

IMPROVING MEMORIZATION OF THE QUR'AN AND HADITH THROUGH INSPIRATION METHOD AMONG STUDENTS AT MADRASAH ALIYAH

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ABSTRACT

Al-Quran Hadith is a mandatory lesson and is given continuously at MI, MTs, and MA to motivate students to practice the values contained in the Al-Qur'an and the Prophet's hadith in everyday life. The facts show that the completion score for Al-Quran Hadith lessons is still low, especially because students have difficulty memorizing verses from the Koran and Hadith. This research aims to describe the increase in memorizing verses and hadiths in the Al-Quran Hadith subject through the ILHAM Method in class XI Madrasah Aliyah students. This research uses a qualitative approach with descriptive data analysis. The research data sources were Al-Quran Hadith subject teachers and 19 students in class XI MAN 1 Simeulue. Data collection is carried out through observation, interviews or interviews, and documentation. Data validity testing was carried out through the triangulation method. Next, the data is analyzed through data reduction, data display, and verification. The results of the research show that the application of the ILHAM (Integrated, Listening, Hand, Attention, and Matching) method in the Al-Quran Hadith subject can improve the ability to memorize Al-Quran verses and Hadith in class XI Madrasah Aliyah students.

KEYWORDS Al Quran Hadith, memorizing, ILHAM



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INTRODUCTION

Education is essentially a process of knowledge transformation towards the improvement, strengthening, and refinement of all human potential (Tolchah, 2021). Education for Islam is the spearhead of the progress of Islam in the future, by providing good Islamic education it is hoped to produce Muslim scholars (Tolchah, 2017). Islamic education activities in Indonesia have persisted and developed since before Indonesia's independence until now, as evidenced by the growing

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phenomenon of Islamic education programs and practices implemented in the archipelago (Tolchah, 2020). One of the subjects in schools with an Islamic education curriculum is Al-Quran Hadith. The subject of Al-Quran-Hadith in Madrasah Aliyah is one of the compulsory subjects (Fa'atin, 2017), and it is taught in madrasas starting from the elementary, junior high, to high school levels (Dianti, 2019). The Al-Quran Hadith lesson is taught to students continuously with the aim of building strong character and faith foundations, as well as providing motivation to love the holy book, study, and practice the teachings and values contained in the Quran. The subject of Al-Quran Hadith plays a role in motivating students to practice the values contained in the Quran and the Hadith of the Prophet in daily life as a manifestation of the faith of a Muslim (Fa'atin, 2017).

The Al-Quran Hadith subject contains an introduction for students to deepen their knowledge of the Quran and Hadith, one of which is the competence to memorize verses of the Quran and Hadith (Hidayat et al., 2019). The activity of memorizing the Quran has been practiced by the Prophet Muhammad from the first verse to the last verse revealed. The activity of memorizing the Quran was then continued by the companions, so that many of the Prophet's companions were known as memorizers of the Quran such as Ibn Abbas, Ubay bin Kaab, Zaid bin Thabit, and many other companions of the Prophet. The tradition of memorizing the Quran continues to be inherited by Muslims in various parts of the world. In countries with Muslim populations in various parts of the world, centers of Islamic education can be found with the main activity of memorizing the Quran (Romdhoni, 2015). Indonesia as one of the largest Islamic countries in the world, this tradition of memorizing the Quran has been carried out for a long time and has increased since alumni from the Middle East, especially from the Hijaz (Mecca-Medina), formed Tahfiz institutions by establishing special Islamic boarding schools for memorizing the Quran. Quran. Quran studies in Indonesia have local characteristics and characteristics (Cholid Ma'arif, 2017).

Meanwhile, hadiths are explanations or explanations of the Quran or even become secondary or second legal sources after the Quran (Ali et al., 2019). Hadiths play a role and have an important function in the life of Muslims. Hadiths contain explanations of the Quran, explaining the global, specifying from the general, and interpreting the verses of the Quran. The Quran and Hadiths are the two highest guides for Muslims. The material of the Al-Quran Hadith lesson contains a variety of selected verses and hadiths with an emphasis on reading, interpreting, and practicing them in daily life (Muthmainnah & Herawati, 2021). Considering the importance of studying the Quran and Hadiths, these lessons become one of the determining aspects of the success of achieving national and Islamic learning goals (Fitriyani & Saifullah, 2020).

The facts in the field show that there are still deficiencies and weaknesses in the teaching of Al-Quran Hadith. Initial observations conducted by the author during the Al-Quran Hadith learning activities, students seem to be not very attentive and even consider the verses of the Quran and Hadiths being studied or learned as not very important. Some students appear lazy and reluctant to write verses and hadiths on the material being taught by the teacher. Even when asked by the teacher what surah, verse, and the content of the verses and hadiths learned in the previous

week, sometimes they still have to look at the book and many of them answer that they don't know, forget, and various reasons.

Students in class XI of MAN 1 Simeulue, based on the results of daily learning outcomes, still have low abilities in memorizing verses and Hadiths, this happens almost every Al-Quran Hadith learning material. This condition can be proven from the daily assessment sheets of students, from interviews with Al-Quran Hadith teachers, the average daily assessment of students is 50, there are no students who get a score of 60 and above, while the minimum completeness criteria (KKM) in class XI in this lesson is determined by the number 65. The observations made by the author during the learning process, where in the first 10 minutes of the beginning of the lesson and 10 minutes before the end of the lesson, the teacher asked the students to present memorized verses and hadiths from the material that had been studied from the previous week, but out of 19 students, none of them could demonstrate and present their memorization properly. During the learning process, the delivery of material by the teacher was too monotonous and only focused on the teacher and without using methods and without involving student activity. Meanwhile, the media used only rely on textbooks as the main reference.

There are many methods that can be used and applied by teachers in memorizing the Quran and Hadiths, including the Tasalsuli, Jam'i, Muqassam, Khitabah, Sima'i, Talaqqi, Taqiril, Bin Nazar, Tahfiz, Tasmi', Wahdah, Ilham, and others. By applying some or one of these methods, it is hoped that the competency goals can be achieved properly so that there is an increase in memorizing the Quran and Hadiths for students. Teachers must choose the right method so that students can truly achieve the expected goals (Dianti, 2019). One of the methods of memorizing Quranic verses and hadiths that can be applied in the memorization material of the Al-Quran and Hadiths lesson is the Ilham method.

The Ilham method is a method of memorizing the Quran carried out by combining several methods, activating both the left and right brain at the same time so that the memorization process is not boring and can be applied to Quran memorizers with all types of learning (Firdausi, 2017). ILHAM (Integrated, Listening, Hand, Attention, Matching) is a good method and is easy to apply to people who do not yet have memorization, but the minimum requirement when memorizing the Quran is fluency (Muliatama & Hanifuddin, 2022). This method combines various approaches to improve abilities and potentials, such as linguistic, mathematical, visual, kinesthetic, musical, interpersonal, and intrapersonal, so that it can help students in memorizing the wording of verses, the layout of verses, verse numbers, surah numbers, and page numbers (Agus Mahrus & Rubiyad, 2023). Based on the description above, this study aims to describe the improvement in memorizing verses and hadiths in the Al-Quran Hadith lesson through the Ilham Method for students in class XI of Madrasah Aliyah.

RESEARCH METHOD

This research uses a qualitative approach with descriptive data analysis, where the data obtained will be collected and carried out directly in the form of a picture or picture of the atmosphere or overall situation. The source of research

data is all data collected directly from informants, namely teachers of the subject of Al-Quran Hadith and students of grade XI MAN 1 Simeulue. Data collection is done through observation, interviews or interviews, and documentation. Data validity tests are carried out through the triangulation method. Furthermore, the data is analyzed through data reduction, data display, and verification.

RESULT AND DISCUSSION

Based on the observation results and interviews, the respondents stated that students who memorize the Quran or the Prophet's Hadith using ILHAM, the respondents stated that the memorization process using the ILHAM method can be carried out well. The Quran and Hadith teachers have previously attended briefings provided by the researcher, both theoretical and practical, so they have mastered the application of the ILHAM method. Furthermore, the Quran and Hadith teachers teach the ILHAM memorization method to eleventh-grade students. The practice involves students facing each other with their study partners to memorize using the ILHAM method, where students listen to each other's recitation while paying attention to the movements of the recited verses. The interview results with the students stated that the ILHAM method makes it easier for them to memorize Quranic verses and is enjoyable, so the students enjoy the memorization process. A total of 15 students stated that this method is enjoyable because they can memorize faster than conventional methods, especially when they memorize collaboratively. This result supports previous research by Maghfiroh, (2022) that the ILHAM method can help improve the ability to memorize the Quran by making it engaging and enjoyable for students.

The interview results with teachers and students indicate that the ILHAM method makes the memorization process faster than other methods. This is suspected because during memorization with the ILHAM method, it is done by paying attention to the movements of the recited verses. This movement greatly influences the memorization process. A method of rapid memorization using movements is very helpful for memorizing expressions that must be exactly the same, precise, without any mistakes word for word, generally very useful for memorization (Fadul, 2019). This result is also in line with previous research by Farida, (2016) that the ILHAM method has advantages in brain intelligence and the duration of memorization is still within reasonable limits, not instant memorization nor too long. This simultaneous method is also in line with Farida's statement (2016) that the ILHAM method tends to be socialized and distributed equally to all students.

The research results show that the ILHAM method can improve the ability to memorize Quranic verses and Hadiths. In this study, the ILHAM method has proven successful because there is an increase in the memorization of Quranic verses and Hadiths. The improvement in memorization ability can be seen through direct observations during classroom learning, interviews with teachers and students, and through the scores of Quran Hadith lesson tests. During observations in the Quran Hadith class conducted in the second, third, fourth, fifth, and sixth weeks after students practiced the ILHAM method. Observations conducted once a week show that from the second week to the sixth week, students appear more active and

enthusiastic in responding. This can be seen when students are asked about verse fragments, continuing verses, and reciting verses. Likewise, when the teacher provides a fragment of a hadith, and then asks to continue the hadith, the students show a tendency to become more capable and active in providing answers.

The interview results with teachers and students also show an improvement in students' memorization abilities. The eleventh-grade Quran Hadith teacher stated that after being taught and practicing memorization using the ILHAM method, students showed high enthusiasm and were eager to memorize. Even during sessions to continue Quranic verses or hadiths, most students were confident and without hesitation continued the verses. Some students stated that they feel confident because they have memorized more Quranic verses and hadiths. This makes them more enthusiastic about attending Quran Hadith lessons. Furthermore, the data on the improvement in memorization ability can be seen from the evaluation recap of the Quran Hadith subject from 19 students. The evaluation results were obtained from the accumulation of oral tests (questions about verse fragments or hadith fragments, continuing verses or hadiths, and reciting verses or hadiths) and written tests. The comparison of the improvement in memorization ability of eleventh-grade students can be seen in the following table.

Assesment Criteria	Evaluasi I		Evaluasi II		Evaluasi III	
	Σ	%	Σ	%	Σ	%
Complete learners	9	47,37	14	73,68	18	94,74
Incomplete learners	10	52,63	5	26,32	1	5,26
The observation value of student activeness	45		78		95	

Based on the table above, it is known that there is an improvement in the students' abilities in the Al-Quran Hadith subject for eleventh-grade students at the Madrasah Aliyah. Evaluation I results were obtained by the researcher from the teacher's score recap of the subject, where the ILHAM method for memorizing Quranic verses and hadiths had not been applied. Based on the table, it can be seen that in Evaluation I, the memorization ability was still low, so the completion percentage was also low, with only 9 students or 47.37% achieving satisfactory scores, while 10 students or 52.63% did not meet the requirements or scored below the Minimum Completeness Criteria (KKM). After two weeks, Evaluation II was conducted, and the results showed that 14 students or 73.68% achieved satisfactory scores, while 5 students or 26.32% did not. This completion rate increased further in Evaluation III or the sixth week, where 18 students or 94.74% achieved satisfactory scores, with only 1 student or 5.26% not meeting the requirements. In addition to memorization assessment, observations were also conducted to determine the level of student participation during the learning activities. Based on the observations, it was found that the level of student participation also increased with the implementation of the ILHAM method. According to the table, the level of student participation in Evaluation I was 45%; in Evaluation II, it was 78%; and in Evaluation III, it was 95%.

The Quran and Hadith are guidelines for the life of Muslims, so the Quran and Hadith subjects are compulsory in Islamic educational institutions, from Elementary Islamic School to Madrasah Aliyah. Besides just reading, a Muslim will be better off if they memorize and study the contents of the Quran and Hadith so that they can play a role in preserving Islamic teachings (Robbani, 2022). One of the methods used in memorizing the Quran and Hadith is the ILHAM method. The research results prove that the ILHAM method applied in the Quran Hadith learning can create an enjoyable learning atmosphere and cultivate learning enthusiasm among students. The research also shows that through the ILHAM method, there is an improvement in memorizing Quranic verses and hadiths, resulting in an increase in the completion rate of the subject.

The students' statements regarding the enjoyable, easy, and faster memorization method ILHAM are reasonable. This can happen because the ILHAM method involves several intelligences, making memorization practical, easy, and enjoyable (Noer et al., 2020). The activities involved in this method are Integrated, which is a combination of seven types of intelligence; Listening, which is the skill or ability to listen; Hand, which is finger movement; Attention, which is mutual attention; and Matching, which is matching activities (Supardi & Hakim, 2022). The ILHAM method makes memorization activities enjoyable, as previous research has shown that the ILHAM method can increase students' enthusiasm for memorizing the Quran. Sometimes students feel incapable because the surahs are long, but with this method, students memorize by collaborating with their peers, making the atmosphere more enjoyable. Students become more active and enthusiastic about memorizing, maintaining focus, which can influence their memorization results (Maghfiroh, 2022).

CONCLUSION

The application of the ILHAM (Integrated, Listening, Hand, Attention, and tching) method in the subjects of the Qur'an Hadith can improve the ability to memorize verses of the Quran and hadith in grade XI students of Madrasah Aliyah.

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