

Development of a Qur'an Memorization Method with 3T for Male Students at the Rumah Qur'an Blumbang, Purbalingga

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Abstract

Memorizing the Qur'an is a very noble worship and has many virtues. In the matter of memorizing the Qur'an there are many methods taught by teachers to their students that are used to achieve the goal of memorizing the Qur'an. Of the several existing methods, each method must have advantages, characteristics, and disadvantages. There are several phenomena among parents, especially fathers, who have difficulty finding methods that make it easier for them to memorize the Qur'an. 3T is a memorization method with *Tasmi'*, *Tafahhum*, and *Tikror*. The object of this research is the students of the Blumbang Qur'an House, Purbalingga. This research is field research with a qualitative descriptive method, carried out through observation, interviews, and documentation studies. The objectives of this study are: 1) To describe the application of the 3T method. 2) To measure the effectiveness of applying the 3T method. 3) To find out the results of the achievement of the application of this method. 4) To find out the factors that hinder and support the application of this method.

Introduction

In the matter of memorizing the Qur'an there are many methods taught by teachers to their students that are used to achieve the goal of memorizing the Qur'an. Of the several existing methods, each method must have advantages, characteristics, and disadvantages. Looking at several phenomena among parents, especially fathers, where they have difficulty finding methods that make it easier for them to memorize the Qur'an, therefore with the existence of this 3T method, it is hoped that it will be able to make it easier for parents, especially fathers, to memorize the Qur'an and maintain their memorization in the future.

Identify Problems

The lack of interest in memorizing the Qur'an is due to several difficulties, both in finding a suitable method and others, so this 3T method is needed, making it easier for parents, especially fathers, to help memorize the Qur'an.

Research Objectives

- 1) To describe the application of the 3T method.
- 2) To measure the effectiveness of applying the 3T method.
- 3) To find out the results of the achievement of the application of this method.
- 4) To find out the factors that hinder and support the application of this method

Method

This study uses qualitative and descriptive research methods. Qualitative methods are often naturalistic research methods because they occur under natural circumstances. Qualitative research was first used by anthropologists and sociologists as a method of inquiry in Indonesia in the early decades of the 20th century (Denzin & Lincoln, 2005). During this period, qualitative data analysis aimed more or less at the objective description of social phenomena in society or other cultures. Qualitative research methods typically include interviews and observations but may also include case studies, surveys, and historical and documentary analysis. Qualitative research is an umbrella term for the design of theoretical perspectives such as narrative research, phenomenology, action research, case studies, ethnography, historical research, and content analysis

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(Creswell, 2009; Hancock et al., 2009). In comparison, qualitative descriptive research is included in basic qualitative research. However, that does not mean qualitative descriptive research is interpreted as low research (Kim, H., Sefcik, J. S., & Bradway, C., 2016). Descriptive research is the study of finding facts with the right interpretation. Researchers can use a combination of observational data, interviews, and documentation to conduct an analysis (Nazir, 2005). Qualitative descriptive research aims to describe and illustrate existing phenomena, both natural and man-made, by paying more attention to the characteristics, quality, and relationships between activities. Qualitative descriptive research is a series of activities to obtain data as it is without being in certain conditions whose results emphasize more meaning. Here, the researcher uses a qualitative descriptive research method to describe the 3T method applied and find out the quality results of this 3T method. This research was also conducted through observation, interviews, and documentation studies.

Results and Discussion

Application of the 3T method (*Tasmi'*, *Tafahhum* and *Tikror*)

Reading or memorizing the Qur'an are the chosen people whom Allah chooses to receive the inheritance of the holy book of the Qur'an. Memorization is a process that is marked by changes in a person. Changes resulting from the learning process can be shown in various forms, such as changes in knowledge, understanding, attitudes and behaviors, skills, skills, and abilities, reaction power, acceptance power, and others.

Tahfizh Al-Qur'an is memorizing the Qur'an according to the order contained in the Ottoman *mushaf* starting from Surah Al-Fatihah to Surah An-Nas to worship, guard, and maintaining the kalam of Allah, which is a miracle revealed to the Prophet and the last Messenger through the intermediary of the Archangel Gabriel which is written in several *mushaf* that are quoted to us by way of *mutawatir* (Mujahid, 2007). Among the ways used to motivate the *tahfidz* of the participants are as follows: 1) Fostering self-confidence, 2) Giving praise/appreciation, 3) Holding competitions, 4) Helping to find solutions to personal problems, 5) Responding to interest and seriousness 6) Giving trust, 7) Tying it to the personality of the Prophet S.A.W as an example.

Various methods have been used and developed to improve the quality of a person's memorization, ranging from ordinary to contemporary, such as brain-based teaching, reward, punishment, bilingualism, etc. This study uses a qualitative method with a descriptive approach. According to Tohirin (2012), qualitative research aims to understand the phenomena experienced by the research subject, such as behavior, perception, motivation, action, and others. Descriptive research is the study of a particular phenomenon or population to explain the relevant aspects of the observed phenomenon, explaining the characteristics of the existing phenomenon or problem. In general, descriptive research does not use hypotheses (non-theoretical), so there is no need to make hypotheses in the research (Satori & Komariah, 2011).

The author discusses the effectiveness of using the 3T method (*Tasmi'*, *Tafahhum*, *Tikrar*) for students at the Blumbang Qur'an House, Purbalingga. The description of the three methods in question is as follows. *Tasmi'* means to listen. This *Tasmi'* method is intended to listen to memorization to others, both individually and in congregation. *Tahfiz* al-Qur'an assistance using the *tasmi'* method is *tahfiz* assistance which is carried out by reading verses that students have memorized and then listening to the guiding teacher in order to be able to find out the right and wrong readings. The purpose of the *Tasmi'* method is so that prospective *hafidz* can be known where their shortcomings lie in memorizing the verses of the Qur'an, both in terms of pronunciation of letters (makhorijul letters) and *tajweed*. So, with the *Tasmi'* method, prospective *hafidz* can correct their shortcomings in the future.

Steps Step by Step Method *Tasmi'* The steps in applying the *Tasmi'* method to memorize the Qur'an are as follows:

1. Memorizing from listening to the teacher who guides, this technique is used for blind memorizers and children. In this technique, teachers are asked to be more active, patient, and careful when fostering reading because they have to read one verse at a time to be memorized so that students can memorize it correctly.

2. Memorize from listening to audio recordings. The way to do it is to first record the verses that will be memorized on tape or other media. After the memorization is recorded, the tape is played and listened to slowly, which is done repeatedly.

The application of the *Tasmi'* method must include three sequences, namely (1) Planning, (2) Implementation, and (3) Evaluation.

Advantages and Disadvantages of the *Tasmi'* Method

The advantages of this *Tasmi'* method are:

1. Increase the passion of memorizers to be more enthusiastic about memorizing the Qur'an.
2. Strengthen memory in memorizing the Qur'an
3. *Istiqamah* in reviewing new and old memorization
4. It can minimize errors when reading.

As for the weaknesses of the *Tasmi'* method, they are as follows:

1. This results in a lack of enthusiasm when there are too many *tasmi'*, so it becomes boring.
2. Lack of time efficiency and drain energy by dealing with a large number of memorizers
3. Less effective in the face of a large number of memorizers.

The application of the 3T method consists of the *Tasmi'*, *Tafahhum*, and *Tikrar* methods. Based on the findings, memorizing the Qur'an with the *Tikrar* method involves memory activities. Verses enter the brain through the encoding, storage, and summoning stages. The smoothness of the stage of entering the information is influenced by the methods learned, such as repetition and concentration on the object of information. This is corroborated by research that explains that the *Tikrar* method is very effective in carrying out *Tahfidz* learning (Mu'minatun & Misbah, 2022). Other research also proves that the *Tikrar* method can increase memorization and motivate students to memorize (Iswatuna, 2021).

What is meant by the term *tasmi'* means listening; at this stage, the students listen to the letter read by the teacher. *Tafahhum* has the meaning of understanding, at this stage the students are asked to understand the meaning of the verses that the teacher has read. *Tikrar*, which means repeating, at this stage, students are encouraged to re-read the letter to be memorized.

People who are in the process of memorizing scripture may forget the parts they have memorized. This is because it is difficult for memorizers to memorize the verses they have memorized. Based on the interview results, the students used the *Tikrar* method to read the Qur'an repeatedly. The *Tikrar* method is very helpful in making memorization easier. To memorize the Qur'an, you must consistently follow the memorization procedure steps set at the Blumbang Purbalingga Qur'an House. Consistency refers to the ability to control oneself to not deviate from the rules and commitment to a set of ethics and morals required in memorization.

In addition to the *Tikrar* method, the *Tafahhum* method is also used by the Blumbang Purbalingga Qur'an house. This is done by understanding the meaning of the Qur'an recitation to be memorized. Of course, not all Blumbang Purbalingga Qur'an house students have to go through this memorization stage. Those who are encouraged to understand the Qur'an when memorizing is those who are teenagers and adults. The *Tafahum* method applied by the Blumbang Purbalingga Qur'an house is carried out by understanding the meaning and translation of the Qur'an readings to be memorized to help in memorizing the verses of the Qur'an. This is in line with research proving that the *Tafahhum* method has a very positive effect on improving the quality of students' memorization according to the predetermined targets (Kusumastuti et al., 2022). Good evidence of a person's memorization is found when his or her memorization is heard or tested by others. Students will know whether they are fluent in reading the books they memorize when they show *tasmi'* to their teachers. In addition, periodic testing must be carried out using a planned *Murajaah* system. The students themselves can know the quality of a person's *Murajaah* and can also be assessed by the teacher. If a student can recite smoothly without stuttering and with minimal correction of mistakes, then the student is considered to have passed *Murajaah*.

In *Tahfiz* learning, as with learning in general, there are stages of learning activities. The steps used in applying the 3T method in the Blumbang Qur'an house are generally the same as in memorizing the Qur'an:

1. First, read one sentence, then memorize it. The students pay close attention to the teacher's reading while paying attention to the law of tajwid.
2. Do it repeatedly until you memorize one verse.
3. After memorizing the first verse, proceed to the second verse. The students again appreciated the teacher's reading.
4. Read and memorize the second verse again so that it is memorized and fluent.
5. The students repeat the verses that will be read until they are completely memorized and fluent.
6. Repeat the first and second verses when the second verse is smooth.
7. Continue the third verse, read and memorize it repeatedly so that the memorization target for the day is memorized and fluent.
8. *Tasmi'* first listened to the memorized reading to a friend, then deposited the memorization to the teacher.
9. Then, after that, the teacher briefly explains the content of the verse so that students can understand and it is easier to memorize
10. After that, the student repeats his memorization or *muroja'ah* with his partner to strengthen his memorization.

After seeing the steps and applications in the Qur'an house in Blumbang, the students are very familiar with this 3T method, and they find it easier to memorize the Qur'an even though it is not as easy as children or teenagers.

Obstacles and drivers in applying the 3T method in the Qur'an Blumbang Purbalingga House.

Of course, many things happen in each lesson. Sometimes, learning activities do not go as smoothly as we would like. This is called a learning disability or impediment. Likewise, in learning, some factors motivate and support learning activities. According to Syah (2004), the factors that affect student learning can be divided into three types, namely:

1. Internal factors (factors from within the students). Namely the physical and spiritual condition of the students.
2. External factors (factors from outside the students). Namely the environmental conditions around the students.
3. The learning approach factor, namely the type of student learning effort, includes the strategies and methods students use to carry out learning activities related to subject materials. (Ahmad Syarifuddin, 2011)

According to (Purwanto, 2004) in his book Educational Psychology said that the factors that affect learning are divided into two groups:

1. These are factors that exist in the organism itself or what we call individual factors, which include individual factors, including maturity/growth factors, intelligence, training, motivation, and personal factors.

2. Factors that exist outside the individual or what we call family factors (household, teachers and their teaching methods, tools used in teaching and learning, available environment and opportunities, and social motivation. (Ahmad Syarifuddin, 2011)

Considering that applying the 3T method in learning is related to memorizing the Qur'an. So, it can be said that the obstacles and drivers in memorizing the Qur'an are also obstacles and drivers in applying this method. According to (Abdul Khamid, 2021), The driving factors in memorizing the Qur'an are sincere and sincere intentions, discipline, students have memorization targets, the motivation of parents and teachers, and the fact that they do not break in order to successfully memorize the Qur'an. Internal factors include sincere and sincere intentions and having a target in memorizing the Qur'an with the application of the 3T + M1 method. External factors are in the form of parents and teachers' motivation and a supportive school environment.

From the results of existing research, the factors that encourage the application of the 3T method are similar to those that have been explained in previous theories. It is this sincere and sincere intention that encourages or supports the implementation of 3T to internal factors. Meanwhile, external factors include the motivation of all parties involved, including parents and teachers, and a supportive school environment.

After talking about the driving or supporting factors, we now talk about obstacles and inhibiting factors. According to Wiwi Alawiyah Wahid, entitled How to Quickly Memorize the Qur'an. Sometimes, problems in memorizing the Qur'an also arise from the following:

1. Not mastering the *makhraj* of letters and *tajweed*
2. Lazy
3. Impatient
4. Not really
5. Not avoiding immorality
6. Not much to pray for
7. Lack of faith and piety
8. Changing the *mushaf* of the Qur'an

Based on the above and the results of existing research. It can be analyzed that obstacles or factors that can hinder learning activities with the application of the 3T method to *tahfidz* students are classified as internal and external factors.

Thus, these internal factors include impatience, not mastering the *tajweed* alphabet, and laziness or boredom. This is evident from the results of observations and interviews with teachers and the three students. The obstacles to external factors are very short learning time and changing *mushaf*. Another external obstacle is fatigue due to the tight schedule, which causes students to be unable to manage their time. Judging from the results of the study, the most common obstacles or inhibiting factors are internal factors, namely factors from within the students themselves. Tiredness, boredom, poor recitation of the Qur'an, inability to manage time, and frequent changes of *mushaf*.

Conclusion

Memorizing the Qur'an is a very noble worship and has many virtues. In the matter of memorizing the Qur'an there are many kinds of methods taught by teachers to their students that are used to achieve the goal of memorizing the Qur'an. There are several phenomena among parents, especially fathers, who have difficulty finding methods that make it easier for them to memorize the Qur'an. 3T is a memorization method with *Tasmi'*, *Tafahhum*, and *Tikror*. After conducting this research, we found several conclusions from the application of this method; this method is quite appropriate when applied to students because, with the understanding of verses and repetition of students, it is easier to memorize. We hope this method can continue and spread everywhere for adult and elderly students.

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