

The Standing Muraja'ah Method in Optimizing Memorization Ability at MIT Tonoboyo Magelang

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Abstract

This research is motivated by the discovery of a unique muroja'ah method that differs from other schools and aims to examine and optimize the memorization abilities of students at MIT Tonoboyo Magelang through the application of this method in tahfizh learning. The objectives of this study are to assess the reading and memorization skills of students at MIT Tonoboyo Magelang, evaluate the methods applied in this learning process, and provide recommendations to enhance students' memorization skills. This research also aims to optimize the abilities to read, memorize, and write the Qur'an by utilizing the muroja'ah method at MIT Tonoboyo Magelang. The focus of this research is on developing students' memorization capabilities and implementing effective methods in tahfizh education. The issues investigated include the level of Qur'an memorization among students, the methods used by teachers in teaching tahfizh, and the challenges faced by students in memorizing the Qur'an. The research method employed is field research, aiming to analyze ways to improve memorization abilities through the implementation of the muroja'ah method. Data were obtained through observations, interviews, and direct practice in the tahfizh learning process at MIT Tonoboyo Magelang. The results of the study indicate that: first, the ability of students at MIT Tonoboyo Magelang to memorize the Qur'an has reached the targets set by the tahfizh teachers; second, although some students struggle with fluency in reciting their memorization, the muroja'ah method can enhance their ability to memorize the Qur'an.

Keywords: Method, education, Quran, Islam, Taffidz.

1. Introduction

The Quran is the primary guide for Muslims, containing values that cover various aspects of life. Besides being a life guide, the Quran is also an act of worship for every Muslim who reads and practices it. As the holy book of Islam, the Quran was revealed to the Prophet Muhammad SAW through the Angel Jibril, starting from Surah Al-Fatihah to Surah An-Nas, with its purity maintained throughout time (Roziqin, 2023). One of the important aspects of the Quran is the memorization process, which is a noble act that provides numerous benefits, including improving memory. During the time of Prophet Muhammad SAW, this process began early in education (Ruhyani & Hakim, 2024). This education would continue from elementary school through to higher education and should be part of the curriculum, both mandatory and additional. According to Ekaputra (2023), the curriculum is the material that becomes the standard for conducting learning activities, and its application must be adapted to the needs of the evolving times.

Memorizing the Quran is not an easy task and requires a specific method. This activity, known as tahfidz, has several techniques for memorization, with muraja'ah being the most commonly used method to aid memorization (Ilyas, 2020). Muraja'ah is the process of repeatedly reviewing memorized verses to maintain their purity and smoothness. Besides being essential for recalling memorized content, this method also ensures that the Quran remains preserved in the hearts of Muslims (Nurbaiti et al., 2021). Research by Ginting et al. (2024) has shown that the use of murottal audio significantly supports the muraja'ah process for students, enhancing their focus and engagement, and plays a crucial role in improving the quality of Quran memorization. This aligns with the principle emphasized by Agustina et al. (2020), which stresses the importance of muraja'ah as a mechanism to keep memorized content fresh in memory. The process helps memorizers recall the verses they have memorized and prevents the loss of memorization. Research also shows that continuous muraja'ah is more important than memorization itself; without repetition, memorized

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content will fade quickly. According to Nidia et al. (2022), muraja'ah not only plays a role in maintaining the fluency of memorization but also in deepening the meaning and interpretation of the Quran through understanding the Arabic language. Thus, memorizers can more easily remember and comprehend the meanings of the verses they memorize. Muraja'ah has become an integral activity in preserving the sanctity of the Quran within the Muslim community.

With the advancement of education, many schools have started implementing tahfizh programs, such as MIT Tonoboyo Magelang, which provides students the opportunity to memorize the Quran. The muraja'ah method is consistently applied in tahfizh learning. In this process, students are trained to continually review their memorization using various muraja'ah techniques, such as reading together with friends or teachers, using learning tools, or listening to recitations.

However, at MIT Tonoboyo Magelang, there are several challenges in optimizing the application of the muraja'ah method, particularly in addressing the difficulties students face in memorizing the Quran. Some students struggle to keep up with the tahfizh lessons, especially in the afternoon sessions, and some are less fluent in submitting their memorized verses. This aligns with research by Muhammad Ulin Nuha (2023), which reveals that supporting factors such as teachers, parents, a conducive learning environment, and adequate facilities play an essential role in maintaining and enhancing students' motivation. The timing of lessons, such as afternoon sessions, is an environmental factor that needs attention, as it often leads to decreased concentration and impacts the effectiveness of the memorization process. Furthermore, research by Azizah et al. (2024) suggests that difficulties in submitting memorized content can be caused by issues such as lack of consistency in adding to memorization, infrequent muraja'ah, poor fluency in reading the Quran, excessive ambition to memorize new content, or incompatible methods used in muraja'ah, especially when there is no systematic evaluation of the student's memorization abilities. Therefore, optimizing the muraja'ah method is essential to make it easier for students to memorize and maintain their Quran memorization more effectively. Research by Afidah & Anggraini (2022) shows that the success of muraja'ah is heavily influenced by a personal and intensive approach through motivation from close individuals, a conducive environment, and controlled muraja'ah activities that help students overcome obstacles they face in memorizing and submitting their memorized content smoothly.

2. Research Methods

This research is a field study conducted at MIT Tonoboyo Magelang with the aim of investigating and analyzing the application of the muraja'ah method to optimize students' Quran memorization abilities. The approach used in this study is a qualitative approach, which aims to describe, analyze, and explain the quality of social influences in the Quran memorization learning process that cannot be measured or explained through quantitative approaches. The qualitative approach is often chosen in educational studies because of its ability to provide in-depth understanding of complex phenomena. As explained by Creswell (2019), this approach allows researchers to explore deeper perceptions, experiences, and dynamics occurring in a particular social context. Further, Mangalik et al. (2023) note that qualitative research provides the opportunity to explore the processes or stages of learning implementation carried out with students, including social contexts relevant to education, such as the interaction between teachers and students, which cannot be seen solely through numerical data. Additionally, Denzin & Giardina (2021) highlight that in educational research, the qualitative approach offers flexibility to adjust data collection methods, such as in-depth interviews and observations, which are essential to understanding the dynamic and ever-evolving learning process.

The data collection methods used in this study include observation, interviews, and direct practice in the field. The researcher conducted observations of tahfizh learning activities at MIT Tonoboyo Magelang and interviews with tahfizh teachers to identify the challenges faced by students in memorizing the Quran. The purpose of these interviews was to gather deeper information regarding the challenges encountered in the memorization process as well as the application of the muraja'ah method. As stated by Arsyad et al. (2023), interviews allow researchers to gain a deeper understanding of individual perspectives and situations being analyzed, especially in the context of students' activities during educational processes. Furthermore, observation as a data collection method provides the opportunity for researchers to note firsthand phenomena in the field, as explained by Rachmawati (2023), who states that observation provides richer and more authentic insights into learners' behaviors in the context of learning. Muraja'ah is carried out every Monday through Thursday, with each tahfizh teacher teaching the Quran memorization lessons to the students. The application of this method is also crucial in monitoring the effectiveness of learning and the challenges faced by students in memorizing the Quran, as emphasized by Berliani et al. (2024), who stress the importance of repetition and practice in strengthening memorization and understanding.

Through this method, it is hoped that comprehensive data will be obtained regarding the process of applying the muraja'ah method in optimizing Quran memorization at MIT Tonoboyo Magelang, as well as understanding the obstacles and solutions that can be implemented in tahfizh learning at the school. According to Creswell (2019), a comprehensive research approach, such as the one used in this study, is highly effective in exploring the various dimensions of a phenomenon, including challenges and solutions related to the learning process. Rich data collection through observation, interviews, and direct practice also allows researchers to gain deeper insights into individual experiences, which are integral to understanding the obstacles that arise in tahfizh learning. As stated by Ardiansyah et al. (2023), data obtained through qualitative methods such as in-depth interviews and observations enables researchers to explore the social context and experiences of participants in greater depth, which cannot be fully understood through a quantitative approach alone. Moreover, in the educational context, optimizing the muraja'ah method can also be seen as part of efforts to improve the effectiveness of learning through continuous reflection on existing challenges, in accordance with the theory of reflection in education proposed by Kamaludin et al. (2020), who emphasize the importance of continuous evaluation and improvement in the learning process.

3. Results and Discussion

3.1. Definition of the Muraja'ah Method

The application of the muraja'ah method in Quran memorization aims to facilitate the memorization process and preserve the memorized content so that it is not easily forgotten. In this context, the method can be defined as a structured approach to achieve specific goals in learning, where it helps students memorize and recall material more effectively (Chusnul Chotimah, 2022). Various Quran memorization methods, including muraja'ah, sima'i, wahdah, kitabah, and combined approaches, offer different methods to help memorizers retain and preserve their memorized content (Arini & Widawarsih, 2022).

Muraja'ah refers to the activity of reviewing the memorized verses, whether new or old, to ensure that the memorization remains intact in memory. This repetition is divided into two types: muraja'ah of new memorization and muraja'ah of old memorization, both of which play an important role in strengthening memorization and reducing the risk of forgetting. Repeating the memorization after prayer or at specific times is a recommended method to reinforce memory. Thus, muraja'ah is not only a method of repetition but also an act of worship that brings the memorizer closer to Allah, making the memorization process less monotonous and reducing fatigue (Mudinillah & Putri, 2021).

3.2. Optimization of Muraja'ah

Optimization of muraja'ah is the process of enhancing the effectiveness of reviewing memorization to achieve maximum results. The Kamus Besar Bahasa Indonesia defines optimization as an effort to make something more perfect or effective. In this context, optimization means achieving the best results in Quran memorization in the most efficient and effective way. The muraja'ah process requires the memorizer to review memorization that has been recited to the teacher, even though sometimes the memorization may be forgotten again. This is in line with the theory proposed by Ginting et al. (2024), who state that the muraja'ah process functions as a mechanism to strengthen memory and stabilize memorization, particularly in the context of Quran learning. Reciting memorization to a Tahfizh teacher, a tradition that has existed since the time of Prophet Muhammad SAW, is an essential step to ensure accurate and stable memorization. As explained by Muslim et al. (2023), direct interaction with the teacher in reciting memorized content is crucial to correct errors and ensure that the memorizer understands the recitation properly. Memorizing the Quran requires intense repetition to prevent memorization from fading, as described by the Hadith of Prophet Muhammad, which illustrates how easily the Quran can be forgotten without serious effort to preserve it (Muttafaq alaih). This is also supported by research conducted by Nadiyah et al. (2023), which shows that consistent and scheduled repetition significantly improves long-term memory in the Quran memorization process.

3.3. The Concept of the Muraja'ah Method

In practice, muraja'ah is carried out with two main methods: first, reviewing silently in the heart, which is done without verbalizing. This method was commonly practiced by scholars in the past to strengthen their memorization. Second, reviewing by reciting aloud, which greatly helps the memorizer to practice verbal skills and listen to their own recitation, allowing them to correct mistakes if there are errors in pronunciation. In this way, the memorizer can

correct mistakes in tajwid or makhraj. Additionally, reviewing memorized content in front of others, such as teachers or peers, strengthens memorization because of the constructive feedback received (Faishol et al., 2021).

To review the memorization, the memorizer can move to a different location after adding new memorization or review old memorization during various conditions, such as while traveling or engaging in daily activities. This can make the muraja'ah process more flexible and enjoyable.

3.4. Tips for Effective Muraja'ah

Here are some tips for carrying out effective muraja'ah:

- Remove the perception that muraja'ah is a burden and view it as part of worship.
- Focus not only on the results but also on the process.
- Make Surah Al-Fatihah the standard for maximum memorization to improve consistency.
- Instill the belief that muraja'ah is a way to get closer to Allah, while fluent memorization is the result of these efforts.

3.5. Tahfizh Al-Qur'an

Tahfizh Al-Qur'an is an essential step in maintaining the purity of the Quran. Prophet Muhammad SAW explained that every letter recited from the Quran will bring ten times the reward (HR Tirmizi), highlighting the importance of continuing to memorize and maintain the memorization. The tahfizh program is not only aimed at memorizing the words of the Quran but also at understanding and practicing it in daily life (Anita et al., 2021).

3.6. Optimization of the Muraja'ah Method in Tahfizh Learning at MIT Tonoboyo Magelang

At MIT Tonoboyo Magelang, the muraja'ah method has been optimally implemented. Every morning before learning begins, students are required to perform muraja'ah of short verses. Even during breaks, muraja'ah continues. Teachers also optimize by asking students to recite their memorization to the teacher before entering the class and carry out collective muraja'ah in class. According to research by Musleh et al. (2022), consistent repetition of memorization, such as what is done at MIT Tonoboyo, can significantly enhance long-term memory because consistent repetition strengthens neural pathways in the brain. This aligns with the theory of neuroplasticity, explained by Siti Lutfiyyah (2024), which states that continuous repetition and practice help form and strengthen neural connections related to memory. In this way, muraja'ah becomes an inseparable part of the daily learning activities, helping students to accelerate and improve their memorization abilities. On the other hand, the implementation of collective muraja'ah in class, as practiced at MIT Tonoboyo, also supports the social learning theory (Winata & Hasanah, 2021), which emphasizes the importance of learning through observation and social interaction to enhance individual skills and abilities. In this context, students do not only memorize individually but also motivate and learn from each other, which can accelerate the memorization process.

3.7. Challenges in Optimizing Muraja'ah

Some of the challenges faced by students at MIT Tonoboyo Magelang in optimizing the muraja'ah method include difficulties in remembering the order of Quranic verses and problems with fluency in reciting the verses. Another challenge is managing the time between reviewing memorization at home and completing school assignments. This is consistent with findings by Idayu & Akademik (2020), which identified that students often struggle to balance academic learning activities with memorization review, especially those with busy schedules. According to time management theory proposed by Ilyas (2020), poor time management can hinder students' ability to optimize both academic and non-academic activities, including Quran memorization. Additionally, difficulties in fluently reading and memorizing the order of verses are often influenced by a lack of long-term memory reinforcement, as explained by Agus (2014). According to Agus, consistent and methodical repetition, as practiced in muraja'ah, is important to strengthen neural connections in the brain, which in turn helps students remember the order and recite verses more fluently. Despite these challenges, students have benefited from the muraja'ah method, with some achieving memorization of more than 5 juz. This indicates that, despite the challenges, the muraja'ah method remains effective in enhancing students' memory and memorization abilities, supported by findings from Sarwanto et al. (2020), which

show that discipline in muraja'ah helps students achieve optimal results in Quran memorization. Teachers and the school continue to strive to further optimize the muraja'ah method to achieve better achievements at the city, district, and even national levels, in line with the view of Putri et al. (2023), which states that high achievements in education are often influenced by a growth mindset and perseverance applied continuously.

4. Conclusion

The Muraja'ah Berdiri method plays an essential role in optimizing Quran memorization skills. In the context of its implementation at MIT Tonoboyo Magelang, this method is applied effectively, where students perform muraja'ah activities routinely every morning before starting their lessons. This muraja'ah is conducted both individually and collectively in the classroom and in the field. This process helps students maintain and strengthen their memorization, both for new verses and those they have already memorized.

Although it has been implemented optimally, there are several challenges faced in the application of this method. Some students experience difficulty in recalling the order of Quranic verses or memorizing specific verses. However, these challenges can be addressed with ongoing support from teachers and the school. With consistent implementation, the optimization of this muraja'ah method has successfully improved the quality of students' memorization. Some students have even succeeded in memorizing more than four juz, with some reaching up to 8 juz.

Overall, the optimization of the muraja'ah method at MIT Tonoboyo Magelang has proven effective in enhancing students' memorization abilities. Nevertheless, to achieve even greater results, it is hoped that adjustments and improvements will be made in various aspects, such as time management, learning techniques, and additional training to overcome emerging challenges. This will further accelerate the achievement of memorization targets and maximize the potential of students in memorizing the Quran.

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