ANALYSIS OF QUR'AN MEMORIZATION LEARNING USING THE *TALAQQÎ* METHOD AT MI DARUL ISHLAH: EVALUATION AND CHALLENGES

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Keywords:	ABSTRACTS
Qur'an Memorization, Talaqqî Method, Evaluation, Challenges, Learning.	**Background:** The memorization of the Qur'an (Tahfidz) plays a central role in Islamic education, as it fosters a deep connection with the text and its values. In recent years, the Talaqqî method has gained attention as an effective approach to Qur'anic memorization, particularly in educational institutions. However, its implementation faces several challenges, especially in formal school settings. **Purpose:** This study aims to analyze the implementation of Qur'an memorization using the Talaqqî method at MI Darul Ishlah in Lubuklinggau. **Method:** With a focus on evaluating the process and identifying key challenges, this research employs a qualitative approach with a descriptive-analytical design. **Result:** The findings reveal that the Qur'an memorization program is organized in three main stages: planning, implementation, and evaluation. Planning includes selecting qualified teachers and developing memorization strategies tailored to the students' varied abilities, many of whom are at the initial stages of Quranic literacy. During the implementation phase, teachers recite verses for students to repeat, ensuring proper memorization under direct guidance. The evaluation process, conducted at the end of each semester, assesses students' progress and identifies challenges, such as time constraints and diverse learning abilities. **Conclusion:** Despite the success of the program, several challenges remain, notably the need to improve teacher expertise in the Talaqqî method and to increase parental involvement to enhance the effectiveness of the memorization process.

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A. INTRODUCTION

Memorizing the Qur'an (*tahfidz*), the process of memorizing the holy book of Islam holds a very important position in Islamic education. This activity is not only about remembering the verses of the Qur'an but also about practicing the values contained within it in everyday life. Effective Qur'anic memorization learning greatly depends on the method used. One traditional method that has been widely used is the Talaqqî method, which involves direct interaction between the teacher and the student to ensure accurate memorization according to the rules of Tajwid. However, the application of this method in the context of formal education, such as in MI Darul Ishlah Kota Lubuklinggau, faces challenges that need to be analyzed more deeply, especially regarding the gap in students' abilities, limited time and the need for teacher competency development.

Research by Wahid and Shiddiq (2023) illustrates the challenges in implementing a tahfidz program in elementary schools. In SDN Bueng Cala, Aceh Besar, the study found that although tahfidz was applied, there were various obstacles affecting its implementation, such as a lack of resources and adequate support. Furthermore, research by Hidayah and Robita (2023) highlights the effectiveness of the *Talaqqî* method, showing that its use in Madrasah Ibtidaiyah Hidayatullah improved the memorization of students in the early grades. This emphasizes the importance of contextualizing learning methods at the elementary level. Additionally, research on the integration of technology into the *Talaqqî* method also presents interesting results. Setiawan (2024) evealed that digital applications in Qur'anic teaching could enrich students' learning experience. However, challenges such as limited access to technology in certain areas remain a concern, as found by Yustiasariliriwati (2024) in the context of using digital *Talaqqî* at Islamic boarding schools. This indicates the need for a combination of traditional and modern methods in teaching *tahfidz*. Research by Muslimah (2024) and Rohman (2023) also confirms that the implementation of the *Talaqqî* method has a positive impact on improving students' Qur'anic memorization skills in elementary schools and madrasahs. They found that students showed significant progress in memorization after applying this method and were able to identify supporting and inhibiting factors in their learning process. Furthermore, research by Suharto (2024) shows that the application of *Talaqqî* is especially beneficial for students with kinesthetic learning styles. This method not only improves memorization abilities but also helps in understanding the concepts and values of the Qur'an in daily life. Overall, despite the success of applying the *Talaqqî* method in various contexts and educational institutions, challenges in implementation and the diffusion of technology, as well as the diversity of student characteristics, remain the main focus that needs to be addressed further to achieve optimal results in Qur'anic memorization learning.

Most of the existing research focuses more on the application of the Talaqqî method in Islamic boarding schools or higher educational institutions, with little attention to its implementation at the elementary school level, particularly in MI. The existing studies also tend to highlight the effectiveness of the method without deeply analyzing the challenges faced by teachers and students, such as variations in students' abilities to read the Qur'an, limited time, and the need for teacher competency improvement in mastering this method. Therefore, there is a research gap that needs to

be filled by analyzing the implementation of the Talaqqî method in MI, especially in the context of the challenges faced by madrasahs in achieving the goals of tahfidz learning.

This research aims to analyze the implementation of Qur'anic memorization learning using the Talaqqî method at MI Darul Ishlah Kota Lubuklinggau. Specifically, this study seeks to evaluate how the planning, implementation, and evaluation of the tahfidz program with the Talaqqî method are carried out, as well as to identify the challenges faced by teachers and students in the process. This research also aims to provide recommendations for steps to improve and enhance the effectiveness of the tahfidz program at MI Darul Ishlah.

Based on these objectives, this research poses several key questions: first, how is the implementation of Qur'anic memorization learning with the Talaqqî method at MI Darul Ishlah Kota Lubuklinggau? Second, what challenges are faced in applying the Talaqqî method in Qur'anic memorization learning at MI Darul Ishlah? Third, how is the evaluation of the success and obstacles in the tahfidz program carried out? This research is expected to provide a significant contribution to the development of Qur'anic memorization learning at the elementary school level. Moreover, this study will offer new insights into the challenges faced in the implementation of the Talaqqî method at Madrasah Ibtidaiyah, as well as provide recommendations that are useful for madrasah authorities, teachers, and parents in supporting the success of the tahfidz program. This research can also serve as a reference for further studies on the development of more effective tahfidz learning methods in Islamic schools.

B. METHOD

This study employs a qualitative research design with a descriptive-analytical approach, aiming to observe and analyze the implementation of Qur'an memorization using the Talaqqî method at MI Darul Ishlah, Lubuklinggau. A qualitative approach was selected as it allows for an in-depth exploration of the processes involved in Qur'anic memorization, especially when examining the nuanced interactions between teachers and students using the Talaqqî method.

The data sources for this study include the Head of the Madrasah, the Vice Principal of Curriculum, six Ustazah (class teachers who also serve as Tahfidz teachers), and ten students. These sources were selected to provide a comprehensive understanding of the program, with perspectives from administrative staff, teaching faculty, and students directly involved in the learning process.

Data collection was carried out using three main instruments:

Observation, where the researcher documented the interactions during Qur'anic memorization sessions to gain a direct understanding of the learning process.

Interviews, conducted with key stakeholders such as the head of the madrasah, teachers, and students, to gain insights into their perspectives on the method's effectiveness and any challenges encountered.

Documentation, which included written records, lesson plans, and photos that supplemented the observational and interview data.

The data collected through these instruments will be analyzed using thematic analysis to identify recurring patterns, challenges, and successes in the implementation of the Talaqqî method. This approach will ensure that the findings are rooted in the actual experiences of the teachers and students and will provide a comprehensive understanding of the Qur'anic memorization process at MI Darul Ishlah.

C. RESULT AND DISCUSSION

1. Implementation of Quran Memorization (Tahfidz) Using the Talaqqî Method at MI Darul Ishlah Kota Lubuklinggau

MI Darul Ishlah is one of the leading madrasahs that has made Quran memorization (Tahfidz Al-Qur'an) a mandatory activity before starting the Teaching and Learning Activities (KBM) in the classroom. Based on data analysis, which includes reduction, presentation, and verification, it was found that the implementation of Tahfidz Al-Qur'an using the Talaqqî method at MI Darul Ishlah is carried out through three main stages: planning, implementation, and evaluation. The following is a detailed description of each stage.

a) Planning

The planning stage begins at the start of the new academic year, where the Head of MI Darul Ishlah, together with the Vice Principal of Curriculum and the Yayasan Permata Nusantara Al-Azhaar (YAPENA), selects and appoints teachers for each class, from grade one to grade six. Each class has one teacher who is proficient in reading the Quran correctly to support the implementation of MI Darul Ishlah's flagship program, which is Quran memorization. As Azkia and Rohman stated in Meisya Adelia (2022) , the role of the teacher is crucial and fundamental in the teaching process, especially in Quran memorization.

According to an interview with the Head of Madrasah, it was revealed that, "Each class has two teachers, one for the subject and one for the class. The class teacher is selected for each class and also serves as the Quran memorization teacher." The selection of class teachers who also serve as Quran memorization teachers is carried out through a rigorous selection process, managed by senior teachers from Pondok Pesantren Al-Azhaar Lubuklinggau, who are directly authorized by the foundation to conduct the selection every academic year. To monitor the development of teachers' Quran reading skills and memorization, the Head of Madrasah collaborates with the foundation to organize monthly Quran study sessions (liqo') with Quran memorization teachers from Pondok Pesantren Al-Azhaar Lubuklinggau.

b) Implementation

The implementation of Tahfidz Al-Qur'an at MI Darul Ishlah uses the Talaqqî method, which is considered most suitable for the characteristics of students who are largely unable to read the Quran correctly. The Talaqqî method was chosen due to its relevance to the real condition of students, many of whom are still at the early stages of learning Quranic recitation. As stated by Oemar Hamalik in Ahwan Hanani in (Fanani, 2014), a method is a way to deliver teaching materials aimed at achieving curriculum objectives.

According to an interview with the Vice Principal of Curriculum, it was stated that, "The Talaqqî method is used for Quran memorization because of its compatibility with the condition of the students, the majority of whom cannot read the Quran properly." In practice, teachers and students interact directly, with the teacher reading Quranic verses or chapters with correct tajwid (pronunciation) while paying attention to the length, shortness, and articulation of each letter. The students are then instructed to repeat the verses until they have memorized them.

Based on the researcher's observation, the Talaqqî method is implemented by having students sit in a circle around the teacher, in a calm and comfortable position. The teacher then reads Quranic verses to the students, who repeat the verses after the teacher. This process is repeated several times until the students have fully memorized the verses. Afterward, students submit their memorized verses to the teacher.

c) Evaluation

The evaluation of the implementation of Tahfidz Al-Qur'an is conducted at the end of each semester to assess the success of the program and to identify any challenges encountered during its implementation. According to an interview with the Vice Principal of Curriculum, "Evaluation is conducted each semester to identify students who meet the criteria for continuing their Quran memorization." This is reflected in the madrasah's documentation, where each class has a list of students who are eligible to proceed with memorizing Quranic chapters, specifically Juz Amma or Juz 30. The Head of Madrasah emphasized that every year, at least 10 students from MI Darul Ishlah must graduate with Juz 30 Quran memorization, alongside the graduation of students from Pondok Pesantren Al-Azhaar Lubuklinggau.

The implementation of Tahfidz Al-Qur'an using the Talaqqî method at MI Darul Ishlah Kota Lubuklinggau demonstrates a structured and systematic approach through careful planning, direct teacher-student interaction in the implementation phase, and periodic evaluation to monitor the progress of the program. By considering the characteristics of students who are not yet proficient in reading the Quran, the Talaqqî method has proven to be an effective choice for helping students memorize the Quran in a comprehensive and sustainable manner.

2. Analysis of the Implementation of Quran Memorization (Tahfidz) Using the Talaqqî Method at MI Darul Ishlah Kota Lubuklinggau

The use of the Talaqqî method in the implementation of Quran memorization (Tahfidz Al-Qur'an) at MI Darul Ishlah Kota Lubuklinggau is based on the argument that not all students at MI Darul Ishlah are able to read the Quran correctly, and only a few students are proficient in reading the Quran.

Linguistically, "*talaqqî*" comes from the verb talaqqâ-yatalaqqâ derived from the root laqia-yalqâ-liqâan, which means to meet, face, take, or receive (Munawwir, 1997). In terms of terminology, as stated by Wijaya in Sania and Ahmad Kosasih, Talaqqî is the method that the angel Jibril taught to Prophet Muhammad SAW. Talaqqî is the method of teaching the Quran directly, meaning that the Quran is passed down from generation to generation, from a teacher who teaches it directly, mouth-to-mouth, to their students. This method ensures the continuity of the sanad or chain of transmission from teacher to student all the way back to the Prophet Muhammad SAW (Sania & Kosasih, 2022).

The linguistic and terminological explanation above indicates that the Talaqqî method is a classical method that has existed since the time of the Prophet Muhammad SAW. In fact, this was the method used by the angel Jibril to teach the Prophet Muhammad SAW when he received the first revelation. At that time, the Prophet Muhammad SAW could not read at all. Therefore, it can be said that the use

of the Talaqqî method in Quran memorization at MI Darul Ishlah Kota Lubuklinggau is very appropriate, given that many of its students are still at the Iqra level.

From the data presentation above, it was found that the implementation of Quran memorization at MI Darul Ishlah Kota Lubuklinggau is carried out using the Talaqqî method before the classroom learning process begins, following the stages of planning, implementation, and evaluation.

The findings indicate that in the process of implementing Quran memorization, MI Darul Ishlah Kota Lubuklinggau has carried out the method correctly, in accordance with the learning process that should be followed, even though Quran memorization is not included in the formal curriculum like other subjects taught during regular learning hours. This is because all forms of learning—whether formal, non-formal, or informal—must be carried out through a correct process, as is the case with general educational practices. Hanifah states that the teacher's role in education must be to stimulate student activity by fulfilling basic tasks, including planning lessons, which consists of four main skills: formulating learning objectives, determining learning materials, planning teaching activities, selecting appropriate methods and media, and establishing evaluation tools (Shofwan, 2019).

As is well known, planning in education occupies a fundamental and critical position in any learning process. Without proper planning, it would be impossible for learning to achieve its intended goals. Planning is, in essence, a process of systematically preparing activities to achieve specific objectives (Fatmawati, 2019). MI Darul Ishlah Kota Lubuklinggau has successfully carried out this crucial step by planning the Quran memorization process before implementing it.

The second process after planning is implementation. In any learning process, including Quran memorization, implementation is a crucial aspect that cannot be overlooked. Dakhi, in Yulia Syafrin et al., mentions that the implementation of learning is the process of delivering information from a teacher to students (Syafrin & others, 2023). This means that in the implementation of learning, there is an interaction between the teacher and students using various tools such as methods, learning media, and others.

In this case, the implementation of Quran memorization using the Talaqqî method at MI Darul Ishlah Kota Lubuklinggau has been carried out adequately. However, there is still room for improvement to make the process more optimal. For example, enriching the learning experience with visual aids or teaching tools could motivate students and make them more enthusiastic about memorizing.

The third process after implementation is the evaluation of all aspects of the learning process itself. Ngalim Purwanto, in Khumairah An Nahdliyah, states that evaluation is a systematic process for determining or making decisions about how far teaching objectives have been achieved by students or learners (Nahdliyah, 2023). In other words, evaluation is conducted to assess whether the learning objectives that were planned have been achieved. Based on the results of the evaluation, corrective actions are taken to improve the learning process in the future.

The evaluation of the implementation of Quran memorization with the Talaqqî method at MI Darul Ishlah Kota Lubuklinggau is carried out at the end of each semester. During the evaluation, the progress toward the established targets is reviewed to determine whether they have been met. According to the target set by the Head of the Madrasah, every year, at least 10 students from MI Darul Ishlah must

memorize Juz 30 of the Quran and graduate alongside the students of Pondok Pesantren Al-Azhaar Lubuklinggau. If the target has not been met, corrective measures will be taken to address the shortfall.

D. CONCLUSION

This study analyzes the implementation of Qur'anic memorization (Tahfidz) using the Talaqqî method at MI Darul Ishlah, Lubuklinggau. The findings indicate that the application of the Talaqqî method has been effectively integrated into the school's Qur'anic memorization program, particularly addressing the needs of students who have limited proficiency in reading the Qur'an. The method's strength lies in its direct interaction between teacher and student, ensuring that memorization is coupled with correct Tajwid, which is crucial for maintaining the accuracy of the recitation.

The research highlights the importance of a well-structured process consisting of thorough planning, effective implementation, and ongoing evaluation, all of which are integral to the program's success. However, while the Talaqqî method has proven effective in facilitating memorization, several challenges remain. These include the need for enhanced teacher competency in the method and a stronger involvement of parents to reinforce the learning process outside the classroom. Additionally, it is evident that the diverse learning abilities of students require continuous adjustments in teaching strategies.

Despite these challenges, the study underscores the value of the Talaqqî method as a suitable approach for Qur'anic memorization in elementary school settings, particularly for students who are at the initial stages of their Qur'anic education. To further improve the program, it is recommended to incorporate supplementary learning tools and media, such as visual aids and digital resources, which could enhance student engagement and motivation. The integration of modern technologies with traditional methods could offer new opportunities for enriching the learning experience, while still maintaining the authenticity of the Talaqqî method.

Future research should explore the long-term impact of the Talaqqî method on students' academic performance and character development. Comparative studies with other Qur'anic memorization methods in different educational settings would provide valuable insights into the relative effectiveness of Talaqqî. Furthermore, studies examining the potential of incorporating digital tools and multimedia into traditional memorization methods would be highly beneficial for adapting the program to the needs of contemporary students.

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