



## Implementation of The Ar-Rasyid Method in Memorizing the Qur'an at The House of Tahfidzul Qur'an Al-Hijaz, Klaten District, 2023

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### ABSTRACT

Memorizing the Qur'an becomes easy when finding a suitable method to facilitate the memorization process. This study aims to describe the method memorization method used in the house of tahfidzul qur'an al-hijaz namely ar-Rasyid method as well as the supporting and inhibiting factors in the implementation of the method. This research uses qualitative research with phenomenological type. The research subjects are santri Ali and utsman classes. The data collection method uses observation, interviews, and documentation. Data analysis techniques using interactive analysis which includes data condensation, data presentation, and conclusion drawing. The results showed that the ar-Rashid method is a combination of the sima'I and talaqqi methods. a combination of the sima'I and talaqqi methods, namely the students add new memorization by listening to the audio murottal given by the teacher and then memorizing the audio murottal given by the teacher. by listening to the murottal audio given by the teacher then repeating the verses and talaqqi. repeating verses and depositing directly to the ustadz to be corrected directly. corrected directly. The supporting factors are easy methods, the existence of experienced teachers and motivation from students and parents. While the inhibiting factors are that there are still students who are less fluent in reading the in the reading the Qur'an, the absence of students and less organized time management. time management is less organized.

## INTRODUCTION

Early Childhood Education can help develop various aspects of a child's development in various areas or domains. Therefore, various appropriate teaching methods are also needed to achieve the expected goals during the teaching and learning activities so that the growth and development of learners are optimally achieved. Thus, the teaching method emphasizes how the teacher's activities during teaching and the learners' activities during learning (Hartik et al., 2023). The Qur'an as a whole is a holy book that is required for us as Muslims to be able to read and memorize it fluently according to tajweed. After that, Muslims must be able to understand the verse or its meaning so that it can be applied in everyday life. Allah Ta'ala guarantees the purity and preservation of the Qur'an. Therefore, there is no doubt about its contents (Al-Munawar, 2002). Considering how important the Qur'an is for human life, getting to know the Koran is very important. The Qur'an was made by Allah as the only holy book that is protected to be a guide to life for His creatures, according to Allah's promise in His words:

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ

It means: "*Indeed, it is We who sent down the Qur'an, and We are also the ones who preserve it.*" (QS. Al-Hijr: 9).

The Al-Qur'an is a holy book which contains religious teachings. One form of worship glorified by Allah Ta'ala is memorizing the Al-Qur'an. Obeying the religious rules mentioned in the Qur'an is a way to respect and show devotion to Allah SWT. On the other hand, ignoring religious symbols is another way of ignoring the greatness of Allah (Zawawi, 2011). Allah has prioritized memorizing the Koran. Everyone has a chance in achieving this success, and Allah has promised that whoever tries seriously will find it easy. Reading, remembering, understanding, learning, and knowing the benefits are all the conveniences in question (Al-Kahil, 2010).

Many Muslims think that being able to read the Koran is sufficient and that there is no need to memorize it. Many also feel that memorizing the Qur'an is something that is difficult to do so they are lazy in the process, especially those who want to memorize have not found a suitable method for memorizing it. However, if someone finds a suitable method for memorizing, they can be sure that the memorizing process will be easy.

Memorizing has an important component that is needed, namely method. Method is a teacher's approach or way of providing instructions to achieve a goal. It is very important to use the best methods to teach children to memorize the Qur'an. Because a child's memory at an early age is still intact, teachers can determine various methods that are suitable for them. When children's memory is very strong, it is important for them to optimize their memory, because this allows them to remember many things (Lubis & Ismet, 2019). Methods are very important for the continuity and success of any learning, especially Islamic religious education. Changes from normative to practical and cognitive to psychomotor will be the focus of learning from implementing the method (Nasih, 2009). Methods have also been used for a long time, and that is also important for a lesson.

A method is considered good and suitable if it can achieve the stated goals. The best method for memorizing the Qur'an influences how well a child memorizes (Rahmawati, 2021). There are many memorization methods around us that are able to help children, especially at an early age, according to the conditions and situations for memorizing the Qur'an, which is expected to make it easier for children to memorize the Koran. Memorize it and can help make the memorization more sticky. The ability and capacity to memorize the Qur'an varies for each individual. Those who memorize the Koran definitely want to memorize it quickly and smoothly. They also want to have fluent memorization and not forget easily. However, every challenge that memorizers will face must be overcome to encourage them to memorize more actively and seriously.

Some students were found to still lack the ability to read and memorize short letters due to several factors including the use of independent methods in memorizing where students memorize independently without the help and guidance of teachers, which causes their reading to not be in accordance with tajwid rules. The next factor is memorizing without parental guidance because parents do not understand the use of memorization methods and also do not understand the rules of recitation itself.

The tahfidzul qur'an al-hijaz house located in Dukuh Karangmanis, Mrisen, Juwiring, Klaten is a non-formal education under the responsibility or management of Baitul Maal Mrisen Village which was built to be a place to memorize the Al-Qur'an for children, especially The residents of Mrisen Village themselves use the Ar-Rasyid method to increase and improve memorization for their students. The Ar-Rasyid method is a rote learning method that combines the sima'i method and the talaqqi method. As for memorizing targets, the ustadz do not impose many targets on their students. In one meeting, mentalqin ustadz usually have one to two rows for elementary school level and two to three rows for middle school level or according to the abilities of the students.

The Tahfidzul Qur'an al-Hijaz house, at the beginning of the establishment of this institution, the ustadz and management had not yet decided specifically what method to use in the process of memorizing the students, then the RTQ al-Hijaz ustadz conducted a comparative study to one of the tahfidz houses, namely the Tahfidz House. Ar-Rasyid, which is a tahfidz house, uses the Ar-Rasyid method in the memorization process for its students. The usatz also attended a seminar on the Ar-Rasyid method there and saw how the Ar-Rasyid method was applied to the students.

There are many studies that discuss memorizing the Al-Qur'an, but as far as research is concerned, there has been no research that focuses on the implementation of the ar-rasyid method or a combination of the sima'i and talaqqi methods in memorizing the Al-Qur'an. The closest research is research from Syahratul Mubarakah entitled "Strategy for Tahfidz Al-Qur'an at Madrasah Aliyah Mu'allimin and Mu'allimat Nahdlatul Wathan Pancor (East Lombok), 2019. This research explains the strategy for tahfidz Al-Qur'an. One of the strategies used by teachers is the combined method. The methods combined are the bin-nazhri method, bil-ghoibi method, simaan method, talaqqi method, takrir method and tartil method. The combined method used aims to make it easier for students to memorize the Al-Qur'an (Mubarakah, 2019).

What is interesting in this research is that the researcher will discuss the combination of the sima'i and talaqqi methods which also aims to make it easier for students to memorize the Qur'an by describing the implementation of the method for memorizing the Qur'an, namely the ar-rasyid method in helping children. memorizing the Al-Qur'an and also the supporting and inhibiting factors of this method.

## **METHOD**

This research is qualitative in nature, and uses a phenomenological approach (Novitasari, 2022). The nature of this research phenomenon is to see the implementation of the Ar-Rashid method in memorizing the Qur'an at the al-Hijaz tahfidzul Qur'an house. Researchers were directly involved in the planning, implementation, collection, analysis and interpretation of data in this research. Researchers also become reporters of findings from research that has been conducted.

This research requires data from documents and interviews related to the application of the ar-rasyid method in the tahfidzul Qur'an al-hijaz house. These documents can include text, tables, and images. This research was located in Dukuh Karangmanis RT 02 RW 02, Mrisen Village, Juwiring District, Klaten Regency, Central Java. The research subjects were 15 students from Ali and Uthman's class. The author uses documentation, interviews and observations to collect data. Researchers also use data condensation, presentation and data verification techniques to analyze the data that has been collected. After obtaining a data set that is considered valid, the researcher then continues the validity testing process by testing the credibility method, which includes transferability, dependability, extension of involvement, triangulation, and confirmability.

## **RESULTS**

Examining the research results, it is known that home of tahfidzul qur'an al-hijaz established in April 2021. This institution was founded by Baitul Maal Mrisen Village with the aim of empowering the people by establishing infrastructure suggestions for the next generation that can be prepared from an early age. Especially to be able to make Mrisen Village an example of a village for memorizing the Koran.

Rumah Tahfidzul Qur'an Al-Hijaz has the vision of creating a Muslim society that is intelligent, likes reciting the Koran, memorizing and also practicing the Qur'an. and building a society with noble morals, love of the Koran and Sunnah. The mission to be able to realize its vision is to organize tahfidz Al-Qur'an for santri and poor people as well as general santri, both residential and non-resident, organizing religious activities and studies as well as creating a bi'ah or Islamic environment that is in accordance with the Al-Qur'an. 'an and As-Sunnah. That is the vision and mission RTQ Al-Hijaz which is run by the administrators and ustadz.

Memorization is carried out on Tuesday, Thursday and Saturday, namely three days a week. Each time is divided into two sessions, the afternoon session at Asr and the evening session at Maghrib. Each session lasts for one hour and is taught by experienced ustadz. The class programs available are the Ali bin Abi Talib group for students aged 6-8 years or equivalent to grades 1-3 of elementary school, the Utsman bin Affan group for students aged

9-11 years or equivalent to grades 4-6 of elementary school and groups Umar bin Khattab for Middle School students to adults.

The ar-Rasyid method is a combination of the sima'I method and the talaqqi method. This method is used in home of tahfidzul qur'an al-hijazin helping students memorize the Koran. The name of this method is attributed or attributed to one of the Islamic boarding schools in Jakarta which had previously used this method. The reason administrators and also religious teachers use this method is because this method is considered very useful and helps students when memorizing. Because before it was officially used, the administrators and ustadz had also held seminars on this method, not only that, the ustadz also carried out comparative studies to Islamic boarding schools that had used this method first to see its effectiveness.

The implementation of the activity begins with murojaah along with letters that have been memorized. The murojaah activity is carried out by the students who are taught by an experienced ustadz with at least two letters and then handed over to the ustadz. After murojaah, continue memorizing the new memorization by listening to murottal audio or directly from the ustadz, one to two lines for the Ali and Uthman classes, while two to three lines for the Umar class, which is then handed over to the ustaz in charge.

Factors that support the use of the Ar-Rashid method to memorize the Qur'an in RTQ Al-Hijaz are, the ease of use of the method used, the presence of educational staff who are enthusiastic about teaching as well as supervision or monitoring from administrators, encouragement from the people. parents, guardians of the students and also strong motivation from the students. Meanwhile, the inhibiting factors are, there are still some students who are not proficient in reading the Al-Qur'an, the absence of students during memorization hours, and the students' lack of regular time management.

Every activity carried out must have supporting factors and also inhibiting factors. Likewise in the memorization process carried out at the AL-HIJAZ Tahfidzul Qur'an House. Several supporting factors that contribute to the implementation of the memorization process for students are as follows:

1) Easy method to use

The method of memorizing, especially the Koran, is very important because it can make memorizing easier. The ar-Rasyid method is considered easy because it uses murottal audio with a tone that the ustadz and also the students feel is easy to memorize.

2) Supervision from administrators and ustadz

Supervision by administrators and ustadz is very helpful in the process of memorizing the Koran. They guide and develop students in improving their abilities by monitoring progress in the memorization process, as well as providing motivation and encouragement, providing guidance to improve reading and makhraj. Apart from that, supervision also helps students maintain discipline and consistency in memorizing and targeting students' memorization.

In practice, all students are divided into 3 groups according to their class and the ustadz are also divided into those responsible for each group.

3) There is support from parents

The importance of parental support in providing encouragement for students to memorize the Koran. Parents can provide support by coaching their children in memorizing the Koran. They can also help them buy mushaf and murottal, as well as improve their reading and makhraj. The Tahfidzul Qur'an AL-HIJAZ House has also received parental support in carrying out its activities. This support can be seen from the arrival of the guardians of the students in regular evaluation activities. carried out by the ustadz and also the guardians of the students. In this evaluation, both parties also gave each other suggestions.

4) Strong motivation from the students

Strong motivation from students can influence their ability to memorize the Koran. Therefore, parents and teachers have the task of providing motivation and enthusiasm so that students continue to be motivated to memorize the Koran. They also want to memorize the Koran so that they can wear crowns and robes of glory for their parents in heaven.

As for the implementation of memorizing the Qur'an, there are also several factors that become obstacles to its implementation. These obstacles include the following:

1) Reading the Koran is not yet fluent

One of the significant inhibiting factors is poor reading of the Qur'an because it is important for memorizers to develop their way of reading the Qur'an by mastering makhraj and tajwid. However, this factor immediately found a solution, namely by using an implemented method where the students did not memorize the Al-Qur'an directly by reading them but were assisted by audio murottal and also the supervision of the ustadz who could minimize the memorization process.

2) If students arrive late or don't even come

In memorizing the Qur'an in groups or together, the inconsistent presence of students is one of the inhibiting factors. Like what happened at the AL-HIJAZ Tahfidzul Qur'an House, because this place is not like a boarding school or boarding school where the students are always looked after by the administrators or ustadz. It is the role of parents that is really needed in this situation because the students are the parents' responsibility before arriving at the Tahfidz House.

3) Cannot divide time (time management) between school and memorizing

Busy school activities are also one of the inhibiting factors, where the students feel tired and fatigued but do not enjoy their rest time, which results in the students' concentration and enthusiasm for memorizing in the afternoon decreasing. This time management must also be conditioned or scheduled by parents to support effective learning.

## DISCUSSION

Memorizing the Qur'an has various methods and ways to make it easier for children to memorize it, including the takrir, tasmi', talaqqi, sima'i wahdah, and combined methods (Al-Hafidz, 2008). This research will discuss how to implement the ar-rasyid method. The ar-rasyid

method used at the AL-HIJAZ Tahfidzul Qur'an House is named or based on one of the names of the Tahfidz Pondok in Jakarta which also uses this method.

The ar-rasyid method is a combination of the sima'I method and the talaqqi method. The sima'i method is listening directly, either from the teacher or the murottal. Media has a big influence in helping children memorize, as well as in the art of reading the Al-Qur'an, children can memorize the letters of the Al-Qur'an without difficulty because they often listen to the lafadz of the Al-Qur'an and can train their oral accustomed to reciting verses from the Koran (Rochmah et al., 2021). Meanwhile, the talaqqi method is the teaching contained in the Al-Qur'an which is passed down from generation to generation, from a teacher who gives the teaching to his students directly (Al-Hafidz, 2005). Implementation of the ar-rasyid method, namely by listening to the verse to be memorized from a murottal recording or directly from the ustadz in charge then repeating it several times and after that, submitting or listening to the teacher that he has just memorized.

The sima'I method aims to ensure that verses from the Qur'an are avoided from adding or decreasing words or errors in pronunciation of lafadz and so that memorization is maintained and smooth, and it is easy to find the location of the wrong verses when memorizing them (Wahid, 2014). The advantage of the talaqqi method is that it allows teachers to directly see student development. Children can also see how the teacher's lips move when they pronounce the makhorijul letters because they are in front of them (Salma Nadhifa Asy-Syahida, 2020). The advantage of combining the two methods is that it minimizes errors in pronunciation of the Al-Qur'an because the teacher or ustadz sees the development of his students directly.

Using this method is suitable for children to help their memorization process because at an early age, children are more responsive in memorizing, children's memories are stronger than others and are able to minimize memorization errors from an early age because they are guided directly by more experts. Using this method is also able to provide innovation and new nuances for children because they can use other media, such as audio clips or videos that contain pictures in them.

### **1.1 Implementation of The Ar-Rasyid Method in Memorizing The Qur'an**

The Al-Hijaz Tahfidzul Qur'an House has established the Ar-Rashid method for memorizing the Qur'an. This memorization activity is carried out three times a week, namely on Tuesdays, Thursdays and Saturdays which are divided into two times or two sessions. The first session is in the afternoon at Asr for Ali and Uthman's class while the second session is at Maghrib for Umar's class. The group division was based on the class of the students. The Ali group is specifically for students in grades 1-3 of elementary school, the Uthman group is specifically for students in grades 4-6 of elementary school, while the Umar group is specifically for students in junior high and above.

Learning activities are a process that includes a number of activities carried out by teachers and students reciprocally to achieve certain goals. The learning process consists of three components: introduction, core, and conclusion (Rahmawati, 2021). After the activity was opened by the ustadz, learning began with murojaah or repeating the memorization with

murojaah together and the ustadz listened to the letters that had been memorized and then deposited them before adding new memorization. This aims to ensure that students are able to remember previously memorized memorization and are able to motivate them to memorize new things.

Muraja'ah is interpreted as the activity of repeating lessons, memorizing, and other things. Murojaah uses the concept of rote repetition, so it is very beneficial for students. Apart from that, murojaah is a very simple and effective method that helps students understand and is easy to absorb. Cannot memorize the Qur'an without regular muroja'ah (repetition); this is the essence of memorization (Nisà et al., 2022). Repeating memorization has the greatest benefit, namely making the memorization stronger in memory because strong memorization results from frequent murojaah. One example is reading Surah Al-Fatihah; even though you don't need to concentrate, the verses flow so easily from your mouth (Abdulwaly, 2019).

After murojaah, continue adding new memorization using the ar-Rasyid method. Overall, the process of applying the ar-Rasyid method in studying the Qur'an is: Students are ready to memorize and receive memorization, prepare the Qur'an to help the memorization process, students listen to verses from the audio murottal given by the ustadz carefully and repeating it over and over again together until it is embedded in the mind gradually, sentence by sentence until one complete verse then repeating it from beginning to end until you really memorize the verse well, precisely and fluently. If it is felt that the students have memorized it, the ustadz orders them to deposit the verses they have memorized.

This implementation is part of the overall implementation of the ar-Rasyid method, where the students, using the sima'i method, listen to audio murottals or read directly by the ustadz, the verses they will memorize. After that, the students face the teacher directly and submit their memorization. In this process, the talaqqi method is implemented directly with the ustadz, it is very necessary to find out whether there are errors when memorizing and submitting it, then the ustadz can correct or justify it directly. The process of memorizing this stage takes a lot of time because the ustadz deals directly with the students to review their memorization and reprimand them if they find errors in their memorization. The combination of the sima'i and talaqqi methods is an effort to strengthen students' memorization with maximum cooperation between the ustadz and the students.

According to researchers, one way to ensure that their memorization of the Qur'an remains smooth, good and precise is to transfer new and old memorization to their teacher by depositing it. Regarding students who are lacking in makhraj, recitation and also memorization, it would be better if the ustadz can provide special teaching and motivation to students who are behind so that they are motivated and remain enthusiastic even though they are lagging behind other students. This is due to the fact that the abilities of each student are different. In carrying out the memorization process, the students follow it well, but in terms of skill, fluency or ability they vary, there are students who are fluent and have strong memories, there are also students who have weak memorization due to lack of murojaah or

those who have murajaah seriously. really but has a weak memory. This is where teachers or ustadz have the responsibility to continue to motivate their students to remain enthusiastic and not be discouraged from memorizing and memorizing their memorization. This will help them achieve their memorization goals and become a worthy memorizer of the Qur'an.

The weakness of the sima'I method is that students lack focus in its implementation. Meanwhile, the weakness of the talaqqi method is that some students feel nervous or lack confidence so they pronounce the wrong words or forget verses from their memorization (Pebpriza et al., 2022). According to researchers, the disadvantage of the ar-Rasyid method is that the memorization target is equal for all students because if there are students who are able to memorize more than the target, they cannot develop their potential further.

## **1.2 Supporting and Inhibiting Factors for Implementing the Ar-Rasyid Method in Memorizing the Qur'an**

Learning outcomes are a way to find out whether learning activities have gone according to plan and whether the learning objectives have been achieved or not. To form competent and high-quality memorizers of the Qur'an, they must prepare themselves and be committed to memorizing the Qur'an so that they memorize it accurately and smoothly. However, developing personal abilities is not always easy. There are many supporting and inhibiting factors from various human resources, students, current structure, facilities and infrastructure, and so on.

The teacher is an important factor in the success of tahfiz learning, because the teacher acts as the control holder in the learning process (Ichsan, 2020). It's the same with RTQ al-Hijaz where the ustadz also have an important role in the memorization process, namely by monitoring the memorization process with audio murottal and also listening to the child's memorization and correcting them if errors occur in the memorization process. When students have high motivation and enthusiasm in listening to the material that has been given, it proves that the resulting memorization will be a lot and students can also submit their memorization on time (Liliawati & Ichsan, 2022). This factor is also owned by the students which adds to their enthusiasm for memorizing and they also get support from their parents. Parental support, environment and parental expectations are very important (Kholish, 2022).

Memorizing the wrong reading will disturb the mind, good and correct reading affects the memorization process (Al-Makhtum, Said & Yadi, 2016). One of the inhibiting factors is that there are still students who are not fluent in reading the Koran, of which Al-Makhtum said that good and correct reading affects the memorization process. This factor is still the task for the ustadz to continue to assist students who are not fluent in reading in memorizing. The absence of students from the memorization schedule also becomes an inhibiting factor because the students will be left behind with their other friends which requires them to memorize more at the next meeting. Next, there is poor time management due to busy learning activities at school which results in less focus on memorization time. Even though

you are busy, the most important thing is managing your time so that all your obligations can be carried out and you can make the best use of your time (Mashuri & et al., 2022).

## CONCLUSION

Through the previous explanation, it can be concluded that House tahfidzul Qur'an al-Hijaz founded by Baitu Maal Mrisen Villageto become a means of infrastructure for generations of memorizing the Koran. In its implementation, it uses the ar-Rasyid method, which is a combination of the sima'I method and the talaqqi method. The implementation is that the students listen to the murottal audio first before memorizing the Qur'an with the guidance of the ustadz, then repeat the verses to be memorized and submit them to the ustadz and correct them directly if they are found in the pronunciation or memorization. The combination of these two methods is considered effective because you listen directly to the murottal audio with guidance and assistance from experts in memorizing and submitting it with direct correction from the ustadz. The supporting factors for implementing the ar-Rasyid method are the ease of use of the method used, educators who are passionate about teaching and active administrators, support and motivation from parents and students. Meanwhile, the inhibiting factors are, there are several students who are still not proficient in reading the Al-Qur'an, this factor is still being sought to be improved by the ustadz, the absence of students during the activity, and the lack of regular time management from parents for their children.

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