

Implementation of the Takrir Method in Improving the Ability to Memorize the Qur'an at SD Negeri 06 Anakan

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Abstract: This study aims to improve students' ability to memorize the Qur'an in Islamic religious education learning by using the takrir method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the takrir method can improve students' ability to memorize the Qur'an in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the takrir method can be used as an alternative to improve students' ability to memorize the Qur'an in Islamic religious education learning.

Keywords: Takrir method, memorize ability, islamic education.

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INTRODUCTION

Al-Qur'an adalah kitab suci yang terakhir diturunkan Allah SWT, dengan perantara malaikat Jibril kepada Nabi Muhammad SAW, sebagai kunci dan kesimpulan dari semua kitab-kitab suci yang pernah diturunkan Allah SWT, kepada Nabi dan Rasul yang diutus Allah sebelum Nabi Muhammad SAW. Ditinjau dari segi bahasa, secara umum diketahui bahwa kata al- qur'an (القرآن) berasal dari kata قرأ yang berarti mengumpulkan atau menghimpun. Qira'ah berarti merangkai huruf-huruf dan kata-kata satu dengan lainnya dalam satu ungkapan kata yang teratur. Al-qur'an asalnya sama dengan qira'ah, yaitu akar kata (mashdar-infinitif) dari qara'a, qira'atan wa qur'an.

Allah SWT Berfirman dalam Q.S. Al-Qiyamah: 17-18: Artinya. "Sesungguhnya Kami-lah yang bertanggung jawab mengumpulkan (dalam dadamu) dan membacakannya (pada lidahmu). Maka apabila kami telah menyempurnakan bacaannya (kepadamu, dengan perantara Jibril), maka bacalah menurut bacaannya itu." (Al- Qiyamah: 17-18). The three wazans still have one meaning, namely reading. He further stated that the word al-Qur'an is a form of mashdar that contains the function of the meaning of isim maf'ul (which is in), so that its meaning becomes what is read or recited. The Qur'an is studied not only in the editorial structure and the selection of vocabulary, but also in its explicit content, implicit,

and even to the impression it causes. Everything is written in millions of volumes, generation after generation.

Then what is poured from the source that never dries up, differs according to their different abilities and tendencies, but all contain the truth. The Qur'an is like a jewel that emits different lights according to each point of view. The Qur'an is a holy book that is a guideline for every Muslim. Unlike other holy books, the 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 shifts or changes from its place, not a single letter or word that may be inserted by anyone into it. Memorizing the Qur'an is a very noble. Good in front of humans, especially in front of Allah SWT. There are many virtues and benefits that can be obtained from the memorizer, both the virtues he obtains in this world and in the hereafter.

In addition, the memorizer of the Qur'an plays a very important role in maintaining the purity and authenticity of the Qur'an until the end of time. So basically memorizing is easy, the difficult thing is to maintain and maintain the memorization that we already have so that it is not lost or forgotten, because this is the biggest challenge that all memorizers of the Qur'an face and experience. As the hadith of the Prophet Muhammad PBUH means: "Narrated to us Abdullah bin Barrad Al Ash'ari and Abu Kuraib both said, narrated to us Abu Usamah from Buraid from Abu Burdah from Abu Musa from the Prophet (peace and blessings of Allaah be upon him), he said: "Take care of this Qur'an by reading it abundantly, for the sake of the One whose soul is in His hands, it disappears faster than a camel from its moorings." This hadith is from Ibn Barrad. (H.R. Muslim, No. 1317). In the world of teaching and learning process (PBM), methods are much more important than materials. Such 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 the method occupies the second most important position after the objectives of a series of learning components: objectives, methods, materials, media and evaluation. Likewise, in memorizing the Qur'an, a good method will have a strong influence on the process of hifzhul Qur'an, so that success in memorizing the Qur'an will be created. The Takrir method is one of the ways that information that enters short-term memory can go directly to long-term memory is by repetition (Rehearsal or Takrir), and is one of the methods in memorizing the Qur'an. Researchers believe that the Takrir method is very important in memorizing the Qur'an, because without the Takrir process (repeating the reading) it is impossible to memorize the Qur'an immediately. Therefore, the more often you write the reading, the easier it will be to memorize it. Based on initial observations and interviews conducted by researchers at UPT SDN 06 ANAKAN, December 2024, the researcher received many complaints from PAI teachers at UPT SDN 06 ANAKAN, Tahfidz teachers who complained about the difficulties of their students repeating their memorization when students will continue the kompre exam no later than grade IV semester I, at UPT SDN 06 ANAKAN, each class has a memorization limit, for example, class I memorization of Surah An-nas – Al-'ashr when moving up to grade II the limit increases again and so on until all students memorize long verses, after memorizing the longest verses, They will take a comprehensive exam, so this is where the difficulty of students repeating the memorization of brands that have been left behind for a long time while memorizing higher letters.

Therefore, it is necessary to apply the Takrir method in memorizing the Qur'an where this method is an effort to improve, maintain the memorization that has been memorized so that it remains attached to the heart. Based on the above phenomenon, there is an indication of a problem, so the researcher is interested in conducting research on the problem in the form of a thesis, this thesis is formulated with a title "Implementation of the Takrir Method in Memorizing the Qur'an at SD Negeri 06 Anakan.

METHODS

Based on the problem to be researched, this research is included in the type of field research using the type of classroom action research (PTK). Definition of Class Action Research, Suharsimi, Sudardjo and Supardi explained (PTK) by separating the words that are incorporated in it as follows; 1) Research is related to examining objects with certain rules and methodologies to obtain useful data or information to improve the quality of objects that are interesting and important to researchers; 2) Actions refer to actions that are done intentionally to achieve a specific goal. In this study, the cycle of activities will be carried out by students; 3) Classroom is used in a more specific sense that has long been known in teaching and education. A class is a group of students who come together at the same time, receive the same instruction, and are educated by the same teacher. Judging from its nature (PTK), research is participatory because researchers involve other people (collaborators) in their research.

Collaboration between teachers and researchers is essential for finding and learning real problems. Especially in the activities of collecting data, analyzing problems, and reporting the findings. Research Variables. In this study, it is divided into two, namely independent variables and dependent variables. Independent Variable. Takrir Method This method includes the application of the technique of repeating the memorization of the Qur'an in a structured and systematic manner in the learning process in grade IV of elementary school. Dependent Variable. Students' Ability to Memorize the Qur'an This ability is measured through several indicators, such as; 1) The number of verses memorized by students; 2) Accuracy of memorization (minimal errors in pronunciation); 3) Consistency of memorization (able to repeat memorization without errors in time).

Population and Sample The number of population in SD Negeri 06 Anakan is 30 students, Meanwhile, the sample used in this study focused on grade 4 which amounted to 12 students. Types, Sources and Techniques of Data Collection. The type of research in this thesis is field research or field research to obtain data. This research uses a qualitative method that is descriptive, which means to describe the things that have been researched as they are in the field by the author. Source. The data source is the subject where the data is obtained or the subject where the information is obtained. In this study, the primary or main source of data is 1 teacher in the field of PAI study.

While secondary or supporting data sources are homeroom teachers, principals, school documents. The technique that the author did. Data Collection Techniques. Data collection is carried out to obtain the information needed to achieve the research objectives. A researcher usually has a conjecture based on the theory they used before conducting the research; This conjecture is called a hypothesis. To prove a hypothesis empirically, a researcher must collect data to be examined more deeply. The variables present in the hypothesis determine the data collection process. A predefined sample is used to collect the data. Even if the data is not processed, they will be of no use to the recipient. Data can be in the form of sounds, images, numbers, letters, languages, symbols, and even circumstances. As long as we can use it to see an environment, object, event, or concept, then all of those things are called data. The data collection technique that I carried out in this study was through the following methods, namely; 1) Observation This technique is used to directly monitor the process of implementing the takrir method in learning to memorize the Qur'an.

Observations include; 1) The way the teacher applies the takrir method (repetition of verses, division of time, and guidance); 2) The student's response during learning, such as enthusiasm, seriousness, or level of attention; 3) Obstacles that arise in the application of the takrir method. Interview. This technique is used to dig deeper information from teachers and students regarding their experiences, constraints, and perceptions of the takrir method; 1) Teacher Interview: Ask about the implementation methods, obstacles, and evaluation of the success of the method; 2) Student Interview: Ask about their experience in using the definition method, the difficulties they faced, and the impact on

their memorization. Memorization Test. The test is used to measure students' memorization ability before and after the takrir method is applied. This test is conducted by asking students to memorize and recite certain verses. Assessment Indicators; 1) The number of verses memorized; 2) The level of memorization accuracy (in accordance with tajweed and makhraj); 3) Ability to retain memorization after a certain time. Instruments; 1) A list of verses that must be memorized by students; 3) Assessment rubric which includes aspects of number, accuracy, and fluency of memorization. Documentation. Documentation is used to collect data in the form of; 1) Photos or videos during the learning process; 2) The results of the assessment of the student's memorization test; 3) Learning implementation plan (RPP) that uses the takrir method; 4) Additional notes from teachers or students related to the implementation of this method. Instruments; 1) Camera or recording device; 2) Recording form to store important documents in the Documents table.

RESULTS

The implementation of the Takrir Method in Memorizing the Qur'an at UPT SDN 06 Anakan shows its effectiveness in improving students' ability to memorize the Qur'an, especially short letters. The Takrir method, which focuses on intensive repetition, is applied through structured stages, ranging from group reading, individual repetition, to group repetition. This approach makes it easier for students to understand pronunciation and tajweed correctly and helps them strengthen their memorization through muroja'ah, which is the repetition of memorization that has been mastered before. In its implementation, learning begins with the teacher reading the verses slowly, followed by students together. Then, students continue the repetition process independently to strengthen their memorization personally.

Furthermore, repetition is done in small groups, where students can help each other and correct each other. This activity not only improves memorization, but also builds positive cooperation and interaction between students. The Takrir method also emphasizes the importance of memorization evaluation to assess student progress. Teachers routinely test students' memorization, both individually and in groups, to ensure that pronunciation, tajwid, and fluency of memorization are up to standard. Thus, students not only memorize mechanically, but also understand the meaning and procedures of reading the Qur'an correctly.

The results of the application of this method at UPT SDN 06 Anakan show a significant improvement in students' memorization ability. In addition to being more confident in memorizing, students also experienced an increase in accuracy in reading and tajwid. The learning environment becomes more interactive and fun, so students are more motivated to keep repeating and increasing their memorization. Overall, the Takrir method has proven to be an effective approach in learning to memorize the Qur'an. With structured repetition, students are not only able to memorize well, but also keep old memorization fresh in memory. This method provides a meaningful learning experience and can be continuously developed to improve students' ability to understand and memorize the Qur'an.

The main advantage of the Takrir method lies in its approach that focuses on intensive and structured repetition. This method ensures that students not only memorize quickly, but also deeply and continuously. The process of muroja'ah or repetition of previous memorization is the main key to keeping the old memorization strong, so that students can integrate new and old memorization at the same time. With guidance from teachers and discussions between students in groups, this method also creates an interactive learning atmosphere, where students support each other in achieving learning goals. As one of the effective methods, Takrir is able to increase students' motivation to learn, especially in terms of memorizing the Qur'an. Consistent implementation at UPT SDN 06 Anakan has proven that this approach not only makes it easier for students to

memorize the verses of the Qur'an, but also encourages them to be more confident in practicing their memorization in public. With these positive results, the Takrir method can be used as a sustainable learning model and can be applied at various levels of education to strengthen students' mastery of Qur'an memorization.

DISCUSSION

The Takrir method is a learning approach that emphasizes intensive repetition to memorize the Qur'an. At UPT SDN 06 Anakan, this method is applied to help elementary grade students memorize short letters with tajweed and correct pronunciation. The focus of this method is to strengthen memorization through a structured repetition process, starting from group reading, individual repetition, to group repetition, which is complemented by periodic memorization evaluation. The implementation of the Takrir method begins with a joint reading, where the teacher guides students to read verses that will be memorized with tajweed and the right intonation. This step aims to introduce new verses while providing examples of correct readings. Next, students are asked to repeat the verses individually. Teachers monitor directly and provide corrections to pronunciation errors or tajweed found.

This approach helps students build an initial understanding before moving on to more in-depth memorization. In the group repetition stage, students are divided into small groups to help each other and reinforce memorization. In a group discussion atmosphere, students not only learn to memorize but also improve social skills, such as cooperation and communication skills. Teachers act as facilitators who ensure each student is actively engaged and take advantage of this opportunity to share mutual understanding. In addition, the interactive group atmosphere creates a more enjoyable and motivating learning environment for students. Muroja'ah or repetition of previous memorization is an integral part of the Takrir method. This step aims to ensure that the memorization that has been learned remains attached to the student's memory. Before proceeding to new verses, students are asked to repeat the old memorization individually or in groups. This activity not only maintains the consistency of memorization, but also strengthens the connection between old and new memorization, so that students' memorization becomes more solid. The Takrir method is also equipped with periodic memorization evaluations. Teachers test students' memorization by focusing on aspects of fluency, accuracy of tajwid, and pronunciation. Evaluations are carried out individually to assess students' progress individually, and also in groups to instill a spirit of learning together.

The results of this evaluation not only help teachers understand students' development, but also encourage students to continue to improve their memorization. The implementation of the Takrir method at UPT SDN 06 Anakan showed significant results. Students become more confident in reading and memorizing the Qur'an. Their memorization has become better, not only in terms of fluency but also in terms of tajweed accuracy. In addition, this method increases students' motivation because they feel that the learning process is more interesting and enjoyable. The interactive learning atmosphere makes students more enthusiastic about participating in memorization activities.

Although the Takrir method has many advantages, there are several challenges in its implementation. One of them is the difference in memorization ability among students. Some students take longer to memorize compared to others. Teachers need to pay special attention so that every student stays motivated and does not feel left behind. Another challenge is the limited time at school, which sometimes limits muroja'ah activities. Teachers need to devise strategies to make effective use of time. With all the advantages and positive results obtained, the Takrir method can be considered an effective approach in learning to memorize the Qur'an.

Teachers at UPT SDN 06 Anakan succeeded in creating a learning atmosphere that supports students' mastery of memorization through this approach. The Takrir method

not only helps students memorize, but also builds their discipline and sense of responsibility for the memorization that has been learned.

CONCLUSION

The implementation of the Takrir method in learning to memorize the Qur'an at UPT SDN 06 Anakan has proven to be effective in improving students' memorization skills. Through structured repetition, ranging from joint repetition, individual repetition, group repetition, to muroja'ah, students can memorize the verses of the Qur'an with tajweed and correct pronunciation. These stages not only help students in mastering new memorization but also keep old memorization fresh in memory. Periodic evaluations by teachers also play an important role in ensuring students' development and motivating them to continue improving their memorization. The results of the implementation show that the Takrir method not only improves memorization skills but also builds students' confidence and motivation in learning the Qur'an. An interactive and fun learning atmosphere makes students more enthusiastic and active in the learning process. Although there are challenges such as differences in students' abilities and time constraints, this method can be further adapted and developed to overcome these obstacles. With positive results, the Takrir method can be used as a continuous learning model to strengthen students' memorization of the Qur'an at various levels of education.

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