

The Method of Memorizing the Quran by Writing on a Lauhah (Board)

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Abstract

Memorizing method using lauhah media Has often been applied in various African continent countries such as Sudan, Mauritania, Morocco, and others, of course, this method has shown its success, it can be seen that many students become huffadzul Quran produced through the lauhah or blackboard method, of course, this is the reason for the compiler to create a similar method which will later be adjusted to the conditions of students in Indonesia in its application, especially in educational institutions such as Islamic boarding schools and elementary schools to universities. This method uses a method board media, which will later be replaced with a special book to make it easier, the purpose of the book is to write the verses to be memorized, after the student writes, he will memorize the verse, after being memorized the student closes the book and submits the memorization to the ustaz or teacher, so it can be concluded that this method combines the ability to write and the ability to memorize, so that the student's memorization is very mutqin or strong. In the findings of the results of this learning method, we have found many students who are in khalwah (Islamic boarding schools)² in Sudan, the students in their khalwah can memorize the Quran with very good quality, both in terms of reading and memorization strength, there is even a student who cannot see or is blind, but with his sincerity in studying and memorizing the Quran with the lauhah method applied, Alhamdulillah managed to memorize the thirty chapters of the Quran. Of course, something similar is something we can achieve. So with this lauhah method, it is hoped that it can be a solution for students to make it easier to memorize the Quran. However, apart from the method, teachers are also a very important element of success in achieving targets, with good guidance and support and the right facilities and methods, it will produce huffadzul Qur'an.

Introduction

One of the things that is obligatory for a Muslim is to study. Among the things that must be studied is the Qur'an. Muslims in Indonesia need quality methods in the field of education. Education, formal through elementary school to college or informal through Islamic boarding schools to memorize the Qur'an, is equally important to support the progress of Muslims. The problems that exist in the era of globalization also affect the behavior of children who are full of everything instant and sophisticated, this has begun to make children forget their obligations as students who should be able to excel and always cultivate reading. Now, it is not only general reading that needs to be studied, but just taking the time to read the Quran now seems like there is no time. For some people, reading and having the Qur'an now feels very difficult, let alone memorizing. (Bahruddin, 2012: 165) The Qur'an is a book that millions of people worldwide can memorize. Both adults (baligh) and children, even though they have different backgrounds and languages, can memorize the Quran, even the Quran is the only book its adherents can memorize. (Hidayat, 2017:44)

Memorizing the Quran is a privilege and advantage for a Muslim because not everyone can do tahfizh. The Quran can be memorized by all ages, old and young, even at a very young age; those under the age of ten and seven years can memorize the Quran. The Quran is also memorized by people who cannot read and write, they use their memory and hearing to do tahfizh. Likewise, people who have physical disabilities cannot see (blind) or memorize perfectly. Sometimes, their memorization is even stronger than those with normal and healthy vision. (Falah, 2005: 305)

Tahfidz Al-Quran learning is an education that applies the values contained in the Al-Quran, which are seen in the attitudes and activities of students wherever they are. (Zulfitria, 2016:46) Memorizing can be interpreted as guarding, maintaining, and protecting. (Mahmud Yunus, 1990:105). The Quran is easy to apply and practice, Memorizing the Quran is an effort to familiarize believers with their holy book so that they are not blind to the book (Abdul Aziz, 2004: 2). Learning the Quran needs to be instilled from an early age because at an early age, a child has a strong ability to grasp the environment and education (Ahmad Yaman, 2007, p. 47) Determining targets in the process of memorizing the Quran is very necessary in order to complete memorization in a short time (Wiwi Alawiyah, 2014, p. 85) Tahfidz is memorizing little by little the verses of the Quran that have been read repeatedly (Sa'dulloh, 2012, p. 55) Learning objectives.

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TahfizulQuran, namely cultivating, developing, and preparing Hafidz talents in students so that later they will become a generation of Muslim scholars who have memorized the Al-Quran (Ahmad Lutfi, 2009, p. 168) and have good behavior and are even expected to have behavior like in the Al-Quran (Indra Keswara, 2017, p. 67).

Method

This research is development research or research used to produce a particular product and test the effectiveness of the product (Sugiyono, 2015, p. 407). In this study, the development of teaching materials refers to Thiagaradjan (1974), known as the 4-D model (four D model). This 4-D development model consists of four activity stages: defining, designing, developing, and disseminating. (Tatik Sutarti, 2017: 12)

The subjects of this study were students at the Islamic Boarding School. Age range 13-14 years or equivalent to grade 1 of junior high school. The selection of this subject was based on the consideration that students of that age are new students at the boarding school who have not received much influence from the Al-Quran memorization learning system either from the boarding school or from outside the boarding school. Product testing is a very important stage in producing a truly quality product. (Nana Syaodih Sukmadinata, 2005:164). This trial was conducted by experiment, namely comparing the conditions before and after using the new tahfidz learning module (before after). In this trial, a test was previously carried out on the students' ability to read, memorize, and write verses of the Al-Quran before treatment, then given treatment with the application of the tahfidz learning module for 1 month, and a test was carried out on the students' ability to read, memorize and write verses of the Al-Quran. The instruments in this study include (1) a Validation sheet for the tahfidz learning module. Instrument validation is used to obtain data on the opinions of media experts (validators) on the Tahfidz learning module that has been developed so that it becomes a reference for revising the product that has been developed. The media expert instrument contains points about aspects related to learning media. The material expert instrument contains points about aspects related to learning materials. (2) Student learning outcome test instrument. This test instrument is used to obtain data on student learning outcomes in reading, memorizing, and writing verses of the Al Quran using the tahfidz learning module with Lauhah.

The data analysis technique in this study used statistical analysis in the form of a difference test. The difference test is used to determine whether there is a significant difference between the averages of several sample groups (Triton, 2005:89.). The difference test used in this study is the one sample t-test to determine the difference in pre-test and post-test of the student's ability to read, memorize and write verses of the Al-Quran. Before testing the previous hypothesis, a pre-requisite test was carried out as a normality and homogeneity test. The normality test is carried out to check whether the samples taken are by the population (Purwanto, 2011, p. 156). At the same time, the homogeneity test aims to determine whether the objects studied have the same variance (Siregar, 2014, p. 167).

Result and Discussion

Stages of Learning Methods

In learning the lauhah method, method are very important stages to be applied in memorizing the Al-Quran, so the goal of this learning method is to get maximum results the stages in this method will be described as follows:

Writing

The method of writing the Quran on wooden boards is a traditional method that has been used for centuries. This method has several advantages, including:

1. Helping students to memorize the Quran better. When students write the verses of the Quran on a wooden board, they must pay attention to each letter and its harakat. This helps them to better understand and memorize the verses.
2. Helping students to master the rules of writing the Quran. This method requires students to follow strict rules when writing the Quran. This helps them to write the Quran correctly and beautifully.
3. Improve students' fine motor skills. Writing on a wooden board requires good fine motor skills. This helps students to improve their fine motor skills, which are beneficial for many other activities.



Figure 1. Lauhah middle eastern style (classic)



Figure 2. Modern Lauhah

Here are the steps to write the Qur'an on a wooden board:

1. Prepare a smooth and flat wooden board. The wooden board must be large enough to write the verses of the Quran.
2. Prepare chalk or pencil or something similar. Chalk is easier to erase, while a pencil is easier to write long verses.
3. Write the verses of the Qur'an by following the strict rules of writing the Qur'an.

After you have finished writing, erase the verses with water.

Students of all ages can do the method of writing the Quran on a wooden board. This method is suitable for students who want to memorize the Quran better and master the rules of writing the Quran.

Tashih or correction of writing

After the student has finished writing the verses that he/she is going to memorize, the student hands over the tablet to the teacher to have all the writing or writing corrected on the board so that the student can memorize the Quran from the tablet whose truth has been determined by the teacher.

Reading in front of the teacher

In the third stage, students submit the reading of the Qur'an that is in the lauhkah in front of the teacher, so that the teacher can correct any mistakes if there are any wrong readings, whether in terms of tajwid, Tahsin, mad and so on.

Memorize the Quran

At this fourth stage, a student begins to memorize the verses that he has written on the lauhah; of course, in this memorization, the teacher continues to accompany the student so that the student remains focused; if possible, a time target is given so that the student is more motivated.

Submit Memorization

After the student has successfully memorized the verses of the Quran, the next stage is for the student to submit the memorization silently or without looking at the lauhah to the teacher. So, at this stage, the teacher must be very careful in listening to the student's memorization, if there is a mistake, the teacher can knock on the table without telling the continuation, but if the student still cannot answer, then the teacher can tell the continuation or correct the wrong verse, this is done so that the student thinks first.

Erasing and rewriting without looking at the mushaf

In this final stage, students erase the verses of the Qur'an that are written on the lauhah; after that, the students rewrite the verses; this stage aims to strengthen memorization as well as train students in writing Arabic script with the correct rules, the teacher can recheck the writing to avoid mistakes.

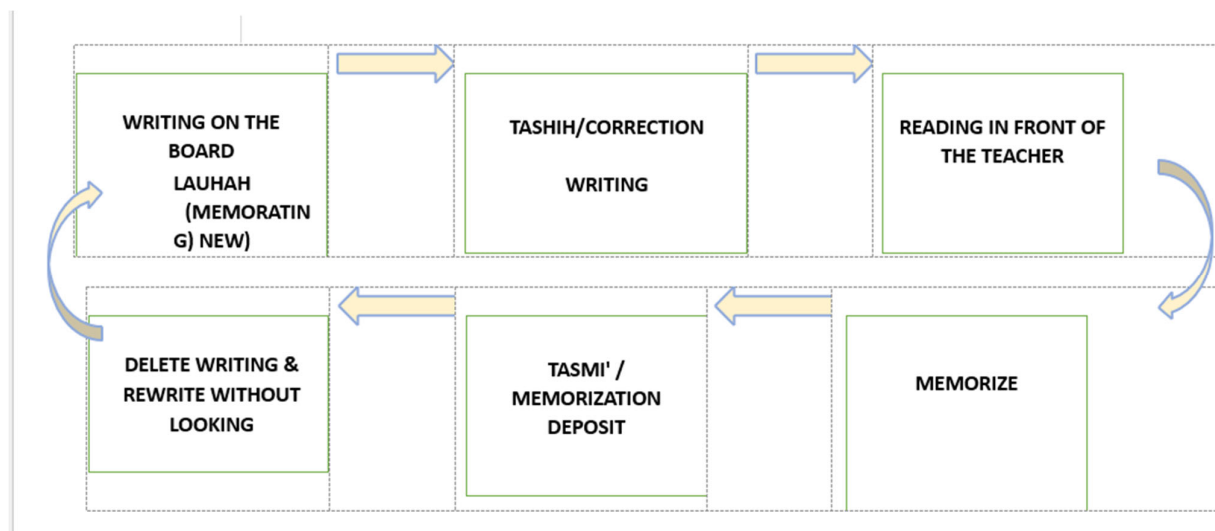


Figure 3. stages of memorization method

Conclusion

Based on several research references on this method or something similar, the method of memorizing the Al-Quran by writing on the Lauhah will have positive impacts, including:

1. Helping students to memorize the Quran better. When students write the verses of the Quran on a wooden board, they must pay attention to each letter and its harakat. This helps them to better understand and memorize the verses.
2. Helping students to master the rules of writing the Quran. This method requires students to follow strict rules when writing the Quran. This helps them to write the Quran correctly and beautifully.
3. Improve students' fine motor skills. Writing on a wooden board requires good fine motor skills. This helps students to improve their fine motor skills, which are beneficial for many other activities.

Based on the conclusions, there are several suggestions, namely as follows:

1. To the ustaz and ustazah, learning tahfidz with Lauhah in groups is less effective because many students are not focused, so individual learning needs to be carried out to improve students' concentration and focus on reading, writing, memorizing, and interpreting the Al-Quran.
2. To Other Researchers Other researchers should be able to develop this product better so that the quality of the final results of tahfidz learning which is already good can be even better by making memorization targets every day, week, or month so that it can be controlled or evaluated against the learning process and results.

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