

Efforts to Improve Students' Ability to Memorize the Quran, Surah Asy-Syams, through the Tikrar Method at SD Negeri 4 Meurah Dua

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Abstract: Classroom Action Research was carried out at SD Negeri 4 Meurah Dua with a research subject that focused on grade V students totaling 22 students. This research is based on the low learning outcomes of students in memorization. Based on the initial observations made previously, the learning process carried out by the previous students was to memorize themselves individually without the guidance of the teacher, so that students were less courageous and confident in the results of their memorization. Another factor that becomes a problem in the memorization process is the lack of repetition. Therefore, the tikrar method is very suitable in an effort to improve the memorization ability of students of the Quran letter Ash-Shams in Class V of SD Negeri 4 Meurah Dua, Pidie Jaya Regency, Academic Year 2024/2025. The implementation of learning has also increased, namely in the first cycle it reached 45.45% and in the second cycle it increased to 86.36%. Based on these results, the application of the tikrar method to the material of the Qur'an surah Ash-Shams showed an increase in student learning outcomes. Likewise, the results of observation, in the first cycle 83% were obtained and in the second cycle it increased to 92.22%. The level of success of student activities based on the observations of the two observers is included in the very good category.

Keywords: Memorization skills, asy-shams letters, tikrar method.

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state. The Qur'an is the word of Allah that was revealed to the Prophet Muhammad PBUH and then conveyed to the companions, then passed down from generation to generation in mutawatir without the slightest doubt. Reading it is a worship whose reward is multiplied (Ali Hamzah, 2014).

In this day and age, the study of tahfidz of the Qur'an is felt to be very significant to be developed. Many Islamic educational institutions in Indonesia today promote and develop the tahfidz Al-Qur'an program in schools from kindergarten, elementary, junior high, and so on. This shows the high enthusiasm of government educational institutions, especially in Aceh, to memorize the Qur'an and make their children memorize the Qur'an. This trend is also a sign of the progress of Islamic education. Although memorizing the

Qur'an is not a new thing for Muslims, the existence of the Qur'an for humans is a source of sharia law in addition to hadith, which contains various miracles, instructions, and science. The Qur'an is an ocean of knowledge that will never be exhausted to be explored throughout time.

Scripture is a fundamental element for all religions. For Muslims, believing in the holy book, both the Qur'an and the previous books, is part of the pillars of faith. Allah sent down the holy book to His apostles as a guide and reference to guide His people to the right path. The Qur'an is the word of Allah SWT which was revealed to the Prophet PBUH through the intermediary of the angel Jibril (a.s.), revealed in mutawatir consisting of 114 letters revealed in Mecca, Medina, and its surroundings which began with Surah Al-Fātiḥah and ended with Surah An-Nās (Said Abdul Adhim and Abdussalam al-Hushain, 2013).

The Qur'an is also a light, a bringer of glad tidings for the believers, and a warning for the disbelievers. By reading it, studying it, studying it, and putting it into practice, one will gain a lot of goodness and glory. The Qur'an is like a spirit in the body. It is the nucleus of a particle or electrical energy in the universe. Intellectuals have no power to explain the extent and its essence. The Qur'an consists of words whose power surpasses the rage of tsunami waves and its softness exceeds the soul that is always subject to the hereafter (La Ode Ismail Ahmad and Ibrahim Nasbi, 2016).

The first revelation of the Qur'an received by the Prophet Muhammad PBUH is to tell people to read and reason science with the command of iqra'. Reading is a medium for learning so that humans have knowledge that will bring them closer to Allah SWT. One of the objects that is read is the Qur'an through the process of tadabbur to explore and give birth to new meanings through the process of interpretation. The Qur'an is the main source and spring that emanates the teachings of Islam. In it there are Islamic laws that contain a series of knowledge about faith, the principles of morals, and deeds. All of them can be found in the verses of the Qur'an.

Memorizing the Qur'an is an effort to familiarize believers with its holy book, so that they are not blind to the content contained in it. Muslims today are in a state of laymanship towards their holy book, as evidenced by the scarcity of Qur'anic values that are culturally and integrated in their lives. For example, Muslim women who are still open to their awrah. This is just one example of the many teachings of the Qur'an that have not been implemented by millions of Muslims, both in this country and in other Muslim countries. Memorizing the Qur'an for some people is a need and motivation in their lives. But everyone has different potentials and abilities. Memorizers certainly want to be quick in memorizing the Qur'an and do not want memorization to fade quickly. For this reason, murāja'ah or repeating memorization is needed so that the memory is quickly remembered and the memory is attached. The Qur'an is also a light, a bringer of glad tidings for the believers, and a warning for the disbelievers. By reading, studying, studying, and practicing it, one will gain a lot of goodness and glory. The Qur'an is like a spirit in the body. It is the nucleus of a particle or electrical energy in the universe. Intellectuals have no power to explain the extent and its essence.

Of the various methods used or used to memorize the Qur'an, the tikkar method has never been applied at SD Negeri 4 Meurah Dua. The tikkar method is a systematic form of memorizing the oldest Qur'an that is widely practiced by Qur'an memorizers from the past to the present. This method has been used in the Indonesian Nature Boarding School since the past year. As long as the tikkar method has been used until now, there are several complaints or obstacles faced by some students, in the sense that there are still many students who are not familiar and have not felt the benefits of the tikkar method or not all students use the tikkar method effectively. Based on the description above, the researcher is interested in further studying the application of the tikkar method in improving the ability to memorize the Qur'an at SD Negeri 4 Meurah Dua. This study aims to determine the effectiveness of the tikkar method in improving the memorization of the Qur'an for grade V students at the school. It is hoped that the results of this research can make a

positive contribution to the development of tahfidz Al-Qur'an learning methods at the elementary school level, especially in Aceh.

METHODS

This research was carried out at SD Negeri 4 Meurah Dua, precisely in grade V with a total of 22 students, using the Tikrar method to improve the ability to memorize the Qur'an, especially the letter Ash-Shams. This research was conducted in the odd semester of the 2024/2025 school year, with details of the implementation time structured in two cycles. Cycle I is carried out in two meetings, namely the first meeting at the end of October 2024 and the second meeting in early November 2024, while cycle II is held in mid-November 2024 with the first and second meetings respectively to repeat the material and deepen student memorization. This systematic research time aims to provide opportunities for students to repeat and strengthen their memorization, according to the principles of murāja'ah recommended in the Tikrar method (Husaini, 2015).

The subject of the study was 22 students in grade V of SD Negeri 4 Meurah Dua. The selection of this subject is based on the need to thoroughly observe and evaluate the students' ability to memorize the Qur'an using the Tikrar method. Students were chosen as the focus of the research because they are at a stage of cognitive and spiritual development relevant to tahfidz learning, where the ability to memorize and understand the Qur'an begins to be systematically built (Nurdin, 2017).

The data sources used in this study include several aspects. First, students' memorization scores in oral form are used as an initial test and a final test to measure students' memorization ability before and after the application of the Tikrar method. Second, the results of interviews with several students serve to find out their understanding of the material of the letter Ash-Shams and their response to the learning process. This interview focused on three students representing the high, medium, and low ability categories, thus providing a comprehensive picture of the effectiveness of the Tikrar method (Sugiyono, 2016). Third, the results of observations were carried out by peers during the learning to assess student activities using observation sheets that had been prepared beforehand. Fourth, field records are made to document all events that occur during learning, including interactions between students and teachers and students' responses to the methods used (Moleong, 2010).

The technical data collection in this study is carried out through several stages. The oral test is carried out at the beginning as a reference for students' abilities and to determine the interview subject, then repeated at the end of the cycle to assess progress. Interviews were conducted to delve into students' deep understanding and the difficulties they experienced during memorization, providing qualitative information that supported quantitative data from the oral test (Creswell, 2012). Observations were carried out to check the compatibility between the planning and implementation of learning, record student behavior, active participation in memorization, and direct application of the Tikrar method. Field notes serve as narrative documentation that records the learning process in detail, so that it can be thoroughly analyzed for reflection on subsequent cycle improvement (Ary, Jacobs, Sorensen, & Razavieh, 2010).

Data validation is carried out to ensure the validity and reliability of the information obtained. Moleong (2010) stated that validation can be done by comparing data from various sources and techniques, so that the results of the research are more reliable. In this study, data from oral tests, observations, interviews, and field notes were reviewed with observers to minimize subjectivity. This process is important to ensure that the improvement of students' memorization skills is not just a coincidence, but indeed a result of the application of the Tikrar method.

The data analysis in this study was carried out with a qualitative and quantitative approach. Qualitative analysis was carried out by examining field notes, interview results, and observer comments, to gain a deep understanding of the learning process and the

obstacles encountered by students (Afifuddin & Beni, 2009). Quantitative analysis was carried out by processing oral and observational test scores using percentages, in accordance with the guidelines of the Ministry of Education and Culture (2014), so that it can be known that the improvement in memorization ability before and after the action can be known. The formula used is: $\text{Value} = (\text{Number of Scores} / \text{Maximum Score}) \times 100\%$, which allows researchers to assess the success rate systematically (Sugiyono, 2009).

The performance indicators in this study are focused on improving the ability to memorize the letter Ash-Shams in grade V students through a contextual approach and the Tikrar method. This indicator is taken from the tahfidz syllabus of class V and KKM, with a minimum criterion of 75% of students obtaining a score of more than 75. The assessment uses the rating of the scores: Very Good (90–100), Good (80–90), Adequate (70–80), and Less (≤ 70), so that it can be seen how effective the Tikrar method is in improving memorization (Maidiyah, 2008).

The research procedure includes several stages. First, the planning stage includes the preparation of the Learning Implementation Plan (RPP), preparation of materials, learning media, student worksheets (LKPD), interview guidelines, and oral test questions. This stage ensures that learning runs structured and directed according to the set goals (Creswell, 2012). Second, the stage of implementation of the action includes the provision of learning with the Tikrar method in two cycles. Cycle I focuses on memorization recognition and practice, while cycle II emphasizes repetition and deepening of the material, including the use of supporting media such as videos to help students' visualization and comprehension (Huda, 2016).

Observation is carried out continuously to record the activities of students and teachers during the learning process. These observations aim to document student behavior, active participation, and the effectiveness of the Tikrar method. Observations are made by class V teachers as observers who systematically record in accordance with the observation sheets that have been prepared previously (Ary et al., 2010). Field notes are created as additional documentation that contains important events, student responses, and interactions that occur during learning. Reflection is carried out after each cycle to analyze learning achievements, difficulties faced by students, and teachers' success in applying the Tikrar method. This reflection includes the evaluation of oral test results, interviews, observations, and field notes.

Based on Maidiyah (2008), a cycle is said to be successful if the observation results reach a minimum score of 80% and at least 85% of students obtain a score of ≥ 70 in the final test. If these criteria have not been met, the next cycle is carried out with improvements in learning strategies to increase the effectiveness of the method. Thus, the methodology of this research is systematically designed to evaluate and improve the ability to memorize the Qur'an of grade V students of SD Negeri 4 Meurah Dua through the Tikrar method. This approach combines qualitative and quantitative analysis, rigorous data validation, and repetitive reflection procedures to optimally achieve research objectives. Through integrated planning, implementation, observation, and reflection stages, this research is expected to make a significant contribution to the development of tahfidz Al-Qur'an learning methods at the elementary school level

RESULTS

This research began with the collection of initial data to determine the ability to memorize the Qur'an of grade V students of SD Negeri 4 Meurah Dua against the material of the letter Ash-Shams. The initial test in the form of an oral test was held on Friday, October 29, 2024, at 09.10–10.20 WIB, attended by all 22 students. At this stage, students who have not yet been summoned are given the opportunity to memorize secretly in their respective hearts. The results of the initial test showed that most students had difficulty in memorizing the Qur'an. Of the 22 students, only four students obtained a score of more than or equal to 70, while the other 18 students were still below the Minimum Completeness Criteria (KKM).

Based on this initial data, the researcher assigned three students as interview subjects representing high, medium, and low abilities, namely Natasha Alia Rizky, Cut Nur Aisy Alifa, and Fahri Aluthfi. The selection of this interview subject aims to get a representative picture of the understanding, response, and obstacles experienced by students in memorizing the Qur'an (Sugiyono, 2016; Moleong, 2010).

The first cycle of research is designed to improve students' memorization skills through the application of the Tikrar method. The planning stage in this cycle includes the preparation of a Learning Implementation Plan (RPP), Student Worksheets (LKPD), oral test formats, and student activity observation sheets. Careful planning is needed so that learning activities can be carried out in an orderly manner and in accordance with the goals that have been set (Creswell, 2012).

The implementation of the first cycle was carried out on Thursday, November 2, 2024, at 09.01–10.30 WIB, for 70 minutes, with all students participating in learning. The preliminary activity uses a ten-minute time allocation, starting with greetings, prayers, attendance checks, delivery of learning objectives, and explanations of the steps of the Tikrar method. Teachers also awaken students' initial knowledge through perception and questions. The results showed that only a few students were able to answer the questions correctly, while most still had difficulty understanding the material. This shows the need for a more interactive learning strategy and supports the student memorization process (Afifuddin & Beni, 2009).

The core learning stage lasted for 35 minutes, where the teacher distributed the LKPD and used poster media as a visual aid to facilitate the understanding of the letter of Ash-Syams. Students are directed to analyze the letter in order to study and remember it in the context of daily life. The teacher guides the students to make temporary guesses to the answers to the given problems and asks several students to submit the results of their studies. Relevant study results are collected to strengthen students' understanding. Using the Tikrar method, students repeat the verses of the Qur'an repeatedly to strengthen memory and facilitate memorization (Huda, 2016).

In the final stage, which lasted for 25 minutes, the teacher provided material enrichment, reflected, and conducted a final oral test. This test is carried out to measure students' ability to connect the verses given by the teacher. After the implementation of the test, students lead prayers and close the lesson. The final test results showed that ten students completed (score ≥ 70) and twelve students did not, so the success percentage reached 45.45%. These results are still below the research success criteria set $\geq 85\%$, so the first cycle has not met the target and needs to be improved in the next cycle (Ministry of Education and Culture, 2014).

Observation in the first cycle was carried out by two observers, namely PAI teachers and class V companion teachers, using observation sheets. The activities observed included students' attention to the teacher's explanation, responses to questions, use of learning media, memorization activities, and the implementation of final tests. The observation results showed a percentage score of 82% for observer I and 84% for observer II, so that the average observation of the two observers reached 83%, including the good category. These findings show an increase in student activity even though some students still need further guidance (Ary, Jacobs, Sorensen, & Razavieh, 2010).

The second cycle was carried out as a follow-up to achieve the research success target. The planning stage includes the preparation of lesson plans, LKPD, final oral test formats, and student observation sheets, so that each learning activity can be carried out optimally (Creswell, 2012). The implementation of the second cycle was carried out on Monday, November 15, 2024, at 08.00–09.10 WIB for four times 35 minutes. The preliminary activity began with greetings, prayers, attendance checks, delivery of learning objectives, explanations of the Tikrar method, perception, and initial questions to measure students' understanding. The results of the responses showed that most students were able to respond well to the questions, only some did not understand the material (Said Abdul Adhim & Abdussalam al-Hushain, 2013).

The core stage lasted 55 minutes, where teachers used power point media and videos of Ash-Shams' letters. Students follow the memorization process with the Tikrar method, repeating the verses of the Qur'an so that their memorization ability increases significantly (La Ode Ismail Ahmad & Ibrahim Nasbi, 2016). The final stage is carried out with enrichment, reflection, and a final oral test for 65 minutes. The final test results showed that 19 students completed (score ≥ 70) and three students did not complete, so that the success percentage reached 86.36%, meeting the research success criteria $\geq 85\%$ (Maidiyah, 2008).

Observations in the second cycle were carried out by two observers, namely the homeroom teacher of grade VI and the accompanying teacher of class V. Student activities observed included attention to learning media, memorization participation, and the implementation of final tests. The observation results showed a percentage score of 91.11% for observer I and 93.33% for observer II, so that the average reached 92.22%, including the very good category (Husaini, 2015). Interviews with three student subjects showed that all subjects enjoyed learning using the Tikrar method, memorized faster, understood the material well, and were able to overcome difficulties in memorization. Subjects gave positive responses to the methods used, stating that the Tikrar method was fun, effective, and helped the memorization process (Ali Hamzah, 2014; Nurdin, 2017).

Based on field notes, students appeared more confident when leading memorization in front of the class, and many students were able to complete memorization on target. The final reflection showed that 86.36% of students obtained a score of ≥ 70 , so that the success target was achieved. The positive response of students to the Tikrar method proves that this method is effective in improving the ability to memorize the Qur'an in grade V students of SD Negeri 4 Meurah Dua (Huda, 2016; La Ode Ismail Ahmad & Ibrahim Nasbi, 2016). Overall, the application of the Tikrar method has been proven to be able to improve student learning outcomes in memorizing the Qur'an surah Ash-Shams. This success was characterized by an increase in oral test scores, student learning activities, and a positive response to the methods applied. The results of this study show that the Tikrar method is effectively used as a learning strategy to improve the ability to memorize the Qur'an at the elementary school level

DISCUSSION

The implementation of learning using the Tikrar method in cycle I shows several dynamics that are important to analyze. In the early stages, some students looked less enthusiastic when the teacher discussed memorizing the Qur'an. Some students even complained and expressed difficulties in memorizing. This phenomenon is a natural thing in the process of learning to memorize, especially for elementary school-age children, who often need extra guidance and motivation from teachers (Huda, 2016; Ali Hamzah, 2014). The researcher was able to overcome this problem by creating a calm and conducive classroom atmosphere, so that students could focus on following the steps of the Tikrar method. This condition shows that effective classroom management is an important factor in increasing students' concentration and motivation, in accordance with the principles of active learning put forward by Creswell (2012).

The results of the assessment in the first cycle showed a percentage of student learning completeness of 45.45%, which was still below the success criteria that had been set, which was $\geq 85\%$. This indicates that in the early stages, even though some students were able to follow the Tikrar method, many students still had difficulty in memorizing the letter Ash-Shams. Some of the factors that affect these low results include unformed learning habits, different levels of concentration between students, and varying students' initial abilities (Sugiyono, 2009). The observation results showed that the student activity score reached 83%, which is in the good category, showing that although memorization skills are not evenly distributed, the level of student participation and involvement in the learning process has shown positive development (Moleong, 2010).

In the implementation of learning, students complete the Student Worksheet (LKPD) to the maximum, showing that they strive to be actively involved in the learning process. The researcher also always supervises student activities, provides guidance, and ensures that each student understands the steps of the Tikrar method. This supervision plays an important role in ensuring that students not only memorize mechanically but also understand the meaning and order of the verses memorized, as emphasized by La Ode Ismail Ahmad and Ibrahim Nasbi (2016) that systematic repetition in the Tikrar method can strengthen students' memory and understanding of the Qur'an.

In the second cycle, there was a significant change in students' enthusiasm and enthusiasm for learning. They follow the learning attentively, actively work on the LKPD, and are able to repeat memorization with more confidence. The learning media used, such as posters, power points, and videos of the letter of Asy-Syams, have proven to be effective in motivating students and making it easier for them to understand the content of the material. The results of observations in cycle II showed that the student activity score was 92.22%, including the very good category. This confirms that the application of the Tikrar method accompanied by supporting media can significantly increase student involvement and motivation (Husaini, 2015; Huda, 2016).

The results of the final test in the second cycle also showed a clear increase, where 19 out of 22 students obtained a score of ≥ 70 , so that the percentage of completeness reached 86.36%. This percentage has met the established research success criteria. These results show that the Tikrar method is effective in improving the ability to memorize the Qur'an of grade V students of SD Negeri 4 Meurah Dua. This success is in line with previous research that shows that systematic repetition can improve students' memory, concentration, and understanding in memorizing the Qur'an (Afifuddin & Beni, 2009; Maidiyah, 2008). Further analysis showed that factors influencing this success included consistent supervision and guidance from teachers, active student engagement, and the use of varied learning media. Researchers provide reinforcement through repetition, memorization supervision, and individualized guidance when students experience difficulties. This proves that the Tikrar method is not only a memorization technique, but also a learning strategy that integrates cognitive, affective, and psychomotor aspects of students in the Qur'an learning process (Creswell, 2012; Nurdin, 2017).

In addition, the application of the Tikrar method has a positive impact on students' attitudes and learning habits. Students become accustomed to repeating memorization regularly and continuously, which not only improves memorization skills but also establishes discipline and responsibility for learning. This process is in line with the principles of competency-based learning that emphasizes the development of students' character, skills, and spiritual intelligence through consistent and meaningful activities (Ali Hamzah, 2014; Said Abdul Adhim & Abdussalam al-Hushain, 2013).

In the pedagogical context, the application of the Tikrar method has been proven to be able to create active interaction between teachers and students. Students become more confident when leading memorization in front of the class and are more courageous to convey the results of their LKPD studies. Observations show that the increase in student activity in cycle II is not only limited to memorization repetition, but also includes analytical skills, listening skills, and responses to teachers' questions. Thus, the Tikrar method can be said to be effective in improving overall learning skills, not only memorizing, but also understanding the meaning and context of the memorized verses (La Ode Ismail Ahmad & Ibrahim Nasbi, 2016; Huda, 2016).

Based on the results of tests, observations, interviews, and field notes, it can be concluded that the Tikrar method can significantly improve the ability to memorize the Qur'an of the letter Ash-Shams of grade V students of SD Negeri 4 Meurah Dua. This success can be seen from the increase in final test scores, high learning activities, and positive student responses to the methods used. The application of the Tikrar method has been proven to be an effective alternative for teachers in improving students' memorization skills, accustoming students to repeat memorization, and forming

consistent discipline and learning motivation (Ministry of Education and Culture, 2014; Juda, 2016; Nurdin, 2017). Thus, this study proves that the Tikrar method is very appropriate to be applied in learning to memorize the Qur'an, because it has a positive impact on both academic abilities and aspects of students' character. Through teacher guidance, consistent supervision, and learning media support, students can master memorization well, showing that the Tikrar method is effective as a learning strategy

CONCLUSION

Based on the results of the research and discussion that the researcher has described, it can be concluded that: 1) The tikrar method can improve the ability to memorize students of the Qur'an letter Ash-Shams in Class V at SD Negeri 4 Meurah Dua, Pidie Jaya Regency for the 2024/2025 Academic Year This can be seen from the percentage of completeness of learning outcomes in the first cycle of only 45.45% which reached a score of > 70. And in the second cycle 86.36% which reached a > value of 70. The results of observations of student activities carried out by observers on student activities in the first cycle were 83% and in the second cycle increased to 92.22% Thus, the level of student assessment results was categorized as good and the success of student activities based on the observations of the two observers was included in the very good category; 2) From field notes and the results of interviews with students, the results were obtained that students were happy to learn the tikrar method in the Qur'an material of the Surah Ash-Shams. Students are also motivated to learn using the tikrar method.

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