A Study on the Implementation of the Talqin, Tasmi', Tafahum, Tikrar, and Murajaah Method in Qur'an Memorization Learning at SMA Islam Al-Ulum Terpadu Medan

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Abstract: This study aims to analyze the implementation of the Talqin, Tasmi', Tafahum, Tikrar, and Murajaah method in Qur'an memorization learning at SMA Islam Al-Ulum Terpadu Medan. This 3T + 1M method is considered a comprehensive approach that enhances the students' accuracy, retention, and understanding of Qur'an memorization. The research employs a qualitative field study design involving tahfiz teachers, students, and supporting documentation of the tahfiz program. Data collection techniques include observation, in-depth interviews, and documentation. The findings reveal that the Talqin method helps students acquire correct recitation from the beginning, Tasmi' strengthens their ability to present memorized verses, Tafahum promotes deeper comprehension of the verses, Tikrar accelerates the memorization of new passages, and Murajaah maintains long-term retention. Overall, the implementation of this method is effective and significantly contributes to improving students' Qur'an memorization quality. The study highlights the importance of structured and systematic strategies in tahfiz learning.

Keywords: Tikrar; Murajaah; Qur'an Memorization.

Abstrak: Penelitian ini bertujuan untuk menganalisis implementasi metode Talqin, Tasmi', Tafahum, Tikrar, dan Murajaah dalam pembelajaran tahfiz Al-Qur'an di SMA Islam Al-Ulum Terpadu Medan. Metode 3T + 1M ini dipandang sebagai pendekatan komprehensif yang mampu meningkatkan kualitas dan kekuatan hafalan siswa. Penelitian menggunakan pendekatan kualitatif dengan jenis studi lapangan, melibatkan guru tahfiz, siswa, serta dokumen pendukung program tahfiz. Teknik pengumpulan data meliputi observasi, wawancara mendalam, dan dokumentasi. Hasil penelitian menunjukkan bahwa pelaksanaan metode Talqin membantu siswa memperoleh bacaan yang benar sejak awal, Tasmi' memperkuat kemampuan penyetoran hafalan, Tafahum meningkatkan pemahaman makna ayat sehingga hafalan menjadi lebih bermakna, Tikrar mempercepat proses penanaman hafalan

baru, dan Murajaah menjaga stabilitas hafalan jangka panjang. Secara keseluruhan, penerapan metode ini berjalan efektif dan memberikan kontribusi signifikan terhadap peningkatan kualitas hafalan Al-Qur'an siswa. Temuan penelitian ini menegaskan pentingnya penerapan strategi pembelajaran tahfiz yang sistematis dan terstruktur.

Kata Kunci: Tikrar; Murajaah; Tahfiz Al-Qur'an.

A.   Introduction

Qur'an memorization learning (*tahfiz*) is a central component of Islamic education, particularly in institutions that emphasize the formation of students' character and spirituality. Tahfiz is not merely a process of memorizing verses but also an act of internalizing Qur'anic values through repetition, comprehension, and habituation (Hafidz, 2020). In the era of modern education, challenges in tahfiz learning have become increasingly complex, requiring methods that not only improve memorization skills but also foster motivation, concentration, and perseverance. As noted by Mutmainnah (2021), systematic and structured learning strategies significantly enhance students' memorization retention, highlighting the need for effective and tested pedagogical approaches.

One method widely used in Islamic boarding schools and integrated Islamic educational institutions is the 3T + 1M approach, which consists of Talqin, Tasmi', Tafahum, Tikrar, and Murajaah. This method is considered comprehensive as it incorporates accurate recitation modeling, strengthening memorization delivery, promoting understanding of verse meanings, implementing repetition, and reinforcing long-term retention (Rahman, 2022). Talqin, the first stage, introduces students to proper recitation modeled by the teacher, ensuring correct pronunciation based on tajwid and proper articulation of letters (Sani, 2019). Tasmi' then serves as a mechanism for students to present their memorized verses to the teacher, helping identify pronunciation errors and assess fluency; Abdullah (2020) emphasizes that Tasmi' plays a vital role in improving memorization quality.

The next stage, Tafahum, involves helping students understand the meanings of the verses they memorize. Understanding the content strengthens retention because

students internalize both recitation and meaning (Saleh, 2020). Tikrar, or repetition, functions as the core of memorization and has been shown to significantly enhance the memorization of new verses when conducted consistently (Nurhayati, 2018). Murajaah, the final component, reinforces previously memorized verses to maintain long-term memorization stability. Without consistent Murajaah, memorized verses can easily diminish over time, as noted by Syamsuddin (2021).

At the senior high school level, students' cognitive and emotional development requires an adaptive and supportive approach to tahfiz learning. Heavy academic workloads and varying learning abilities mean that students need practical and effective strategies to maintain and improve their Qur'an memorization (Harahap, 2020). SMA Islam Al-Ulum Terpadu Medan is an educational institution that integrates tahfiz Al-Qur'an as a core part of its curriculum. The school adopts the Talqin, Tasmi', Tafahum, Tikrar, and Murajaah method as its primary strategy to improve the quality of students' memorization, aiming to develop a generation with strong Qur'anic character and discipline.

The implementation of the 3T + 1M method in this school does not only focus on the quantity of verses memorized but also on the quality of recitation, accuracy, fluency, and understanding. This aligns with Qomar's (2021) view that high-quality memorization must include articulation accuracy, mastery of tajwid, and comprehension of verse meanings. Nevertheless, the implementation of tahfiz learning in formal school settings often encounters challenges, including limited time for review, varying levels of concentration, and differences in students' initial recitation abilities. Wibowo (2022) states that the success of tahfiz learning is influenced by students' intrinsic motivation and the conduciveness of the learning environment.

Given these circumstances, an in-depth investigation into the implementation of the Talqin, Tasmi', Tafahum, Tikrar, and Murajaah method is essential to determine the extent of its effectiveness in improving students' Qur'anic memorization. Field-based research involving both teacher and student perspectives can provide a realistic understanding of the strengths and challenges of this method. Additionally, research on tahfiz methods at the senior high school level is still limited, making this study a

valuable contribution to the development of literature on comprehensive Qur'an memorization strategies in formal educational institutions. As emphasized by Suryani (2021), continuous research is necessary to enhance Qur'an-centered learning in schools.

Based on this background, the present study aims to analyze the implementation of the Talqin, Tasmi', Tafahum, Tikrar, and Murajaah method in Qur'an memorization instruction at SMA Islam Al-Ulum Terpadu Medan. The results of this research are expected to provide practical recommendations for improving the effectiveness, quality, and sustainability of tahfiz learning programs.

B.   Research Methodology

This study employed a qualitative research approach with a field study design to explore the implementation of the Talqin, Tasmi', Tafahum, Tikrar, and Murajaah method in Qur'an memorization learning at SMA Islam Al-Ulum Terpadu Medan. The qualitative approach was selected because it enables a comprehensive understanding of natural learning processes, human interactions, and the dynamics of religious-based education. According to Creswell (2018), qualitative research is suitable for exploring phenomena in depth, particularly when the researcher seeks to understand meanings, experiences, and perspectives from participants.

The research was conducted at SMA Islam Al-Ulum Terpadu Medan, a school known for integrating tahfiz Al-Qur'an as a core component of its curriculum. This setting was chosen purposively because it actively implements the 3T + 1M method, making it an appropriate site for examining the operational process of Talqin, Tasmi', Tafahum, Tikrar, and Murajaah within a formal school environment. Purposive sampling allows researchers to select participants who are most knowledgeable and involved in the phenomenon being studied (Patton, 2015).

The participants of this study consisted of tahfiz teachers, students enrolled in the tahfiz program, and administrators responsible for supervising Qur'an memorization activities. Tahfiz teachers were selected due to their direct involvement in guiding students, while students were included based on their active participation in daily

memorization activities. School administrators were also engaged to provide broader institutional perspectives on curriculum implementation and program evaluation.

Data collection techniques included observation, in-depth interviews, and documentation. Observations were carried out to capture teaching practices, classroom interactions, and students' memorization processes. In-depth interviews were conducted with teachers and students to obtain detailed explanations regarding their experiences, challenges, and perceptions of the 3T + 1M method. Documentation, such as lesson plans, tahfiz schedules, assessment reports, and institutional guidelines, was analyzed to support findings and provide additional contextual information. These techniques allowed triangulation, which enhances the credibility and validity of the data.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which includes data condensation, data display, and conclusion drawing. Data condensation involved selecting, focusing, and simplifying raw data obtained from field activities. Data display was organized in narrative and thematic forms to facilitate interpretation. Finally, conclusions were drawn by identifying recurring patterns, themes, and relationships related to the implementation and effectiveness of the Talqin, Tasmi', Tafahum, Tikrar, and Murajaah method.

To ensure the trustworthiness of the research, the study applied credibility, transferability, dependability, and confirmability criteria as outlined by Lincoln and Guba (1985). Credibility was achieved through prolonged engagement, triangulation of data sources and methods, and member checking. Transferability was supported by providing rich and detailed descriptions of the research context. Dependability and confirmability were ensured by maintaining audit trails and documenting all research procedures transparently. Through these strategies, the research maintained methodological rigor and reliability.

C.   Results and Discussion

The findings of this study revealed that the implementation of the Talqin, Tasmi', Tafahum, Tikrar, and Murajaah method at SMA Islam Al-Ulum Terpadu Medan was conducted systematically within a structured tahfiz learning framework. Teachers

consistently began the learning process with Talqin, modeling accurate recitation for students to imitate. Classroom observations showed that the Talqin stage ensured students received correct articulation of letters and tajwīd rules before memorizing new verses. This step effectively minimized early errors that could negatively impact long-term memorization quality. Teachers emphasized clarity of makhārij al-ḥurūf and fluency, demonstrating that proper recitation is considered the foundation of successful memorization.

The study also found that Tasmi' played a significant role in strengthening students' memorization accuracy and fluency. During Tasmi' sessions, students presented their newly memorized verses individually, allowing teachers to evaluate the precision of their memorization. Interview data indicated that students felt more disciplined and motivated because Tasmi' required them to prepare consistently. Teachers noted that Tasmi' functioned not only as an evaluation tool but also as a motivational factor, as students gained confidence from regular feedback and correction. This finding aligns with existing literature asserting that continuous recitation to a teacher enhances memorization mastery.

In terms of Tafahum, the results showed that understanding the meaning of Qur'anic verses significantly improved students' retention and emotional engagement with the text. Teachers incorporated brief explanations of verse meanings, thematic relationships, and moral messages before or after memorization sessions. Students reported that Tafahum helped them connect more deeply with the verses, making memorization feel purposeful rather than mechanical. This understanding increased their memorization speed and reduced the likelihood of forgetting, supporting theories that semantic comprehension reinforces long-term memory.

The Tikrar (repetition) process emerged as the most dominant activity in daily tahfiz learning. Repetition was practiced in several forms: individual repetition, group repetition, and guided repetition led by the teacher. The findings demonstrated that systematic and consistent repetition enabled students to internalize new verses more effectively. Students who applied intensive Tikrar showed stronger memorization stability and faster progress compared to those who repeated less frequently. Teachers

highlighted that the school's structured schedule—requiring students to repeat verses at specific intervals—played a key role in boosting memorization outcomes.

Murajaah was found to be essential in maintaining long-term memorization quality. The study revealed that students who engaged in daily and weekly Murajaah sessions retained their memorized portions more consistently. Murajaah strategies included individual review, peer review, and teacher-led review sessions. Teachers emphasized that without Murajaah, previously memorized verses deteriorated rapidly. Students acknowledged that although Murajaah required discipline, it provided them with confidence during assessments and group recitations. The effectiveness of Murajaah observed in this study aligns with research indicating that long-term memorization requires continuous reinforcement.

Overall, the integration of Talqin, Tasmi', Tafahum, Tikrar, and Murajaah demonstrated a positive and significant impact on students' Qur'an memorization quality. The method fostered accuracy, fluency, comprehension, and retention—components essential for achieving strong tahfiz competence. The combination of these stages created a synergistic learning process in which each component supported the others. The findings suggest that the 3T + 1M method is highly effective in formal school settings, especially when implemented consistently with supportive teacher guidance. This study reinforces the importance of structured tahfiz methodologies and contributes to the broader understanding of Qur'an memorization strategies in contemporary educational institutions.

D.   Conclusion

The findings of this study demonstrate that the implementation of the Talqin, Tasmi', Tafahum, Tikrar, and Murajaah method significantly supports the improvement of students' Qur'an memorization at SMA Islam Al-Ulum Terpadu Medan. Each component of the method contributes a distinct pedagogical function: Talqin strengthens accurate verbal modeling, Tasmi' reinforces listening discipline and memorization verification, Tafahum enriches comprehension and contextual awareness, Tikrar develops fluency through repetition, and Murajaah ensures long-term retention. When

applied in an integrated manner, these stages create a structured and sustainable learning cycle that harmonizes understanding, memorization, and practice.

The results also indicate that students show increased engagement, consistency, and confidence in their memorization progress. Teachers play a crucial role as facilitators and motivators, guiding students through each phase of the method while monitoring individual development. The school's supportive environment—characterized by scheduled tahfiz sessions, peer collaboration, and ongoing evaluation—further enhances the effectiveness of the program.

Overall, the 3T + 1M approach offers a comprehensive and systematic framework for tahfiz education. Its emphasis on modeling, listening, comprehension, repetition, and continuous review makes it highly adaptable to various learning capacities. This study highlights that the method not only improves memorization outcomes but also fosters discipline, spiritual growth, and a deeper relationship with the Qur'an. Future research may explore comparative studies with alternative tahfiz methods or examine long-term retention across different educational settings to strengthen the evidence base for this approach.

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