

Enhancing Qur'anic Memorization through the Yanbu'a Method: The Role of Tahfidz Teachers at SD Takhassus Al-Qur'an Walisanga Tanjung

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Abstract

This study, titled "The Role of Tahfidz Teachers in Improving Memorization through the Yanbu'a Method at SD Takhassus Al Qur'an Walisanga Tanjung," aims to determine the role of tahfidz teachers in improving students' memorization of juz 'amma using the yanbu'a method at SD Takhassus Al Qur'an Walisanga Tanjung 'an Walisanga Tanjung, as well as to identify the supporting factors and obstacles faced by hafiz teachers in improving students' memorization. The research method used by the author involved data collection through interviews, observations, and documentation, resulting in qualitative data. The research findings regarding the role of hafiz teachers in improving students' memorization of Juz 'Amma include: 1) as educators who apply learning methods according to students' varying abilities, 2) as managers who ensure the orderly conduct of the learning process, 3) as administrators who use a system for documenting daily and semester achievements, 4) as supervisors who use face-to-face techniques to monitor students' memorization, 5) as a leader through structured time allocation (30 minutes of musyafahah, 30 minutes of ardul qiro'ah), 6) as an innovator by conducting ice-breaking activities and adjusting the pace of learning, and seventh, as a motivator through inspirational stories of Quran memorizers. Therefore, the findings of this study, namely the role of tahfidz teachers in improving students' memorization of Juz 'Amma using the Yanbu'a method, have proven to be effective through structured strategies and repetition.

Keywords: Tahfidz Teacher, Memorization, Yanbu'a Method

A. Introduction

Quran memorization (tahfidzul Qur'an) education in Indonesia plays a crucial role in strengthening the continuity and understanding of Islam, particularly in primary education. The development of Quran memorization was pioneered by KH. Munawwir at the Krapyak Islamic Boarding School in the 1900s, pre-independence. From the independence period of 1945 to the 1981 Musabaqoh Tilawatil Qur'an, many institutions offered Quran memorization programs, which then mushroomed.¹Tahfidz teachers not only teach, but also serve as mentors and motivators for their students. They not only teach how to memorize the Quran but also build a strong connection between students and the sacred text, helping them improve their memorization skills and enhance their reading.²

Quran memorization is a deliberate and systematic effort undertaken by educators to teach students to memorize Quranic verses and recite them by heart without looking at them. People of all ages can memorize the Quran, either partially or completely. Age is not a major barrier to Quran memorization, nor is busy schedule or social status. The amount of memorization depends on one's intention. However, it must be acknowledged that the ability to remember what has been done varies from person to person. Some people can remember after repeating it five times, twenty times, or even thirty times. However, any deficiencies can be corrected by understanding effective Quran memorization techniques.³

Arum Rizqi Aprilia⁴In his journal entitled "The Role of Tahfidz Teachers in Improving the Quality of Al-Qur'an Memorization in Students at SD Takhasus Al-

¹ Muhammad Sofyan, The Development of Tahfiz Qur'an Movement in The Reform Era in Indonesia, (International Journal of Religious Literature and Heritage, Volume. 4 No.1, 2015), hlm. 120.

²Arum Rizqi Aprilia, "The Role of Teachers in Improving the Quality of Al-Qur'an Memorization in Students at SD Takhasus Al-Qur'an Kalibebber Wonosobo"(Wonosobo: Nian Tana Sikka: Student Scientific Journal Vol. 2 No. 4, July 2024), p. 134.

³ Abdul Aziz Abdul Rauf, Tips for Success in Becoming a Hafizh of the Qur'an Da'iyah, (Bandung Asy-Syaamil, 2002), p. 59.

⁴Arum Rizqi Aprilia et al., "The Role of Quran Memorization Teachers in Improving the Quality of Quran Memorization in Students at SD Takhasus Al-Quran Kalibebber Wonosobo," *Nian Tana Sikka: Student Scientific Journal*2, no. 4 (July 31, 2024): p. 143

Qur'an Kalibeber Wonosobo," he explains that the role of Tahfidz teachers is very important in guiding students to improve the quality of memorization. Tahfidz teachers are not only teachers, but also motivators, guides, and role models in the process of memorizing the Al-Qur'an. In their teaching, the methods and approaches used by Tahfidz teachers greatly influence the success of students in memorizing and maintaining their memorization. Similar research has also been conducted by M. Abdul Hafidz.⁵namely the role of the tahfidz teacher in increasing the motivation to memorize the Qur'an (analytical study on students at the Qurrota A'yun Keramat Jati Islamic Boarding School, East Jakarta). According to Hafidz, the motivation of students in memorizing the Qur'an can be influenced by the role of their tahfidz teacher. In this regard, the tahfidz teacher plays the role of a facilitator, motivator, inspirator, and provider of encouragement, of course, by using efforts that have been tailored to the students until the memorization process runs smoothly.

The focus of this study is to further understand the role of Tahfidz teachers in improving the ability to memorize the Qur'an, especially Juz 'amma, using the Yanbu'a method at SD Takhasus Al Qur'an Walisanga Tanjung. This study examines the teaching techniques and approaches used by Tahfidz teachers in improving the ability to memorize Juz 'amma of elementary school students through a qualitative case study approach. In addition, this study also explores the supporting factors and obstacles that may influence the effectiveness of the role of Tahfidz teachers in learning Tahfidzul Qur'an. This is important to understand more deeply, considering its influence on the quality of students' memorization of the Qur'an. It is hoped that the results of this study will not only provide a better understanding of the dynamics of Tahfidzul Qur'an learning, but also provide concrete recommendations for school administrators and educators to improve the effectiveness of Islamic religious education in elementary schools.

B. Literature Review

1. The Concept of the Role of Tahfidz Teachers

⁵M. Abdul Khafidz, *"The Role of Tahfidz Teachers in Increasing Motivation to Memorize the Qur'an (Analytical Study of Students at the Qurrota A'yun Kermat Jati Islamic Boarding School, East Jakarta)"*, *Islamic Religious Education Thesis*, (Bogor: STAI Nida El Adabi, 2023), p. 74.

Role means something that is carried out or played.⁶A role is also defined as an activity performed or acted out by someone with a social position or status. Terminologically, it is a set of behaviors inherent in a person with a social position. In English, a role is defined as a person's task or duty undertaking. It means "a person's duty or obligation in a job or endeavor." A role is defined as a set of behaviors expected of a person with a social position. Furthermore, a role is an action performed by a person in an event.⁷Meanwhile, according to Soerjono Soekanto, role is a dynamic aspect of position, if someone carries out his rights and obligations according to his position, then he is carrying out a role.

The word "Tahfidz Teacher" comes from two key words: "Guru" and "Tahfidz." "Guru" means an educator or someone who possesses knowledge and is used as a role model, while "Tahfidz" means memorizing, guarding, and maintaining. Therefore, it can be easily concluded that a Tahfidz Teacher is a functional professional who possesses knowledge and works in the field of the Qur'an. A teacher is anyone who is responsible and authorized to provide education to students, both individually and in a class, both at school and outside. Based on this understanding, a teacher not only conveys information during the learning process but also instills values in his students that can be used in understanding new things later on.⁸

2. Mother's Day

Juz 'Amma is the 30th and final chapter of the Quran, with the largest number of suras, at 37. With Surah An-Naba' as the beginning and Surah An-Nas as the end, most of Juz 'Amma are Meccan suras, meaning they were revealed while the Prophet Muhammad was still in Mecca, specifically before his migration to Medina. Meanwhile, Surahs Al-Bayyinah, Al-Zalzalah, and An-Nashr

⁶Department of National Education, Great Dictionary of the Indonesian Language, Fourth Edition, (Jakarta: PT. Gramedia Pustaka Utama, 2014).

⁷Syamsir Torang, Organization & Management (Behavior, Structure, Culture & Organizational Change), (Bandung: Alfabeta, 2014), p. 86.

⁸Lulu Maria Ulfa, Efforts of Tahfidz Teachers in Improving the Al-Qur'an Memorization Skills of Students at Muhammadiyah Metro Islamic Senior High School. Islamic Religious Education Thesis, Faculty of Tarbiyah and Teacher Training, State Islamic Institute (Iain) Metro, 2018. p. 10.

are Madanian suras, meaning they were revealed after the Prophet Muhammad migrated to Medina.

The process of improving memorization can be maximized with a variety of approaches that combine cognitive, psychological, and spiritual aspects. According to Ebbinghaus's Spaced Repetition theory, systematically repeating material at planned intervals can strengthen long-term memory retention. This aligns with the practice of *mroja'ah* (recitation) in Quran memorization, which is carried out periodically.⁹To improve students' memorization, *tahfidz* teachers can employ various methods, one of which is applying one of the many methods for reading, writing, and memorizing the Quran. The following are various methods for reading, writing, and memorizing the Quran.

3. Metode Yanbu'a

The Yanbu'a method is a guide to reading, writing, and memorizing the Qur'an, written by a team of authors led by KH. Ulil Albab Arwani, the son of a Qur'an expert scholar from Kudus, KH. M. Arwani Amin. Yanbu'a means source, this name is taken from the name of the Tahfidz Al Qur'an Yanbu'ul Qur'an Kudus boarding school, which means the source of the Qur'an. This method was developed in 2004 and is structured based on the level of learning the Qur'an from knowing, reading, and writing the hijaiyyah letters, to memorizing them. Then understanding the rules or laws of reading the Qur'an. The material for this method consists of 6 volumes specifically for learning to read, 2 volumes containing *ghorib*, 1 volume containing *makhorijul huruf* exercises, and 1 more volume for memorizing surahs and short prayers.

This method not only teaches reading the Quran but also how to write it. Writing in the Yanbu'a method uses the Quran with the Ottoman script.¹⁰This

⁹Nila Hanif Ulfiana, "Optimizing the Quran Memorization Program: A Consistent Approach and Intensive Evaluation to Achieve Memorization Targets in Islamic Boarding Schools." (*Abdimas Indonesian Journal*, Vol. IV, No. 2. July-December, 2024), p. 424.

¹⁰M. Ulin Nuha Arwani, *The Complete Recitation of the Quran and the Recitation of the Holy Quran*, Vol. 1, (Kudus: Foundation for the Recitation of the Holy Quran, 2004), vol. 1.

method was proposed by alumni of the Yanbu'ul Qur'an Tahfidz Islamic Boarding School, the Kudus community, and the Ma'arif and Muslimat Educational Institutions from the Kudus and Jepara areas. The Islamic boarding school believed the existing methods were sufficient, but due to persistent pressure and the perceived need for a new method, particularly to foster relationships between alumni and the boarding school, the Yanbu'a method was developed.¹¹

C. Method

This research is included in qualitative research, so the aim of this research is to describe the empirical reality in the existing phenomena in depth, core and breadth.¹²In this study, the author collected field data at the Takhassus Al Qur'an Walisanga Elementary School, Tanjung District, Brebes Regency. After obtaining the data, it was analyzed using existing theories and then conclusions were drawn using descriptive narrative.

This research uses qualitative data analysis. Qualitative data analysis is the process of systematically organizing data obtained from field notes, interviews, and other sources to make the data easier to understand and the findings can be communicated. In this case, the data analysis technique used is qualitative data analysis, which follows the concept proposed by Milles & Huberman. They state that the activities carried out in qualitative data analysis are carried out interactively and subtly. The data analysis process includes:¹³

D. Result

1. The Contribution of Tahfidz Teachers in Improving Students' Memorization of Juz 'Amma at the Walisanga Tanjung Takhassus Al Qur'an Elementary School

Based on the research results, the contribution of tahfidz teachers in improving memorization of juz 'amma at SD Takhassus Al Qur'an Walisanga

¹¹Siti Amiyah Choliyah, "Improving Learning Achievement in Reading the Qur'an Using the Yanbu'a Method." (Mudarrisa: Journal of Islamic Education Studies, Vol. VII. No. 2. December 2015), p. 160.

¹² M. Nasir, *Research methods*, (Jakarta: Ghalia Indonesia, 1998), p. 66.

¹³IR. Bidjaksana Arief Fateqah RR. Sri Karuniari Nuswardhani, S.p., M.M.A M.SC., Theory and Practice of Quantitative and Qualitative Research Methods, March 2024 (PT. Anak Hebat Indonesia).

Tanjung, produced data that was guided by data collection instruments through the results of interviews with informants, observations related to schools and tahfidz learning as well as documentation at the research location.

The initial steps taken by the researcher were to conduct interviews and observations at SD Takhassus Al Qur'an Walisanga Tanjung. However, before carrying out these steps, the researcher had been granted research permission by Mrs. Dessy Muallifah Amir, S.Ag as the principal of SD Takhassus Al Qur'an Walisanga Tanjung. The researcher conducted interviews and observations related to the contribution of tahfidz teachers in improving student memorization at SD Takhassus Al Qur'an Walisanga Tanjung. Based on the results of the interviews and observations, it was obtained that the contribution of tahfidz teachers in improving student memorization at SD Takhassus Al Qur'an Walisanga Tanjung, including as educators, managers, administrators, supervisors, leaders, innovators, and motivators.

2. The Use of the Yanbu'a Method to Improve Students' Memorization of Juz 'Amma at the Walisanga Tanjung Takhassus Al Qur'an Elementary School

The next step, the researcher conducted observations and interviews regarding the use of the Yanbu'a method to improve students' memorization of Juz 'Amma during the memorization learning process and the memorization teacher's method in delivering the material. The results of these observations include the form of memorization learning at SD Takhassus Al Qur'an Walisanga Tanjung, which includes pre-learning, opening, core learning, and closing. In addition, there is a method used by the memorization teacher in delivering the material using the method. Yanbu'a, namely To improve the success of tahfidz learning, tahfidz teachers at SD Takhassus Al Qur'an use the yanbu'a method as a structured approach in teaching reading and memorization. Based on the results of interviews with Ms. Lulu Karismawati, S.Ag. and observations in tahfidz learning, the tahfidz teacher's method of delivering material is divided into two sessions, musyafahah and ardul qiro'ah.

In the musyafahah session, the tahfidz teacher demonstrates the reading, then the students follow the teacher's reading. According to Ms. Lulu,

this session aims to ensure students understand and remember the reading material presented that day. Then, in the ardul qiro'ah session, students come forward to the teacher to read the material they have read together. In this session, the tahfidz teacher begins with students who are already fluent in reading, followed by students who are less fluent.

Thus, the use of the yanbu'a method by tahfidz teachers is not limited to teaching memorization, but also to building a strong foundation in reading and understanding the Qur'an.

3. Supporting Factors and Obstacles of Tahfidz Teachers in Improving Students' Memorization of Juz 'Amma Using the Yanbu'a Method at SD Takhassus Al Qur'an Walisanga Tanjung

In its implementation, the role of tahfidz teachers in improving students' memorization of juz 'amma using the yanbu'a method at SD Takhassus Al Qur'an Walisanga Tanjung, researchers found that the success of the memorization process was influenced by many interrelated factors, both supporting factors and inhibiting factors, namely the process of students in memorizing juz 'amma at SD Takhassus Al Qur'an using the yanbu'a method was supported by several factors, as expressed by Mrs. Lulu Karismawati, S.Ag:

"Teachers must master tajweed, maintain a high level of enthusiasm in teaching children, and use supporting materials such as yanbu'a volumes and teaching aids. Furthermore, a conducive environment, focus on murojaah (recitation), consistency, and support from parents and the community are essential."¹⁴

Based on the statement above, the researcher identified several supporting factors. First, the competence of the tahfidz teacher, which includes mastery of tajwid and a high teaching spirit. Second, supporting media in teaching consisting of yanbu'a volumes and teaching aids. Third, the learning environment includes an orderly classroom environment and focus and consistency in muroja'ah. Fourth, external factors such as cooperation between the school and parents in monitoring the progress of student memorization. As

¹⁴Lulu Karismawati, Quran memorization teacher at Takhassus Al-Quran Elementary School, Walisanga Tanjung. Personal interview. Tanjung, June 10, 2025

for inhibiting factors based on the results of an interview with Ms. Lulu Karismawati, S.Ag, a tahfidz teacher, there are several factors that hinder tahfidz teachers in improving student memorization:

"The inhibiting factor is the students' lack of interest in memorizing, which has a significant impact, and the limited time for memorizing, for example, if they only memorize at school and don't review at home, that's also an inhibiting factor."¹⁵

The statement above indicates that students' lack of self-motivation is a barrier to memorization. Another obstacle is the inadequate time allocated for memorization, which, according to Ms. Lulu, is still at school. Furthermore, the lack of continuity in memorization through collaborative learning with parents at home also hinders teachers in improving student memorization.

The next inhibiting factors, according to the Principal of Takhassus Al Qur'an Walisanga Tanjung Elementary School, Mrs. Dessy Muallifah Amir, S.Ag, are:

"The inhibiting factors are usually like this, right? Every child has different abilities, one with another, for example, in one class, there are children who memorize quickly, then there are those who memorize less or are slow, then what will happen to those who are slow, interfere or hinder their friends, for example, they should have memorized the letter al-Mulk up to verse fifteen, but it turns out there are other friends who have only memorized five, like that, that's one of them, then there are also children who rarely go, for example, friends who are diligent in going have already reached far, then this child rarely goes, finally it also hinders other memorization targets like that, and also maybe activity, sometimes there are children who are active but their activity is not active in studying but active, like maybe in quotation marks, naughty children or that is also one of the inhibiting things, sometimes if they are naughty, it ends up hindering other friends."¹⁶

¹⁵Lulu Karismawati, Quran memorization teacher at Takhassus Al-Quran Elementary School, Walisanga Tanjung. Personal interview. Tanjung, June 10, 2025

¹⁶Dessy Muallifah Amir, Principal of Takhassus Al Qur'an Walisanga Elementary School, Tanjung. Personal Interview. Tanjung, June 10, 2025

Mrs. Diana Rakhmawari, a parent of a student at the Takhassus Al Qur'an Walisanga Tanjung Elementary School, also revealed the obstacles students face in improving memorization, especially outside of school:

"...from what level is it called, children sometimes feel lazy and tend to play with gadgets and social media. If parents don't monitor them directly, usually the child doesn't meet the expectations of parents at home, so I really need to monitor the child directly in accompanying their learning."¹⁷

Mikaila Fahza, a fourth grade student, when interviewed by researchers about obstacles in memorizing, revealed that she often had headaches due to the large amount of memorization that she had to master.¹⁸

Based on the researchers' findings, the researchers concluded that the role of tahfidz teachers in improving students' memorization using the yanbu'a method encountered numerous obstacles. The varying abilities of each student required different treatment from the tahfidz teacher, while student attendance that did not comply with the rules disrupted the continuity of learning. Furthermore, student behavior that did not follow classroom rules also impacted overall learning success.

E. Discussion

Based on the data collected by the researcher through interviews, observations, and documentation, the researcher found that the role of tahfidz teachers in improving students' memorization of Juz 'amma using the Yanbu'a method at SD Takhassus Al Qur'an Walisanga Tanjung. The use of the Yanbu'a method is in line with the theory explained in chapter 2, namely the Spaced Repetition theory, according to Ebbinghaus, repetition of material with systematically planned time intervals can strengthen long-term retention. This is in accordance with what tahfidz teachers do in improving students'

¹⁷Diana Rakhmawati, Parent of Takhassus Al Qur'an Walisanga Tanjung Elementary School. Personal Interview. Tanjung, June 10, 2025

¹⁸Mikaila Fahza, Student of Takhassus Al Qur'an Walisanga Elementary School, Tanjung. Personal Interview. Tanjung, June 10, 2025

memorization using the Yanbu'a method in the form of in-depth repetition through five meetings a week with a duration of 60 minutes each meeting. This habituation will make students' memorization increase every day.

F. Conclusion

The results of the study on the role of tahfidz teachers in improving memorization of Juz 'amma in students, including the role of teachers as educators, which apply learning according to differences in ability, the role of teachers as managers who implement orderly learning processes, the role of teachers as administrators who use daily and semester achievement documentation systems, the role of teachers as supervisors namely using face to face techniques in monitoring student memorization, the role of teachers as leaders through structured time division (30 minutes musyafahah, 30 minutes ardul qiro'ah), the role of teachers as innovators by conducting ice breaking and adjusting the tempo of learning, the role of teachers as motivators through inspirational stories of memorizers of the Qur'an. The learning method used by tahfidz teachers in improving students' memorization of Juz 'amma using the yanbu'a method has been proven effective through structured strategies and planned repetition. Despite encountering challenges such as differences in student abilities and time constraints, supporting aspects such as mastery of tajwid material by tahfidz teachers, learning aids, and a conducive environment produce optimal learning outcomes.

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