

Improving Students' Ability in Memorizing Quran through *Talqin, Tikrar, and Muraja'ah* Method at Grade 4 of State Elementary School 2 Bataraguru

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ABSTRACT

The challenges experienced by Grade IV students at SD Negeri 2 Bataraguru in memorizing the Qur'an – such as poor memory, forgetfulness, low motivation, and inaccuracies in pronouncing makhraj and tajwid – serve as the background for this study. This classroom action research aims to improve students' Qur'an memorization skills through the application of talqin, tikrar, and muraja'ah techniques. The talqin method involves the teacher reciting Qur'anic verses for students to imitate, followed by tikrar, where students repeatedly echo the verses. Finally, muraja'ah encourages students to regularly review previously memorized verses to ensure long-term retention. The research was conducted in two cycles, using tests, documentation, and observation as instruments, with a total sampling technique involving all students in the class. The results show a significant improvement in students' memorization abilities, with the average score increasing from 67.96 in Cycle I to 83.12 in Cycle II, categorized as very good. These findings indicate that the implementation of talqin, tikrar, and muraja'ah techniques is effective in enhancing Al-Qur'an memorization among elementary school students.

Keywords: *Improving Ability, Memorizing Qur'an, Talqin, Tikrar and Muraja'ah Method.*

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INTRODUCTION

Beginning with Surah Al-Fatihah and ending with Surah An-Nas, the Qur'an is not only a sacred text but also a form of worship for Muslims who read and reflect upon its verses. Revealed to the final Prophet, Muhammad (peace be upon him), through the angel Jibril (Gabriel), the Qur'an has been preserved through mutawatir transmission, as documented in classical Islamic sources (Nasr, 2002). The Prophet's eloquent recitation left a profound impact on the Quraysh, compelling them to listen despite their opposition. In Islamic education, Qur'anic mastery is highly emphasized, serving not only as a divine guide but also as a tool for moral and character development (Al-Attas, 1979). Consequently, many educational institutions in Indonesia integrate Tahfidz Qur'an (Qur'anic memorization) into their elementary school curriculum as part of nurturing spiritually grounded learners (Husna, 2020).

Despite its importance, many students face challenges in memorizing the Qur'an, particularly in sections requiring higher cognitive engagement. Variations in students' memorization abilities, time constraints in school schedules, and the use of less effective pedagogical methods often hinder their progress (Rahmawati & Hasan, 2021). These challenges point to the need for improved memorization strategies that are developmentally appropriate for elementary-level learners. Innovative and student-centered techniques, such as visual aids, repetitive listening, and gamified learning, have shown promise in enhancing tahfidz outcomes (Yusuf, 2019). Implementing such methods can help students achieve better mastery and foster a deeper love and connection to the Qur'an from an early age.

Improving students' memorization of the Qur'an requires structured and methodical classroom activities designed to optimize their ability to memorize, recite, and retain verses with accuracy. The primary objectives include increasing memorization mastery, enhancing fluency, improving accuracy, and strengthening long-term retention. Dr. Ahmad Zainuddin outlines key indicators of successful Qur'anic memorization, which include precise pronunciation, understanding of the verses' meanings, and the ability to consistently repeat them. He emphasizes that effective teaching methods are essential to help students achieve these goals. In addition, elements such as fluency, reading comprehension, adherence to *tajwid* (rules of recitation), and *fasahah* (clarity and eloquence) serve as comprehensive benchmarks to assess a learner's memorization ability (Zainuddin, 2018).

Ahsin W. Al-Hafizh explains that memorizing the Qur'an is the first critical step toward accessing its deeper scientific and theological wisdom. This process should follow the correct reading and recitation of the Qur'an, guided by established rules to ensure both form and meaning are preserved (Al-Hafizh, 2017). Therefore, for Muslims, memorizing and preserving the Qur'an is not merely a spiritual exercise but a religious responsibility that supports the continuation of divine knowledge as revealed to the Prophet Muhammad (peace be upon him). Moreover, the Qur'an, as the holy text, is intrinsically linked to the Prophet's teachings and practices, reinforcing the need for accurate, meaningful Qur'anic education from an early age (Nasr, 2002).

حَدَّثَنَا مُحَمَّدُ بْنُ الْعَلَاءِ حَدَّثَنَا أَبُو أُسَامَةَ عَنْ بُرَيْدٍ عَنْ أَبِي بُرْدَةَ عَنْ أَبِي مُوسَى عَنْ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ تَعَاهَدُوا الْقُرْآنَ فَوَالَّذِي نَفْسِي بِيَدِهِ لَهُوَ أَشَدُّ تَفَصُّيًا مِنَ الْإِبِلِ فِي عُقْلِهَا

In this regard, it is clear that Allah SWT uses memorization to maintain the integrity of His holy text, and Muslims' deep appreciation for the importance of memorizing the Qur'an strengthens this. Muslims keep it in their hearts after memorizing it, chapter by chapter, verse by verse.

The benefits of memorizing the Qur'an are numerous, as shown by Allah's teachings,

كِتَابٌ أَنْزَلْنَاهُ إِلَيْكَ مُبَارَكٌ لِيَدَّبَّرُوا

Allah's blessings

Meaning: " And we have presented to you the Book (Al-Qur'an) which is full of various blessings, so that people of understanding can learn from its verses and enjoy them". (QS. Sad [38]: 29).

One of the benefits highlighted in the verses of the Qur'an is that the lives of those who study and practice it are filled with blessings. Their families and even those around them can feel the positive effects, particularly in the form of increased knowledge and sustenance. However, the process of memorizing the Qur'an is not easy and must be carried out continuously and consistently, as each individual possesses varying levels of ability and faces different challenges in memorization. This process requires patience, guidance, and appropriate methods to accommodate learners' needs.

In the case of fourth-grade students at SD Negeri 2 Bataraguru, several obstacles have been identified in their Qur'anic memorization journey. These include difficulties in correctly pronouncing the *makhraj* (articulation points), applying proper *tajwid* rules, frequent forgetting of previously memorized verses, confusion over similar verses, and challenges in repetition and recall. Additionally, lack of motivation, differing cognitive abilities, student willingness, and an unsupportive environment further hinder their progress. To address these issues and encourage children to learn and memorize the Qur'an, simple and effective techniques are essential. At SD Negeri 2 Bataraguru, teachers implement three main methods—*Talqin* (repetition after the teacher), *Tikrar* (continuous repetition), and *Muraja'ah*

(reviewing previously memorized verses)—which are especially effective and suitable for elementary students in grade IV.

The talqin method is where the teacher gives the Qur'an reading (recitation) to his students directly and provides intensive direct supervision to help them memorize the text. So, in this case, the teacher reads the Qur'an, then the students follow him. The memorization material for class IV. A is a specific example. Among them is the letter Al-Insyirah which consists of 8 verses, which are taught to the students. Before memorizing, students are expected to be able to listen well to the teacher using the talqin method to help them through the process of reading the 8 verses (tartil) accurately and correctly.

The tikrar approach involves repeating the memorized portion and then paying attention to it to improve the reading. The repetition strategy involves having students read the first to fourth verses ten to twenty times until they have memorized them, then the fifth and eighth verses ten to twenty times until they have memorized them (the number of verses depends on the student's ability level), then the first to the last verses ten to twenty times until they are fluent and memorized, and finally, reading it again from the first to the last until they have memorized it.

Students, especially students of grade IV A of SD Negeri 2 Bataraguru, benefit from the muraja'ah method, namely strengthening the memorization of verses or texts so that they are firmly embedded in their minds. This approach is used with the hope that these young people will become students and become the pride of the school. Repeating the reading after studying it is what is meant by muraja'ah. The best way to maintain memorization of the Qur'an is through muraja'ah. When students have finished memorizing several surahs that need to be memorized, what approach can teachers use to organize the muraja'ah schedule.²

The purpose of this study was to determine how to use the talqin, tikrar, and muraja'ah approaches so that fourth-grade students of SD Negeri 2 Bataraguru become more proficient in memorizing the Qur'an. The purpose of this study was to use the talqin, tikrar, and muraja'ah approaches to help fourth-grade students of SD Negeri 2 Bataraguru become better at memorizing the Qur'an.

METHODS

This study employed the Classroom Action Research (CAR) approach. This method was chosen because the teacher implemented *talqin*, *tikrar*, and *muraja'ah* strategies to enhance students' ability to memorize the Qur'an during class sessions. CAR is designed to help educators reflect on and improve their teaching practices. It serves as a practical tool to develop teacher professionalism through the continuous supervision and improvement of classroom learning. According to Kemmis and McTaggart (1988), CAR not only investigates "what" and "how" learning interventions are applied but also explores the rationale and impact of those interventions over time, making it ideal for evaluating memorization techniques like *talqin*, *tikrar*, and *muraja'ah*.

The research was conducted at SD Negeri 2 Bataraguru, located in Baubau City, Southeast Sulawesi Province. Data collection was carried out in two cycles, from April 14 to 25, 2025. The population of the study consisted of all 25 students in class IV.A, as well as the Islamic Religious Education teacher responsible for that class. A total sampling technique (also known as a census approach) was used, meaning that all members of the population—25 students and one teacher—were included as research subjects. This approach ensured comprehensive observation and evaluation of each participant's experience with the applied memorization techniques.

The techniques of *talqin* (guided repetition by the teacher), *tikrar* (repetitive practice), and *muraja'ah* (review of previously memorized verses) were applied throughout the study

to observe improvements in students' Qur'anic memorization skills. In addition to classroom observation, oral tests were administered to measure students' progress. These tests assessed pronunciation, fluency, and retention. The implementation of these three methods provided both students and the researcher with a structured, practical model for strengthening memorization in the context of primary Islamic education. Furthermore, by documenting the process and outcomes of each cycle, the researcher was able to collect valuable data to analyze the effectiveness of the techniques in real classroom settings.

FINDINGS AND DISCUSSION

This study aims to improve the memorization ability of students of SD Negeri 2 Bataraguru by using the talqin, tikrar, and muraja'ah strategies. Data and conditions collected during the teaching and learning process in the classroom are presented in this study using the classroom action research (CAR) methodology. This learning process is carried out in four steps, which together form the CAR cycle: preparation, action, observation, and reflection. Each stage can be explained through various activities.

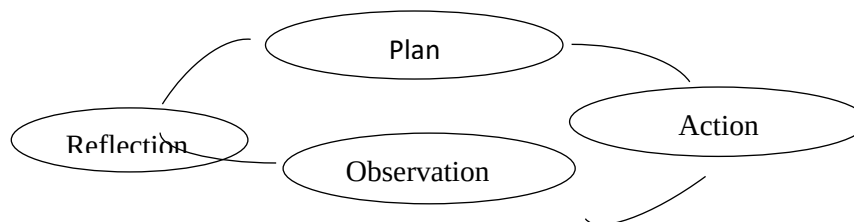


Figure 1. Kurt Lewin's Classroom Action Research Cycle Model (1946)

Planning Stage

At this stage, the researcher's tasks include collecting data and making plans that will be used during the investigation. These are the steps involved in preparing the study: Class IV.A is identified, the materials to be memorized are prepared to answer current problems with the talqin, tikrar, and muraja'ah methods, and the letters to be memorized by class IV.A students are determined. d) Making teaching materials, such as PowerPoint; e) Making activity observation forms for educators and students; f) Making evaluation forms for the Al-Qur'an memorization test.

Implementation/Action Stage

At this stage, students are prepared to learn and apply the talqin, tikrar and muraja'ah methods. The researcher then takes the role of a teacher by providing direction regarding the learning process of the method to be used and the steps for implementing it in the learning process that will be carried out in each cycle, namely cycle I and cycle II. The instructor opens the class with preliminary exercises at the beginning of this stage. Furthermore, the teacher provides material and applies the talqin, tikrar, and muraja'ah procedures in the core activities. Finally, the learning process is closed with prayer and small talk.

The results of the application of the talqin, tikrar and muraja'ah methods in memorizing the Qur'an at SD Negeri 2 Bataraguru, especially for students in grade IV. A are that a large number of students no longer have difficulty memorizing and students are able to increase their Qur'an memorization capacity, and can achieve the desired memorization target. This ability can be assessed using two cycles, starting with research findings and conversations that are divided into several phases according to their implementation in the learning process. The following are the results of the first and second cycles of research:

Preparation (Planning)

This phase begins with the teacher preparing materials for students as a test to solve existing problems. In cycle I, the researcher took the Al-Insyirah surah and the researcher recruited observers, especially Islamic religious education teachers to observe the activities of teachers and students after making observation sheets for them to use. This is also done periodically in cycle II to see how far students are able to memorize the Qur'an using the talqin, tikrar, and muraja'ah techniques. In addition, observation sheets are made to track the actions of instructors and students during the learning process.

Action (Acting)

Activities carried out at this point to help fourth grade students become more proficient in memorizing the Qur'an by using talqin, tikrar, and muraja'ah techniques. SD Negeri Bataraguru Kedua. Following the learning plan set by the school, cycle I was implemented on day Thursday, 17 April 2025. In this case researcher acts as teacher with using techniques talqin, tikrar, and muraja'ah for memorizing Al-Qur'an. Before the activity, the researcher and the religious teacher who acted as observers talked about the protocol of how the learning process would be carried out. There are three stages in this learning exercise: exploratory, core, and closing activities. Surah Al-Insyirah was taken by the researcher in cycles I and II. After the learning process in cycle I, the teacher gave a post-test in the form of an oral exam, which was followed by 25 students. In cycle II, the same procedure was used in the next meeting. By utilizing the talqin, tikrar, and muraja'ah techniques, the aim was to measure the extent to which students could memorize the Al-Qur'an.

Table 1. Students' Memorization Results in Pre-Cycle Actions

Number of Students	25
Completed	2
Not Completed	23
Average	62.36
Highest Value	78
Lowest Value	66

The figure shows that during the pre-cycle, two students have completed above the KKM, while 23 students have not completed. The average pre-cycle score is 62.36, with the highest score being 78 and the lowest being 66. As many as 92 percent of students have not completed, while 8 percent of students have completed.

According to the research results, some students showed a lack of enthusiasm and love in following the learning process during the pre-cycle phase. This may occur because students pay less attention to what the teacher reads during talqin, tikrar, and muraja'ah. Therefore, teachers can take over the learning process so that students are enthusiastic and focused again.

Table 2. Students' Memorization Results in Cycle I Actions

Number of Students	25
Completed	13
Not yet finished	12
Average	67.96

Highest Value	82
Lowest Value	66

Based on the table above which presents the results of the cycle I exam, as many as 13 students or 52% of the total students were able to memorize the Qur'an using the talqin, tikrar, and muraja'ah methods, while 12 other students or 48% of the total students were unable to memorize the Qur'an. The average post-test score for students' memorization of the Qur'an in cycle I was 67.96, which means that the students' ability level has not met the completion criteria of $\geq 80\%$. Therefore, improvements are needed in cycle II to improve students' memorization of the Qur'an using the talqin, tikrar, and muraja'ah methods.

Table 3. Students' Memorization Results in Cycle II

Number of Students	25
Completed	21
Not yet finished	4
Average	83.12
The highest score	95
Lowest Value	73

According to Table 3. This shows that there are 4 students or 16% of students who have not been able to memorize the Qur'an by themselves, but in cycle II which uses the talqin, tikrar, and muraja'ah procedures, there are 21 students or 84% of students who managed to memorize the Qur'an by themselves, because the four students had difficulty memorizing the Qur'an. The learning outcomes of students in cycle II have an average value of 83.12 which is classified as good. As many as 84% of students have achieved the classical completeness level set at 80% or more. Thus, it can be concluded that the application of the technique of increasing understanding of talqin, tikrar, and muraja'ah on the memorization skills of students in cycle II, class IV A of SD Negeri 2 Bataraguru has been completed. However, there are still some students who have not reached the final score. However, because the indicator results have met the requirements, the researcher stopped this research in cycle II.

Observation (Observing)

Looking at the results of the teacher's activity sheet in cycle I, the IRE teacher for class IV noted that A that the teacher's ability activities in opening the class showed a good range, starting from preliminary activities, core activities, to closing activities. Although there are still some shortcomings such as the teacher is still lacking in the process of implementing the talqin, tikrar and muraja'ah methods, the teacher has not provided motivation and has not carried out apperception during the learning process, and class management is also still lacking. By conducting periodic re-evaluations of the shortcomings and challenges that emerged in cycle I, the teacher has overcome the shortcomings in cycle I in cycle II, improving the learning process from various perspectives. The teacher is also proficient in applying the talqin, tikrar, and muraja'ah methods to help students memorize the Qur'an. Thus, the teacher's observation actions in cycle II can be classified as very good. Regarding the student activity observation sheet, each element of the learning process needs to be improved in the next cycle because cycle I still has shortcomings and has not achieved the success indicator. After that, when the post-test was conducted and the students'

memorization ability increased, the students' activity during the learning process in cycle II increased as a result of observations of the students' success and completeness in memorizing the Al-Qur'an using the talqin, tikrar, and muraja'ah procedures.

Reflection

Activities to evaluate each instructor's activity in cycle I of the learning process, followed by improvements in cycle II. These skills are assessed using cycle II and research findings, which are broken down into several phases based on how the skills are applied to the process of memorizing the Qur'an. Over time, these qualities that are considered positive will be improved. However, this study can be stopped because the activities of instructors and students are generally considered very good.

Observation Stage

This is an observation that is done while the action is being carried out. At this point, notes are made about observing the activities of the researcher who acts as a teacher who will be observed by the Islamic religious education teacher using an observation guide that has been prepared in advance through the use of student and instructor activity observation sheets made by the researcher, then for student activities will be observed by the researcher himself during the learning process.

Reflection

The reflection stage is all teacher activities from cycle I learning are reviewed at the reflection stage, after which they will be improved in the next cycle. In other words, the instructor will now discuss all the problems from the previous cycle and improve them in the next cycle.

CONCLUSION

Based on the results of the study that has been conducted to improve the memorization of the Qur'an of grade IV students through the talqin, tikrar, and muraja'ah methods. According to A SD Negeri 2 Bataraguru, the talqin, tikrar, and muraja'ah Qur'an memorization methods have proven to be effective and can improve memorization, especially in grade IV students. A. The talqin method is carried out by the teacher reading the Qur'an, then students are expected to follow it. To improve memorization, the tikrar method is carried out by reading the newly learned verses or surahs five to ten times. Meanwhile, to maintain and strengthen memorization, the muraja'ah method is carried out by repeating the verses or surahs that have been memorized. The achievement of the memorization results of grade IV students after using the talqin, tikrar, and muraja'ah methods. The memorization value of the Qur'an increased from cycle I to cycle II. My average score in the post-test cycle was 67.96, which is in the "less good" category. After that, the results of the post-test cycle II showed an increase, with an average score of 83.12 in the very good category and successfully completing the memorization of the Qur'an in the traditional way that has been set. The talqin, tikrar, and muraja'ah techniques used in SD Negeri 2 Bataraguru are very efficient in helping students memorize the Qur'an. These techniques can also help students become more proficient in memorizing the Qur'an.

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