score list, there were 15 students with a percentage of 75% who got scores below the KKM so they were included in the incomplete category. Meanwhile, only 5 students with a percentage of 25% got a score above the KKM so they were included in the pass category.

Second, in the first cycle stage, Al-Quran Hadith subject teachers have started to use the takrir learning method so that learning becomes more effective which has an impact on increasing students' memorization scores. At this stage of cycle I, many students have obtained scores above the KKM set by the school, namely 75. For more details, see the table below:

Table 2. Cycle 1 Students' Score

No	Students' Score	Percentage
1	Completed	15 students (75%)
2	Incomplete	5 students (25%)

The table above is the learning result of students who have applied the takrir method in cycle I in memorizing Al-Qur'an verses in the Al-Qur'an Hadith subject. In the score list, there were 5 students with a percentage of 25% who got scores below the KKM so they were included in the incomplete category. Meanwhile, there were 15 students with a percentage of 75% who got a score above

the KKM so they were included in the pass category.

Third, in cycle II, the assessment method was reapplied after going through the evaluation and improvement process from cycle I. In cycle II, in general, student learning outcomes were good, although there was still 1 student who had not completed it. This can be seen from the results of studying the Al-Qur'an hadith which achieved indicators of success... therefore the decision was made not to continue with the next cycle. The student learning outcomes in cycle II are as follows:

Table 3. Cycle 3 Students' Score

No	Students' Score	Percentage
1	Completed	19 students (95%)
2	Incomplete	1 students (5%)

The table above is the learning result of students who have applied the takrir method in cycle II which had previously undergone improvements from cycle I. The takrir method was applied in memorizing Al-Qur'an verses in the Al-Qur'an Hadith subject. In the score list, there was 1 student with a percentage of 5% who got a score below the KKM so it was included in the incomplete category. Meanwhile, there

were 19 students with a percentage of 95% who got a score above the KKM so they were included in the pass category.

Based on result, it is proven that there has been an increase in the learning outcomes of Al-Qur'an Hadith for students in class XII IPS 2 Madrasah Aliyah Laboratorium for the 2020/2021 academic year. This can be seen from the increase in learning outcomes from pre-cycle, cycle I and cycle II. In the pre-cycle, students had not applied the assessment method so that students' learning scores were still low, namely only 5 people with a percentage of 25% who had scores above the KKM and were included in the complete category. Meanwhile, 15 people or 75% of students had scores below the KKM and were included in the incomplete category.

Then researchers in cycle I applied the takrir method in learning Al-Qur'an Hadith so that student learning outcomes increased, namely there were 15 students with a percentage of 75% who had scores above the KKM and were included in the complete category. Meanwhile, there were 5 students with a percentage of 25% who got scores below the KKM and were included in the incomplete category.

Then in cycle II, researchers made improvements in applying the assessment method so that student learning outcomes improved compared to cycle I. There were

19 students with a percentage of 95% who had scores above the KKM and were included in the complete category. Meanwhile, there was only 1 student with a percentage of 5% who got a score below the KKM and was included in the incomplete category.

Therefore, it can be concluded that the application of the takrir method can improve students' memorization of the Qur'an in the Al-Qur'an Hadith subject in class a percentage of 25% to 19 people with a percentage of 95%. This proves that there is a very significant increase, reaching 70%.

### **Conclusion**

Based on the results of the Classroom Action Research (PTK) that has been carried out, it can be concluded that the application of the takrir method can improve students' memorization of the Al-Qur'an in the Al-Qur'an Hadith subject in class XII IPS 2 Madrasah Aliyah Jambi for the 2020/2021 academic year.

This can be proven from the increase in student learning outcomes in the pre-cycle with a total of 20 students and only 5 people with a percentage of 25% who had scores above the KKM and were included in the complete category. Meanwhile, 15 people or 75% of students had scores below the KKM and were included in the

incomplete category. Then the assessment method was applied in cycle I so that there were 15 students with a percentage of 75% who had scores above the KKM and were included in the pass category. Meanwhile, there were 5 students with a percentage of 25% who got scores below the KKM and were included in the incomplete category.

Then in cycle II improvements were made in applying the assessment method so that student learning outcomes improved compared to cycle I. There were 19 students with a percentage of 95% who had scores above the KKM and were included in the complete category. Meanwhile, there was only 1 student with a percentage of 5% who got a score below the KKM and was included in the incomplete category.

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