



Optimizing juz 30 memorization through traditional qur'anic methods: Tasmi' and muroja'ah at baitul huda

Wahda Zulfa Inayatuz Zahra ^{a,1,*}, Luluk Ifadah ^{b,2}, Faizah ^{c,3} Mohamad Ardin Suwandi ^{d,3}

^{a,b,c} Institut Islam Nahdlatul Ulama Temanggung, Indonesia; ^d National Research Tomsk Polytechnic University, Russia

241500041@almaata.ac.id ¹; 241500038@almaata.ac.id ²; mohamad.ardin.suwandi@yandex.ru ³

*Corresponding Author

ARTICLE INFO

Article history

Received:

12-01-2025

Revised:

28-03-2025

Accepted:

25-04-2025

Keywords

Tasmi Method;

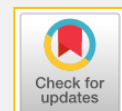
Muroja'ah Method;

Remembering The Qur'an.

ABSTRACT

This research aims to find out the implementation of tasmi' and murojaah methods to accelerate hafalan al quran juz 30 on the centri. The method in this research is qualitative with a phenomenological approach. Data collection techniques use observations, interviews, and documentation. Data is analyzed interactively using the Miles & Huberman model of data collection, data reduction, data presentation, and conclusion drawings. The results of the research show: 1) The application of the methods of tasmi' and muroja'ah is done by memorizing gradually and repeating readings in order. Tasmi' method is carried out in a group with reading tartil, focusing on memorizing, memorizing, and justifying reading errors, while muroja'a is done with repetition of reading 41 times or for 15-20 minutes; 2) the application factor of methods tasmi' and muroja'ah is motivation center, family support is structured and there is a goal of hafalan, while the inhibitor is less consistent, making it difficult to regulate the time and methods of monotonous teaching; 3) attempts to cope with hafalan with a regular schedule in groups, establish communication with the student's guardian, and add new learning methods.

This is an open-access article under the [CC-BY-SA](#) license.



Introduction

The Qur'an is the word of Allah and a miracle revealed to the Prophet Muhammad (peace be upon him), functioning as the primary source of all Islamic teachings, as well as a guide and way of life for humankind to attain happiness in this world and the hereafter. Learning the Qur'an can be divided into several stages. The first stage involves learning how to read the Qur'an fluently and correctly according to the rules of qira'ah and tajwid. The second stage involves understanding the meanings and messages contained within it. The final stage is memorizing it by heart, as practiced by the companions during the Prophet's time and continued by people today (Nida & Said, 2021).

A study on Qur'anic reading proficiency among 3,111 participants across 25 provinces in Indonesia, based on four key parameters (makhārij al-ḥurūf, shifāt al-ḥurūf, ahkām al-ḥurūf, and al-madd wa al-qasr), revealed that the ability to read the Qur'an in many regions remains weak. The index for Qur'anic reading proficiency was predominantly at a moderate or low level during the initial stage, accounting for 72.25% of participants. This issue is also present in Islamic schools, where some students at MTs and MA levels struggle with reading and writing the Qur'an, with some even unable to read or write it at all (Syarifah, 2023).

The ability to memorize among santri (students) also varies. A previous study by Hotimah & Rahman found that 10% of santri exceeded the memorization target, 30% met the target, and 60% had not achieved the expected memorization. Contributing factors included delays due to prior tahsin programs, prolonged illness, lack of motivation, laziness, and limited memorization capacity (Hotimah & Rahman, 2021).

Similar issues were identified at the Baitul Huda Qur'anic Tahfidz House in Sandon, Secang, Magelang, where obstacles were found in the process of memorizing Juz 30. A preliminary study by the author revealed that 70% of the 30 santri struggled to focus during memorization due to excessive mobile phone usage and playing with friends both at home and in the TPQ environment. Many were reluctant to memorize Juz 30 as they preferred their playtime. Furthermore, motivation to memorize the Qur'an was low, and parental support for Qur'anic memorization was minimal. As a result, when asked to recite their memorization, many remained silent or recited only partially. In many cases, their recitation still required correction in tajwid and makhārij al-ḥurūf (Kibtiyah, 2024).

In memorizing the Qur'an, methodology plays a vital role in determining success. An appropriate method can help santri memorize more effectively. Therefore, teachers (ustadz or ustadzah) are expected to choose memorization methods that align with the students' competencies and needs. According to Pangestu et al., learners respond better to diverse methods compared to monotonous ones, and combining multiple approaches can increase focus during learning (Pangestu, Ifadah, & Muanayah, 2022). Among the common methods used are tasmi' and muroja'ah.

Reciting memorized Qur'anic verses to a listener is an effective way to maintain memorization quality. Ningsih's research shows that the tasmi' method can assist santri in recalling their memorization. This method has been proven to increase students' enthusiasm for memorizing, reduce nervousness when reciting the Qur'an, preserve memorization, encourage calmness in reading, enhance accuracy, raise awareness of memorization maintenance, and combat laziness (Ningsih, 2023).

Meanwhile, muroja'ah is the primary way to ensure memorized verses remain fluent and intact. This can be done by listening to others' recitations, audio recordings, or other methods, including reading silently while following the text (mushaf). According to Nuryanti, the application of the muroja'ah method helps students memorize the Qur'an properly, in accordance with makhārij and tajwid rules. After applying the muroja'ah method, students were able to recite more fluently (fasih), melodiously (tartil), and memorize faster than without it. Their older and newer memorized verses also became more solid (Nuryanti, 2021).

Based on the background described above, the researcher is interested in conducting a study entitled "The Implementation of Tasmi' and Muroja'ah Methods in Accelerating the Memorization of Juz 30 among Students at the Baitul Huda Qur'anic Tahfidz House, Sandon, Secang, Magelang."

Method

This study employed a qualitative research method using a phenomenological approach (Syaiful Anam, 2023). The research was conducted at the Baitul Huda Qur'anic Tahfidz House, located in Sandon, Madyocondro, Secang District, Magelang Regency, during May 2024. The phenomenological approach was chosen to gain a deep understanding of the experiences and perceptions of the santri (students) and instructors regarding the implementation of tasmi' and muroja'ah methods in Qur'anic memorization. Data collection techniques included observation, in-depth interviews, and documentation. Observations were used to capture real-time learning activities and interactions between instructors and santri during memorization sessions. Interviews were conducted with teachers, students, and parents to explore their perspectives and experiences. Relevant documents such as attendance records, memorization schedules, and evaluation reports were also analyzed to support the findings. The data were analyzed using the Miles and Huberman model, which

consists of four stages: data collection, data reduction, data display, and conclusion drawing. Through this systematic analysis, patterns and themes related to the effectiveness and challenges of the memorization methods were identified and interpreted within the context of the tahfidz learning environment.

Results and Discussion

The Implementation of Tasmi' and Muroja'ah Methods in Accelerating the Memorization of Juz 30

The Tasmi' and Muroja'ah methods have been implemented at Rumah Tahfidz Al-Qur'an Baitul Huda as effective strategies to assist students in maintaining and reinforcing their memorized portions of the Qur'an, preventing common mistakes, and accelerating the memorization of new surahs as planned. Memorizing the Qur'an not only requires strong cognitive skills but also sincere intention, consistent effort, spiritual and mental readiness, and excellent time management.

In this study, the application of Tasmi' and Muroja'ah methods involves a step-by-step memorization process and systematic repetition. The Tasmi' method is conducted in groups, where students recite their memorized verses to peers before presenting them to their teacher. This group approach allows for tartil recitation, focused sequential memorization, peer feedback, and mutual correction. Practicing in a group setting helps students reduce anxiety and nervousness before reciting to their teacher. As Awaliyah (2015) highlights, Tasmi' serves as a practical exercise to eliminate stage fright during Qur'an recitation.

Meanwhile, the Muroja'ah method is applied before formal learning sessions as a way to recall previously memorized verses. Students typically repeat the verses 40 times or for 15–20 minutes daily. The number of repetitions may be adjusted depending on the length of the surah being memorized. For longer surahs, 10 to 15 repetitions may suffice. These repetitions are usually performed aloud rather than silently. According to Zawawie (2011), this technique indirectly trains the mouth and ears to pronounce and internalize the verses, fostering motivation and persistence in correcting mispronunciations.

Previous studies by Shafia and Widiyanto have also confirmed the effectiveness of Tasmi' and Muroja'ah in improving memorization outcomes. Their strategy involved reviewing old memorization before introducing new content, followed by completing verses prompted by the facilitator to build fluency and memory retention. These methods also enabled facilitators to monitor students' memorization progress (Shafia & Widiyanto, 2021).

Supporting and Inhibiting Factors in the Implementation of Tasmi' and Muroja'ah Methods for Accelerating the Memorization of Juz 30

Interviews with participants revealed that the implementation of Tasmi' and Muroja'ah significantly improved the memorization pace of Juz 30. These methods enhanced student focus and motivation, especially when accompanied by clear memorization targets. However, several factors either support or hinder the effectiveness of these methods:

Supporting Factors:

1. **Student Motivation:** Highly motivated students tend to be more focused and thus achieve faster memorization outcomes compared to those with lower motivation (Wildan, 2023). Teachers and school stakeholders must work collaboratively to continuously encourage and inspire students (Munawir, 2017).
2. **Parental Support:** Parents play a crucial role in their children's education. When parents value and support their child's Islamic education, especially Qur'an memorization, students tend to perform better. A supportive home environment positively influences their learning habits (Widyaningrum, Utomo, & Azizah, 2022).
3. **Structured Schedule:** Effective time management is essential in tahfidz learning. A well-organized timetable helps streamline planning, execution, and evaluation processes for optimal outcomes (Nidhom, 2021).

4. Clear Memorization Targets: Well-defined goals enhance student motivation and give direction to their efforts. A clear understanding of learning objectives encourages more deliberate and goal-oriented actions (Fauzan & Faizah, 2019).

Inhibiting Factors:

1. Inconsistency in Memorization: Some students lack consistency, especially when facing longer or more difficult surahs, leading to decreased motivation and skipped sessions (Utami, 2020).
2. Time Management Challenges: Despite structured schedules, students may miss sessions due to illness, family events, or lack of motivation—factors often outside the teacher's control. Parents and teachers must collaborate to prioritize memorization over less meaningful activities (Hastuti & Utomo, 2022).
3. Monotonous Teaching Methods: Repetition of the same methods can lead to boredom. Teachers must innovate and incorporate engaging techniques or multimedia tools to enhance interest and motivation (Ibda et al., 2023; Cahyono, Utomo, & Winarni, 2019). Although Tasmi' and Muroja'ah are effective, additional strategies may be needed to sustain student enthusiasm.

Solutions to Overcome Barriers in the Application of Tasmi' and Muroja'ah Methods at Rumah Tahfidz Al-Qur'an Baitul Huda Sandon, Secang, Magelang

Several measures were identified to address the challenges in the memorization process:

1. Rescheduling Group Memorization Sessions: Instead of limiting sima'an (listening sessions) to two students, expanding the group size allows for continuous repetition and listening practice. Having a partner or group encourages consistent revision and strengthens memorization (Awaliyah, 2015).
2. Enhancing Parent-Teacher Communication: Monthly check-ins between teachers and parents can help identify and resolve issues affecting student progress. Strong communication channels ensure children receive holistic support from both home and school environments (Tianyi Ma, Tellegen, & Sanders, 2024).
3. Introducing New Memorization Methods: Effective memorization requires high enthusiasm, sincere effort, and a well-planned approach. In addition to Tasmi' and Muroja'ah, integrating diverse strategies such as Takrir, Kitabah, An-Nadhiyyah, Qurany', Wahdah, and Qira'ati may enhance engagement and efficiency (Baduwailan, 2016).

Conclusion

Research findings indicate that the Tasmi' and Muroja'ah methods have been implemented since the establishment of Rumah Tahfidz Al-Qur'an Baitul Huda. These methods aim to assist students in maintaining their previously memorized verses, avoiding recurring mistakes, and accelerating the memorization process of new surahs. The application of these methods involves a gradual memorization process combined with consistent and systematic repetition. The implementation of Tasmi' and Muroja'ah has proven effective in accelerating Qur'anic memorization among students, as these methods help them stay focused and organized in their learning. Several supporting factors contribute to the success of these methods, including a) high levels of student motivation to memorize the Qur'an, b) strong family support that positively influences children's enthusiasm and encourages faster learning, c) a well-structured schedule that helps students maintain discipline in their memorization routine, and d) clearly defined memorization targets that stimulate concentration and increase students' memorization spirit.

However, the research also identifies several obstacles in the implementation process, such as a) students' inconsistency in memorization practices, b) difficulties in time management when students are involved in various activities and events, and c) the monotonous nature of teaching methods, which leads to boredom and decreased interest in memorizing. To overcome these challenges, several strategies have been proposed: Rescheduling group memorization sessions, involving 3 to 5 students per group, which helps

improve fluency and reinforce memorization through mutual support and repetition, Enhancing communication and collaboration with parents, to ensure students receive encouragement and follow-up at home, and Addressing the issue of monotonous learning, as relying solely on Tasmi' and Muroja'ah may lead to student boredom and disengagement. A lack of variation in teaching methods can negatively affect students' enthusiasm and motivation.

It is therefore recommended that teachers become more creative and innovative in implementing alternative memorization strategies to maintain students' interest. Teachers (ustadz/ustadzah) are also encouraged to integrate memorization into students' daily activities—such as reciting before bedtime, during prayer, or by repeating similar verses—to make memorization a natural and engaging part of everyday life.

Bibliography

- Afidah, S. Inarotul, and F. Surya Anggraini. 2022. 'Implementasi Metode Muraja'ah Dalam Peningkatan Kualitas Hafalan Al-Qur'an Di Pondok Pesantren Amanatul Qur'an Pacet Mojokerto'. *Al-Ibrah* 7 (1): 115–32.
- Asror, C, N. Alfi Muanayah, and Luluk Ifadah. 2021. 'Implementasi Gerakan Literasi Kitab Suci Pada Masa Pandemi Covid-19 Di SMP N 3 Magelang'. *Citra Ilmu* 17 (34).
- Awaliyah, Wiwi. 2015. *Panduan Menghafal Al-Qur'an Super Kilat*. Yogyakarta: DIVA Press.
- Baduwailan, A. 2016. *Menjadi Hafizh Tips Dan Motivasi Menghafal Al-Qur'an*. Solo: Aqwam.
- Cahyono, G, Sigit T Utomo, and E Winarni. 2019. 'Strategi Pemberian Reward Pembelajaran Tahfidzul Qr'an Di SDIT Muhammadiyah'. *Jurnal Pendidikan Islam* 2 (2).
- Davolyte, J, N Kiuru, S Raiziene, and G Silinskas. 2024. 'Children's Task Persistence in First Grade: The Role of Parent-Child and Teacher-Child Relationships'. *ScienceDirect: Early Childhood Research Quarterly* 68 (3).
- Fauzan, A, and Faizah. 2019. 'Strategi Kepala Sekolah Untuk Meningkatkan Motivasi Belajar Siswa Dalam Menghadapi Ujian Nasional Di SMP Negeri 4 Yogyakarta'. *Insania* 24 (1).
- Hamidulloh, Ibda. 2018. 'Penguatan Karakter Toleran Dalam Pembelajaran Bahasa Indonesia Berbasis Whole Language Di MI'. *Wahana Akademia* 5 (2).
- Hastuti, A. P, and S. T Utomo. 2022. 'Total Quality Management and Learning Organization for Early Childhood Education at PAUD ELPIST Temanggung'. *JCD: Journal of Childhood Development* 2 (1): 1–11.
- Hotimah, D. S. Nurhayati, and A. Syaeful Rahman. 2021. 'Implementasi Metode Tawazun Dalam Mempercepat Hafal Al-Qur'an'. *Proceedings: UIN Sunan Gunung Djati Bandung* 1 (56): 14–26.
- Ibda, Hamidulloh, M. Khoiril Azmi, Faizah, and N. Alfi Muanayah. 2023. 'Promblematika Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah Muhammadiyah Botoputih Temanggung'. *Jurnal Analisa Pemikiran Insan Cendekia* 6 (1).
- Kibtiyah, Siti Maryiatul. 2024. 'Studi Pendahuluan Di Rumah Tahfidz Al-Qur'an Baitul Huda Pada Bulan Januari 2024'.
- Munawir. 2017. 'Pengaruh Pemberian Motivasi Terhadap Semangat Hafalan Al-Qur'an Siswi Kelas X Agama 2 Madrasah Aliyah Al-Amiriyyah Blokagung Banyuwangi Tahun Ajaran 2016/2017'. *Jurnal Darussalam; Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam* 11 (1).
- Nida, D. Yukha, and Ali Said. 2021. 'Implementasi Penggabungan Program Tasmi' Dengan Muroja'ah Dalam Meningkatkan Kualitas Hafalan Santri Pondok Pesantren Madrasatul Qur'an Tebuireng Jombang'. *El-Islam* 3 (1): 90–109.
- Nidhom, K. 2021. 'Manajemen Pembelajaran Tahfizh Al-Qur'an Dalam Mencetak Generasi Qur'ani'. *Jurnal Tahdzibi: Manajemen Pendidikan Islam*.
- Ningsih, N. A. Dwi Kusuma. 2023. 'Implementasi Metode Tasmi' Bagi Santriwati Penghafal Al-Qur'an Guna Meningkatkan Kualitas Hafalan'. Skripsi, Ponorogo: IAIN Ponorogo.
- Nuryanti. 2021. 'Penerapan Metode Muroja'ah Dalam Menghafal Al-Qur'an Peserta Didik SDIT Iqra' 1 Kota Bengkulu'. Skripsi, Bengkulu: IAIN Bengkulu.
- Pangestu, A. Aji, Luluk Ifadah, and N. Alfi Muanayah. 2022. 'Efektivitas Pembelajaran Berbasis Multimedia Dalam Meningkatkan Nilai Kognitif Peserta Didik Di SMP Maarif Tlogomulyo'. *JIPSI: Jurnal Ilmu Pendidikan Dan Sains Islam Interdisipliner* 1 (2): 70–83.
- Shafia, A. Bilqisth, and E Widiyanto. 2021. 'Pelatihan Menghafal Al- Qur'an Menggunakan Metode Murojaah Dan Tasmi' Untuk Meningkatkan Tahfidz Juz 30 Di SDI Al-Barokah Pamekasan Madura'. *Keagamaan: Jurnal Pengabdian Masyarakat* 2 (3): 145–51.

- Sugiarto, Rachmat M. 2019. *Cara Gampang Menghafal Alquran*. Jakarta: Wahyu Qolbu.
- Syarifah. 2023. 'Analisis Kemampuan Membaca Dan Menulis Al-Qur'an Pada Siswa Kelas VII Madrasah Tsanawiyah'. *Jurnal Pendidikan Tambusai* 7 (2): 8355.
- Syaiful Anam, H. N. (2023). *Metode Penelitian (Kualitatif, Kuantitatif, Eksperimen, dan R&D)*. PT GLOBAL EKSEKUTIF TEKNOLOGI. https://books.google.co.id/books?hl=id&lr=&id=w-bFEAAQBAJ&oi=fnd&pg=PA1&ots=vRP1bKcVRG&sig=dA4E7fb8uf45B7Uv87JkztTGviQ&redir_esc=y#v=onepage&q&f=false
- Tianyi Ma, C. L. Tellegen, and M. R. Sanders. 2024. 'The Role of Parenting Self-Efficacy on Teacher-Child Relationships and Parent-Teacher Communication: Evidence from an Australian National Longitudinal Study'. *ScienceDirect: Journal of School Psychology* 103.
- Utami, T. 2020. 'Problematika Santri Dalam Menghafal Al-Qur'an Di Pesantren Tahfiz Alif Ciputat Tangerang Selatan'. Skripsi, Jakarta: UIN Syarif Hidayatullah.
- Widyaningrum, Sigit Tri Utomo, and Ana S Azizah. 2022. 'Implementasi Pendidikan Karakter Religius Remaja Melalui Kegiatan Rutin Pembacaan Kitab Maulid Diba' Di Desa Dangkel Kecamatan Parakan Kabupaten Temanggung'. *JIPSI: Jurnal Ilmu Pendidikan Dan Sains Islam Interdisipiner* 1 (2).
- Wildan, Ahmad. 2023. 'Manajemen Waktu Pembelajaran Tahfidz Dalam Meningkatkan Kualitas Hafalan Al-Qur'an Santri Di Pesantren Nurmedina Tangerang Selatan'. Tesis, Jakarta: Universitas PTIQ.
- Zawawie, Mukhlisoh. 2011. *Pedoman Membaca Mendengar Dan Menghafal Al- Qur'an*. Solo: Tinta Medina.