

Implementation of Combined Tahfidz Methods to Enhance Al-Qur'an Memorization Skills Among Students at MDTA Asy-Syifa

Hasna Dini Zahirah

UIN Sunan Gunung Djati Bandung, Indonesia

Email: hasnadinizahirah@gmail.com

Article history: Received: 01, 2025; Accepted: 03, 2025; Published: 03, 2025

DOI: <https://doi.org/10.67718/ajei.v3i1.68>

Abstract

This research is aimed at evaluating the implementation of the Combined Tahfidz Method (incorporating Talaqqi, Takrir, and Wahdah) to improve the Qur'anic memorization abilities of students at MDTA Asy-Syifa, Bandung. The study is motivated by the low initial memorization standards and lack of student motivation observed during preliminary assessments. Using a Classroom Action Research (CAR) design across two cycles, data were collected through observation, oral tests, and documentation. The results indicated a significant improvement in student performance. In the pre-cycle stage, only 30% of students achieved the minimum mastery criteria. After the implementation of the combined method in Cycle I, the mastery rate increased to 65%, and further surged to 90% in Cycle II. The study concludes that the integration of diverse memorization techniques effectively enhances student focus, retention, and fluency, providing a more holistic approach to Tahfidz education.

Keywords

Combined Method; Tahfidz Al-Qur'an; Memorization Ability; CAR.

Copyright: © 2025. The Authors.

Licensee: ARBAS: Journal of Educational Innovation is licensed under the [Creative Commons Attribution License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

Learning innovation has become a major concern in contemporary Islamic education, particularly in improving students' Qur'anic memorization skills. Educational innovation is no longer limited to the adoption of digital technology but also encompasses the development of pedagogical strategies that accommodate learners' cognitive characteristics and learning needs. In Tahfidz education, the selection of appropriate memorization methods significantly influences students' motivation, concentration, and long-term retention of memorized verses (Maskur, 2018). Research in educational psychology also emphasizes that effective memorization requires structured learning experiences involving repetition, immediate feedback, and gradual mastery rather than relying solely on rote learning (Sweller, Ayres, & Kalyuga, 2011). Therefore, instructional innovation in Tahfidz learning is essential to improve both the quality and sustainability of Qur'anic memorization among young learners.

Several previous studies have investigated individual Tahfidz methods in different educational settings. Abdul Qawi (2017) reported that the Talaqqi method effectively improves students' pronunciation accuracy because direct interaction with teachers enables immediate correction of tajwid and makharijul huruf. Likewise, Alghoriziyah (2018) found that the Wahdah method facilitates gradual memorization by dividing verses into manageable units, thereby reducing students' cognitive burden. Ma'mun (2019) further explained that continuous repetition through the Takrir method plays a vital role in strengthening memory retention and preventing rapid forgetting. Although these studies confirm the effectiveness of each method individually, they generally focus on a single memorization strategy and provide limited discussion regarding the integration of multiple methods into a comprehensive instructional model.

The existing literature also reveals that students' success in memorizing the Qur'an is influenced by multiple interconnected factors, including teacher guidance, learning motivation, repetition intensity, classroom interaction, and instructional management (Maskur, 2018; Putri, 2020). From the perspective of Cognitive Load Theory, students are more likely to retain information when learning materials are presented incrementally and supported by guided practice (Sweller et al., 2011). Similarly, Social Learning Theory highlights that teacher modeling and peer interaction contribute significantly to students' confidence and learning achievement (Bandura, 1977). Despite these theoretical perspectives, empirical studies integrating Talaqqi, Wahdah, and Takrir within a Classroom Action Research framework in Madrasah Diniyah Takmiliah Awaliyah remain scarce. Consequently, there is still a need for instructional innovation that combines these complementary methods to optimize students' memorization performance.

The novelty of this study lies in the implementation of an integrated Combined Tahfidz Method that systematically combines Talaqqi, Wahdah, and Takrir within iterative Classroom Action Research cycles. Unlike previous studies that examined these methods separately, this research investigates how their integration can simultaneously improve pronunciation accuracy, memorization fluency, retention, learning motivation, and classroom participation. Accordingly,

this study contributes to the development of innovative pedagogical practices in Islamic education by providing an evidence-based instructional model for Tahfidz learning in Madrasah Diniyah Takmiliah Awaliyah. Therefore, the research aims to evaluate the effectiveness of the Combined Tahfidz Method in enhancing students' Qur'anic memorization skills at MDTA Asy-Syifa Bandung.

RESEARCH METHOD

This study employed Classroom Action Research (CAR) based on Kurt Lewin's cyclical model, consisting of four stages: planning, acting, observing, and reflecting (Lewin, 1946). The CAR approach was selected because it enables continuous improvement of instructional practices through iterative reflection and action, making it appropriate for enhancing students' Qur'anic memorization skills. The research was conducted at MDTA Asy-Syifa Bandung during the 2023/2024 academic year. The participants were students enrolled in the Tahfidz learning program who demonstrated relatively low memorization achievement during the preliminary assessment. The research site was purposively selected because classroom observations revealed that conventional memorization methods had not yet produced satisfactory levels of memorization accuracy, fluency, and retention. The instructional intervention implemented the Combined Tahfidz Method, integrating Talaqqi, Wahdah, and Takrir, across two action cycles to improve students' memorization performance progressively.

Data were collected through classroom observations, oral memorization tests, and documentation. Observation sheets were used to assess students' participation, motivation, concentration, and learning interactions during the memorization process, while oral tests evaluated memorization accuracy, fluency, tajwid, and mastery of the assigned verses. Documentation, including lesson plans, assessment records, and learning activities, supported the research findings. To ensure the credibility of the data, methodological triangulation was applied by comparing the results obtained from different data collection techniques (Creswell & Creswell, 2018). Quantitative data were analyzed descriptively by calculating the average scores and the percentage of students achieving the Minimum Mastery Criterion (MMC) in each cycle, whereas qualitative data were analyzed using the interactive model of data condensation, data display, and conclusion drawing proposed by Miles, Huberman, and Saldaña (2014). The combination of these analytical approaches provided a comprehensive evaluation of the effectiveness of the Combined Tahfidz Method in improving students' Qur'anic memorization skills.

RESEARCH RESULT AND DISCUSSION

Improvement of Students' Qur'anic Memorization Achievement

The implementation of the Combined Tahfidz Method demonstrated a substantial improvement in students' Qur'anic memorization achievement throughout the two Classroom Action Research cycles. Preliminary observations conducted before the intervention revealed that students experienced considerable difficulties in memorizing verses accurately and fluently. Most students relied solely on repetitive individual memorization without receiving

systematic guidance from teachers or engaging in structured review sessions. Consequently, students frequently forgot previously memorized verses, mispronounced several words due to incorrect makharijul huruf, and lacked confidence when reciting the Qur'an before their classmates. These findings indicate that the conventional memorization approach had not yet facilitated meaningful and sustainable memorization.

The quantitative results confirmed this condition. During the pre-cycle assessment, the average memorization score reached only 62, with merely 30% of students achieving the Minimum Mastery Criterion (MMC). Classroom observations further revealed that students tended to lose concentration after memorizing several verses and showed limited motivation to review previous memorization independently. These findings suggest that students required a more systematic learning strategy that simultaneously supported memorization accuracy, retention, and learning motivation.

The implementation of the Combined Tahfidz Method in Cycle I introduced three complementary instructional strategies: Talaqqi, Wahdah, and Takrir. During Talaqqi sessions, students listened carefully to the teacher's recitation before repeating each verse individually. This direct interaction enabled immediate correction of pronunciation errors and tajwid mistakes, allowing students to internalize correct Qur'anic recitation from the beginning of the memorization process. Subsequently, the Wahdah method guided students to memorize verses sequentially, beginning with one verse before progressing to subsequent verses. This gradual memorization strategy reduced students' cognitive burden and helped them maintain concentration during learning activities.

At the end of Cycle I, students demonstrated noticeable improvement in both learning participation and memorization performance. The average memorization score increased to 74, while the percentage of students achieving classical mastery reached 65%. Classroom observations also showed that students became more actively involved in learning activities, asked more questions during Talaqqi sessions, and demonstrated greater confidence when reciting memorized verses. Nevertheless, several students still experienced difficulties retaining longer passages because regular revision activities had not yet become habitual.

Following reflection on Cycle I, instructional improvements were implemented in Cycle II by strengthening the Takrir component through scheduled repetition sessions and collaborative peer evaluation. Students repeatedly reviewed previously memorized verses individually, in pairs, and in small groups before performing oral recitations before the teacher. This strategy enabled students to reinforce memorized material continuously while simultaneously improving their confidence through peer support and collaborative learning. Teachers also provided more intensive feedback regarding tajwid, pronunciation, and memorization fluency throughout the learning process.

The improvements implemented during Cycle II produced significantly better learning outcomes. The average memorization score increased further to 86, while 90% of students successfully achieved the Minimum Mastery Criterion.

Observation data indicated that students became more enthusiastic during Tahfidz learning, demonstrated greater persistence when memorizing difficult verses, and showed improved fluency during oral recitation assessments. Moreover, students displayed greater self-confidence when performing memorization individually before their classmates, suggesting that the integrated learning strategy contributed not only to cognitive achievement but also to affective development.

Table 1 summarizes the progression of students' memorization achievement across the research cycles.

Table 1. Improvement of Students' Qur'anic Memorization Achievement

Research Stage	Average Score	Classical Mastery
Pre-cycle	62	30%
Cycle I	74	65%
Cycle II	86	90%

The results clearly demonstrate continuous improvement throughout the intervention, indicating that the Combined Tahfidz Method effectively enhanced students' memorization achievement.

The findings demonstrate that integrating Talaqqi, Wahdah, and Takrir provides a more comprehensive instructional strategy than applying each method independently. Each component complements the others in supporting different aspects of the memorization process. Talaqqi emphasizes accurate pronunciation through direct teacher guidance, Wahdah facilitates gradual memorization by segmenting verses into manageable units, and Takrir strengthens long-term retention through systematic repetition. The integration of these methods enables students to develop memorization skills more effectively while minimizing common learning difficulties such as forgetting, incorrect pronunciation, and declining motivation.

These findings are consistent with Abdul Qawi (2017), who reported that Talaqqi improves students' pronunciation accuracy because immediate teacher feedback prevents persistent recitation errors. Likewise, Alghoriziyah (2018) demonstrated that the Wahdah method facilitates memorization by reducing students' cognitive burden through sequential verse memorization. The present study extends these findings by demonstrating that combining these approaches generates greater improvements than implementing each method separately. The combination creates a structured learning process that simultaneously develops pronunciation accuracy, memorization fluency, and retention.

From the perspective of Cognitive Load Theory, the success of the Wahdah method can be explained by its ability to reduce intrinsic cognitive load during memorization activities (Sweller, Ayres, & Kalyuga, 2011). Memorizing one verse at a time enables students to process information incrementally without overwhelming working memory. As students master each verse before progressing to the next, they build stronger mental schemas that facilitate subsequent memorization. This structured sequencing contributes to more effective encoding and long-term retention of Qur'anic verses.

The implementation of Takrir also supports theories of retrieval practice and

memory consolidation. Educational psychology emphasizes that repeated retrieval of previously learned information strengthens long-term memory and reduces forgetting (Brown, Roediger, & McDaniel, 2014). Regular repetition sessions implemented during Cycle II enabled students to revisit previously memorized verses continuously, thereby reinforcing memory traces and improving fluency. The substantial improvement from 65% to 90% mastery indicates that systematic repetition is essential for maintaining memorization quality over time.

Furthermore, the collaborative learning activities introduced during Cycle II align with Social Learning Theory proposed by Bandura (1977). Students learned not only from teacher demonstrations but also from observing peers' recitations, receiving constructive feedback, and participating in collaborative memorization sessions. Such interactions increased students' confidence and motivation while creating a supportive learning environment. Observation data revealed that students became more willing to perform oral recitations after practicing with peers, suggesting that collaborative learning contributes positively to both cognitive and affective learning outcomes.

From the perspective of Islamic educational innovation, the Combined Tahfidz Method represents an effective pedagogical model because it integrates traditional Qur'anic learning practices with contemporary instructional principles. Rather than relying exclusively on repetitive memorization, the method combines teacher guidance, gradual learning progression, continuous repetition, and collaborative interaction into a coherent instructional framework. This integration encourages active learning, strengthens students' engagement, and accommodates differences in learning pace among students. Consequently, the method not only improves memorization achievement but also fosters greater learning motivation and confidence.

Overall, the findings demonstrate that the Combined Tahfidz Method effectively addresses the challenges commonly encountered in Tahfidz education. The consistent improvement observed across both research cycles indicates that integrating Talaqqi, Wahdah, and Takrir provides a balanced instructional approach capable of enhancing memorization accuracy, fluency, retention, and student engagement simultaneously. These findings contribute to the growing body of literature on innovative Islamic pedagogy by providing empirical evidence that combining complementary memorization techniques can significantly improve the effectiveness of Qur'anic memorization instruction in Madrasah Diniyah Takmiliah Awaliyah.

CONCLUSION

The research concludes that the Implementation of the Combined Tahfidz Method significantly enhances the Qur'anic memorization ability of students at MDTA Asy-Syifa Bandung. The iterative improvements across Cycle I and Cycle II demonstrate that a structured combination of Talaqqi, Takrir, and Wahdah provides a comprehensive solution to the challenges of retention and fluency. It is recommended that Tahfidz educators adopt this integrated approach to cater to diverse student learning speeds and to ensure a more sustainable and accurate

memorization process.

REFERENCES

- Abdul Qawi. (2017). Peningkatan prestasi belajar hafalan Al-Qur'an melalui metode talaqqi di MTsN Gampong Teungoh Aceh Utara. *Jurnal Ilmiah Islam Futura*, 16(2), 265–283. <https://doi.org/10.22373/jiif.v16i2.741>
- Alghoriziyah, F. (2018). *Penerapan metode wahdah dalam meningkatkan hafalan Al-Qur'an mahasantri di Ma'had Al-Jami'ah UIN Raden Fatah Palembang* (Undergraduate thesis). UIN Raden Fatah Palembang. <http://repository.radenfatah.ac.id/>
- Bandura, A. (1977). *Social learning theory*. Prentice Hall. <https://archive.org/details/sociallearningth0000band>
- Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Harvard University Press. <https://www.hup.harvard.edu/books/9780674729018>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications. <https://us.sagepub.com/en-us/nam/research-design/book255675>
- Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues*, 2(4), 34–46. <https://doi.org/10.1111/j.1540-4560.1946.tb02295.x>
- Ma'mun, S. (2019). *Metode tahfiz Al-Qur'an Qur'ani*. Institut PTIQ Jakarta.
- Maskur, A. (2018). Pembelajaran tahfidz Al-Qur'an pada anak usia dini. *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, 1(2), 188–198. <https://doi.org/10.37542/iq.v1i02.15>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications. <https://us.sagepub.com/en-us/nam/qualitative-data-analysis/book246128>
- Putri, A. (2020). *Implementasi metode kitabah untuk meningkatkan kemampuan menghafal bacaan sholat pada anak slow learner di SLBN 1 Bengkulu Utara* (Undergraduate thesis). IAIN Bengkulu. <http://repository.iainbengkulu.ac.id/>
- Sweller, J., Ayres, P., & Kalyuga, S. (2011). *Cognitive load theory*. Springer. <https://doi.org/10.1007/978-1-4419-8126-4>