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LEARNING STRATEGY OF BRAIN RHYTHM METHOD ON AL-QURAN MEMORIZATION OF MTA SURAKARTA HIGH SCHOOL STUDENTS

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ABSTRACTS

The Brain Rhythm Method is a method of memorizing the Al-Quran that uses tonal rhythm and makhaj rhythm techniques in the memorization process by paying attention to the correct legal rules of recitation. This research aims to test the effectiveness of applying the Brain Rhythm Method in improving the quality of Al-Quran memorization in MTA Surakarta High School students. Some intensive tahfidz students experienced a decrease in enthusiasm for memorizing the Al-Quran. An interesting method was applied, namely the Brain Rhythm Method, which can help improve students' memorization of the Al-Quran. Researchers use a qualitative approach, with descriptive analysis research methods. In this study, researchers interviewed 4 musyrifah tahfidz alumni of Kuntum Indonesia, who taught the Brain Rhythm Method at SMA MTA Surakarta. The research object was 100 intensive tahfidz female students. The results of this research can be concluded that the implementation of the Brain Rhythm Method went smoothly and was proven to be effective in improving understanding and quality in memorizing the Al-Quran. This method can also increase students' enthusiasm for memorizing. And the evaluation results obtained were very satisfying, many students achieved targets and exceeded memorized targets. Of course, all of this is the result of collaboration between all parties involved in implementing the Brain Rhythm Method.

A. INTRODUCTION

The Quran is a guide for mankind. The Qur'an is also the incomparable Qalam (word) of Allah SWT. It is a miracle revealed to Rasulullah SAW as the closing of the Prophets and Messengers, by the intercession of Angel Gabriel, written in mushaf-mushaf which is conveyed to us mutawatir (consecutive), and studying it is an act of worship. As a form of worship for us Muslims, believing in the Quran is an obligation. As stated in the Pillars of Faith, one of them is believing in the Book of Allah. How to believe in the Book of Allah, among others, by reading, memorizing, meditating, and implementing its contents in everyday life to achieve happiness in this world and the hereafter. It can be called understanding the perfect teachings of Islam if we study and most importantly are able to practice in our daily lives with sincerity.

As contained in Q.S. Al Qamar: 17

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

Meaning: "And indeed, We have made the Qur'an easy for remembrance, so is there anyone who will learn? who will take a lesson?"

In this verse there are several interpretations, according to Zubdatut Tafsir Min Fathil Qadir / Shaykh Dr. Muhammad Sulaiman Al Asyqar, mudarris tafsir Islamic University of Medina, the interpretation of this verse is divided into

وَلَقَدْ يَسَّرْنَا

That is, We made the Qur'an easy to memorize, and We will help those who want to memorize it. Another opinion says: We made it easy for him to learn from it.

لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

That is, is there anyone who will take a lesson from it?

In this verse Allah states that it is Allah who sent down the Quran that can be used as a warning for people, but from that whether there are people who will take lessons from the Quran. This verse is an encouragement to learn the Qur'an and to read it more and to be hasty in learning it.

After we are able to read, memorizing it is one of the best ways for us to believe in the teachings of the Quran. Memorizing the Quran is a good deed. The law of memorizing the Quran is fardu kifayah. That is, if some people do it, then the sin of the others is canceled. In Islamic teachings, memorizing the Koran is an order from Allah SWT. This is indicated by the first word of Allah, Surah Al-Alaq, which begins with the word "Iqra'" or the command to read is the first word and how important it is if it is repeated twice. The word "Iqra'" is taken from the root word "Qara'a" which means reading. It is not enough just to read, but also to memorize.

Therefore, it is a must for Muslims to memorize the Quran, memorizing the Quran is a recommendation from the Prophet Muhammad, the role model of Muslims. The Quran is a book that is maintained its authenticity. Even Allah himself said to maintain the purity of the Quran. The Quran is a guide for Muslims so as not to stray from His path. Many virtues and privileges can be taken from memorizing the Quran. Among other things; included in the noble human group, placed in heaven with the angels, and get syafa'at or help from Allah SWT. From these virtues, this should be a separate concern for Muslims (Arifin, 2009).

Nowadays, there are many formal and non-formal education institutions that pay attention to religious values. Many of the educational institutions have included Al-Quran learning (Tahsin, Tahfidz) as extracurricular. Even in some schools, lessons (Tahsin, Tahfidz) are included in compulsory subjects for students. There are also

educational institutions that package Tahfidz subjects as superior programs and special school programs. This proves that parents' attention to children's education is progressing, especially attention in understanding religion. This is despite the fact that it costs a lot of money to send their children to religious-based private schools. But parents believe that by sending their children to faith-based schools, at least parents hope that their children can be maintained in a good environment. Which in it is taught also Ilmu dinniyah.

Among the sciences are dinniyah, fiqh, tarikh, aqidah akhlak, tahsin, and tahfidz. Parents have high hopes for their children to become the next generation of Islamic scholars and achievers. But what parents expect more from their children is to become a generation with noble character. If children have noble character, God willing, their achievements will follow. What is now attracting a lot of attention is the superior tahfidz program in educational institutions. Parents hope that the program can support their children's memorization of tahfidz. In fact, not a few parents send their children to Pondok Tahfidz, which focuses on studying the Quran and preparing a generation of hafidz / hafidzah Al Quran.

Memorizing the Quran is a noble activity to explore and learn the contents of the book of Allah. Memorizing the Quran is a fun activity for some people. But in fact memorizing the Quran is also not easy to do for some people, especially ordinary people. Therefore, techniques/methods are needed in memorizing the Quran in order to facilitate people who study the Quran (Al-Fattah, 2005).

Each institution must have its own method in facilitating its memorizers. Among the many methods of memorizing the Quran, researchers introduce a unique method, a method that is rarely applied in other tahfidz hut institutions, namely the Brain Rhythm Method.

The Brain Rhythm Method is one of the methods used to teach or memorize the Quran. This method focuses more on the right side of the brain, so it is hoped that it can facilitate memorization for Quran memorizers in adding and repeating their memorization. This method utilizes 4 intelligences, namely (*Auditorial, Visual, Kinesthetic, Spiritual*). The Brain Rhythm Method combines regular sound patterns in the form of long-short beats, high and low sounds used in memorizing the Qur'an by forming memorization patterns in the brain's nervous system.

What is unique about the Brain Rhythm Method is that in its learning there is a coding activity. Coding is the activity of coding the Quran into numbers. The number indicates the harakat that must be read. There is also a tone rhythm, machraj rhythm, letters that must be maintained, the nature of the opposite letter. All of which are interrelated and sequential in the learning process of the brain rhythm method. If one component is missed, it is certain that learning the brain rhythm method will not go well.

In every method, there are advantages and disadvantages. The advantages of this brain rhythm method in general can help memorizers to memorize the Koran with tartil, both in the length of harakat, tajweed, makharijul letters. The Brain Rhythm Method can also increase Arabic vocabulary, both new memorizers who do not have a religious base and memorize also for people who are already equipped with tahfidz knowledge. From this, researchers are interested in choosing this Brain Rhythm Method as a research because it has many advantages. And also on the basis of experience and understanding, researchers are interested in studying the Brain Rhythm Method. From

that interest, the researcher felt the need to apply this method to others around him, because if we have knowledge, then convey it to others even if only 1 verse (Quraish Shihab, 2009).

Researchers are interested in measuring the effectiveness of the Brain Rhythm Method on SMA MTA Surakarta students, because the school base is a boarding school. Not entirely a boarding school for memorizing the Quran. So this is an interesting thing to study for students whose daily lives get academic knowledge, but there are also additional tahfidz activities. Is the Brain Rhythm Method effective in boarding school?

B. METHOD

This research uses a qualitative descriptive approach based on case studies. Research informants are people who can provide information to researchers related to the situation and conditions in this study, who become informants in this study are 4 musyrafah tahfidz who are alumni of Kuntum Indonesia who learn the Brain Rhythm Method and are applied to MTA Surakarta high school students. The data collection methods used for data collection are observation, interview and documentation. While the data analysis techniques are deduction, induction and interpretation.

C. RESULT AND DISCUSSION

History of the Brain Rhythm Method

The Brain Rhythm Method is a method of memorizing the Quran that uses a regular beat sound in the form of a long and short beat of reading, where the letters come out, and how to pronounce the hijaiyah letters according to the rules of reading the correct Quran. The Brain Rhythm Method focuses more on and forms the right brain nervous system, the purpose of forming the right brain nerves so that the memorization owned by a Quran memorizer is maintained in a long span and this method helps maintain 4 intelligences (*Audiotorial, spiritual, visual, and kinesthetic*). The Brain Rhythm Method was initiated by Ustadz Abu Azkar from Bandung

The beginning of the creation of the Brain Rhythm Method was the result of Ustadz Abu Azkar's thesis who studied at the Bandung Institute of Technology. At that time he was concerned about the condition of a Quran memorizer who had a lot of memorization but because it was rarely muroja'ah, many of his memorizations were forgotten. This is what made him take the initiative to create a method that is easy to apply and can help a Quran memorizer in memorizing Quranic verses and memorizing his memorization. The inventor of the Brain Rhythm Method, Abu Askar has a very noble dream, which is to harvest one hundred thousand Quran memorizers every 6 months. And now that dream has been achieved with the establishment of the Kuntum Foundation (*Mulia Business Community*) Indonesia, which is based in Cipatik Bandung.

The Kuntum Indonesia Foundation already has various branches throughout the country and has many students and has produced many memorizers in Indonesia. The Kuntum Foundation (*Komunitas Usaha Mulia*) Indonesia is growing rapidly because it provides an attractive program for people who want to memorize verses of the A-Quran, namely by providing adequate facilities in the form of a comfortable memorization place, a place to live during memorization and service, 3 meals a day, *riyyadah*, and nature tadabbur. All of these facilities are obtained by santriwati for free.

Implementation of the Brain Rhythm Method for Intensive Tahfidz Students as a Teacher's Strategy in Improving the Quality of Memorizing the Qur'an

Learning Strategy is a plan that contains a series of activities made to achieve certain learning objectives. Another opinion according to Moedjiono, learning strategies are ways or efforts of teachers to conceptualize and strive for a harmonious learning system applied by teachers in a learning process to achieve the desired goals together.

Learning Strategy is something that is not only limited to the sequence of activities, but also includes materials and a learning unit. In the learning strategy there are all parts of the material and teaching materials that will be used to assist students in achieving learning objectives.

This research was conducted at SMA MTA Surakarta which is a *boarding school-based school*, this school has a superior program, namely tahfidz. In the field of tahfidz, it is divided into 3 namely tahfidz special program, intensive tahfidz, and regular tahfidz. For tahfidz special program, it is mostly followed by students who already have memorized more than 10 juz and have memorized before entering high school, on average, students who take part in tahfidz special program read the Quran in terms of harakat (short length), makharijul letters are good and fluent. While in the intensive tahfidz, the majority of those interested are students who have memorized more than 3 juz. And regular tahfiz are all students who have memorized less than 3 juz. Over time, tahfidz teachers at SMA MTA Surakarta innovated in developing interesting tahfidz to be applied to SMA MTA Surakarta students, namely by applying the Brain Rhythm Method.

The Brain Rhythm Method is different from other Quran memorization methods, what distinguishes this method from other methods is the system and steps of memorization. Memorizing with the Brain Rhythm Method must use a special Quran, namely the MRO Quran, which has been designed with the layout of its pages and is equipped with fragments of its verses (*mufrodat*). In addition, the memorization steps are also different from other methods which usually memorize directly on the Quran directly. In memorizing using the Brain Rhythm Method, it is necessary to first understand the technique of coding the Quranic verses written in advance on the MRO Quran. The Brain Rhythm Method is also known as *memorization bi nadzar* (by looking at the MRO Quran). All of that needs to be learned first

The material that needs to be learned from the Brain Rhythm Method is summarized in the form of photocopied sheets that have been provided, in the sheet contains material about the nature of opposite letters, the nature of letters that are not opposite, letters that must be maintained (the rhythm of the machraj, letters that do not have to be maintained, the rhythm of the tone (the length of the harakat) which has the tone of the song Anak Kambing Saya. All of these materials must first be mastered before exploring the Brain Rhythm Method. Therefore, in learning this method, a teacher (Musyrifah) is needed who can help and teach the Brain Rhythm Method.

However, to achieve maximum learning objectives, cooperation from all aspects of learning is needed. The existence of musyrifah can help and guide learning and can also provide motivation to students. The enthusiasm and *passion of* students is also very much needed in order to achieve the learning objectives of applying the Brain Rhythm Method in the memorization process. Not only that, infrastructure and a supportive environment are also needed in memorizing Quranic verses.

Not apart from the role of learning aspects, interactive methods are also needed by a teacher to liven up learning in order to achieve learning objectives. If the method used by a teacher is not innovative and interactive, it is possible that students will become discouraged in learning and will hinder the learning objectives. Therefore, the creativity of the teaching staff is also needed to build the enthusiasm of students in memorizing the Quran. Teachers must be good at adjusting to the times and must continue to innovate in realizing a generation of Quran lovers who have good character. One of them is the use of the Brain Rhythm Method in memorizing Quranic verses.

The technical and memorization steps using the Brain Rhythm Method that have been applied at SMA MTA Surakarta are, determining the musyrifah of KUNTUM Indonesia alumni who have served in the SMA MTA Surakarta Girls Dormitory, namely there are 4 musyrifahs. Of the 4 musyrifahs, each of them teaches an Intensive tahfidz class, besides determining the time and place (MRO study schedule), as well as the distribution of MRO material and Al-Quran paper that will be used as follows:

Table 1. MRO Tone Rhythm: "My Goat Boy" Tone

Code	Tajweed	Time (1 week)
1	Idzhar	Day 1
2	Mad Thobi'i	Day 2
3	Buzzing (<i>ghunnah</i>)	Day 3
4	Mad Arid lissukun & Mad Liin	Day 4
5	Mad Jaiz Munfasil & Mad Shilah Thowilah	Day 5
6	Mad Wajib, and Mad Lazim except Lazim Mukhofaf Harfi	Day 6

Table 2. Makhraj Rhythm: "My Goat Boy" Tone

Code	Makharijul Letters	Implementation Time
B	ق,	Day 1
S	ض	Day 2
T	ي, ج, ش	Day 3
D	ت, ط	Day 4
U	ث, ذ, ظ	Day 5
H	ز, س, ص	Day 6 and 7
G	خ, غ, ه, أ, ح, ع	Day 8 and 9



Figure 1. Quran Brain Rhythm Method

The material presented by the Brain Rhythm Method is very interesting, namely there is material on the rhythm of the tone and the rhythm of the machraj which is sung to the tune of "Anak Kambing Saya" and there are also other materials with different song tones. This makes its own enthusiasm for students who learn the brain rhythm method. Here are the stages of memorization by applying the Brain Rhythm Method:

Memorization activities with the Brain Rhythm Method are opened with the reading of "*basmalah*", then musyrifah takes attendance of students who are present, asks students to prepare the tools used to memorize the Brain Rhythm Method such as the MRO Quran, MRO Quran sheet, stationery, MRO sheet material, and of course no less important to prepare a clean mentality and heart hoping for the Ridho and blessings of Allah SWT.

Then the learners study the material of tone rhythm and machraj rhythm in the form of photocopied paper that has been provided by musyrifah, then the learners begin to enter the stage of coding the Quran verses. The coding stage is transferring or copying the Quran verses into a number, code, and translation into the Quran MRO in accordance with the tone rhythm and machraj rhythm that has been taught by the musyrifah before. This stage requires high focus, because considering the verses that are coded are the holy verses of the Quran. Coding activities can improve students' understanding of Arabic *mufrodat*. In the coding stage, students must pay attention to the materials that have been studied before, such as the rhythm of the tone (*harakat*), the rhythm of the machraj, etc. Coding is a fun activity for learners and does not make boredom, because it deals with numbers and codes

After finishing coding, students check the results of the sheets that have been coded carefully, errors that often occur usually lie in the letter code that must be

maintained and in the harakat error. If the learners feel that the coding results are correct, then the learners begin to memorize the sheets that have been coded and then deposit them with the musyrifah.

The technical deposit of memorization of the Brain Rhythm Method is by memorizing *bi nadzar* (students see and read the MRO Quran that has been coded). In the process of depositing memorization, musyrifah has the right to determine the minimum error in students, if in 1 page of the Koran there are 3 mistakes, students are required to withdraw and repeat memorization again to be deposited with musyrifah. Therefore, good memorization preparation is needed in memorizing the Koran. This aims to maintain the quality of students' memorization, not just the quantity obtained, besides that it can also teach students about the need for preparation in doing something, not just carelessly. Moreover, the context of memorization is the relationship between humans and Allah SWT.

To maintain sincerity in memorizing the Quran, it is necessary to *do tasmi'* (tahfidz test). *Tasmi'* is divided into 2, namely *tasmi' sugro* and *tasmi' kubro*. *Tasmi' sugro* is carried out every time students have obtained 3 juz and *tasmi' kubro* is carried out every time students reach more than 5 juz. *Tasmi'* in the Brain Rhythm Method is more interesting than other methods, in this tahfidz exam, musyrifah also tests the understanding of students in understanding the content of the Koran, often musyrifah gives questions such as, in what letter and read the letter that explains the story of prophet Noah, punishment for fir'aun, etc. This makes a challenge for students in understanding the content of the Koran. This makes a challenge for students in undergoing the tahfidz exam.

In the deposit of the Brain Rhythm Method, there is a *ziyyadah* deposit and a *muroja'ah* deposit. *Ziyyadah* deposit is a deposit to add new memorization of the holy verses of the Koran. While the *muroja'ah* deposit is a deposit of memorization that is already owned (repeating the old memorization). If the *ziyyadah* deposit is mandatory to the musyrifah, because it is related to the evaluation given to determine whether to pass or have to repeat it again. If it is a *muroja'ah* deposit, it is allowed to musyrifah but if the musyrifah is not listening to the *ziyyadah* deposits of other students, so it is recommended that peers who are usually appointed by the musyrifah to help listen to memorization. All these deposits are still recorded.

Students' memorization deposits are recorded in the *mutaba'ah* book, with the recording of memorization deposits it is hoped that students can maintain their keistiqomahan in memorizing and memorizing the memorization they already have. And there is also a student attendance that is made every meeting. If on that day there are students who are unable to attend with a *syar'I excuse*, they can leave permission to other students who will attend.

After completing the entire series of activities, it ends with closing, students and musyrifah gather in a circle and pray *khafaratul majlis*. After praying, learners and musyrifahs shake hands to eliminate *ghil* with each other.

These are the stages and techniques in memorizing the Brain Rhythm Method. In order to maintain the keistiqomahan of all parties, the activities of memorizing and learning the Brain Rhythm Method, the activities are scheduled. The schedule is made according to mutual agreement between students and musyrifah. The schedule was agreed every day to take 1 hour after dawn, 1 hour after asr, and 1 hour after isya', the following is an estimate of the time and activities of the Brain Rhythm Method:

Time	Activities
35 minutes	Coding and ziyadah respectively
5 minutes	Depositing muroja'ah memorization to friends (min 1 page)
20 minutes	Depositing memorization to musyrifah/peers

The place to memorize the Koran adjusts the facilities and infrastructure that have been provided, namely in the Tahfidz Room of SMA MTA Surakarta, sometimes in the Princess Dormitory Hall, and occasionally musyrifah invites students to study *outdoors* such as in parks, courtyards, gardens, etc. This aims to prevent students from feeling bored and is expected to increase their motivation to memorize the Koran. This aims to make students not feel bored and is expected to increase their motivation to memorize the Koran.

Effectiveness and Follow-up of Brain Rhythm Method Implementation

The implementation of the Brain Rhythm Method for SMA MTA Surakarta students has proven effective in improving the quality and quantity of memorization of SMA MTA Surakarta students. After conducting an evaluation, 95% of students in class XI tahfidz intensive achieved the memorization target given and some even exceeded the specified memorization target. A small number of students feel that they still have difficulties with the Brain Rhythm Method, because they did not have a basic memorization at all in the previous school. There are also those who have difficulty in the coding part. But it did not dampen the enthusiasm of musyrifah and students to continue to try and learn the Brain Rhythm Method.

From the results of observations and documentation studies, many students feel the benefits of the Brain Rhythm Method, including students faster in memorizing the Koran, students easier to memorize and understand the content of the Koran, making it easier for students to memorize the memorization they already have, etc. And many teachers also convey the development of students' tahfidz with the application of the Brain Rhythm Method. This method is considered appropriate to be applied to high school students, because the Brain Rhythm Method does not deny the need to think hard in understanding concepts that are related to coding, numbers, symbols, and students must be able to adjust the results of the code to be used as memorization that must be deposited with musyrifah or peer tutors.

In the application of the Brain Rhythm Method, there are also values that teach students about discipline, thoroughness, preparation, hard work, etc. In learning the Brain Rhythm Method, all parties are involved in achieving a common goal, namely reaching the Ridho Allah SWT. Not forgetting in every meeting, musyrifah always slips motivations that build enthusiasm in memorizing the Koran and ways to take advantage of free time to get rewards, not only that musyrifah also gives a study about always remembering death. It is hoped that with these motivations, it can make a whip of enthusiasm and self-reminder for musyrifah in particular and especially for all students.

Based on the evaluation that has been carried out, follow-up efforts to implement the Brain Rhythm Method at SMA MTA Surakarta will continue and will be evaluated regularly in the implementation process. If indeed the tahfidz learning strategy with the Brain Rhythm Method is deemed suitable for all tahfidz levels at SMA MTA Surakarta, then it is possible that this will be applied to the tahfidz levels of the special and regular

programs as well. To improve the memorization of the Quran in students, tahfidz teachers in this case must find the right and suitable method to be applied in memorizing the Quran in students. All methods must have their own weaknesses and advantages. Therefore, all things need to be tried in order to improve the quality of students' Quran memorization

Pros and Cons of the Brain Rhythm Method

All learning methods must have their own weaknesses and advantages, especially learning tahfidz. But as a teaching staff (musyrifah tahfidz) certainly should not feel hopeless about something. All things need to be tried to see the effectiveness of the method applied to students in this case applying the Brain Rhythm Method in memorizing the Quran. If you look at the shortcomings, it is certainly not fair if it turns out that in the practice of its implementation, there are many who are interested and many benefits from the method. If there are shortcomings in the future, it will be an evaluation material for both teaching staff and students.

Here are some of the **advantages** of the Brain Rhythm Method that has been applied to MTA Surakarta High School students. According to some students, the Brain Rhythm Method is an interesting and fun method, because in the learning process there are chants that make students not feel bored, with the Brain Rhythm Method indirectly students are helped to learn Arabic *mufrodah* (vocabulary) without the need to bring lessons, because in the process of coding students are taught it, In addition, students can memorize and understand the content of the Koran well, understand the laws of reading, harakat, tajweed, and makharijul huruf in the holy verses of the Koran, help students in memorizing what they already have, improve the quality of memorizing students and reading the Koran with tartil, can also increase focus and accuracy in doing something.

Every time there are advantages, there must be weaknesses in every A-Quran learning method. The following are some of the **weaknesses** of the Brain Rhythm Method, namely some students find it difficult in the coding process, because it takes focus and hard effort about it, memorization with the Brain Rhythm Method using memorization *bi nadzar* (by looking at the Quran MRO) so it depends on the translation of the Quran MRO, in the method in the coding section requires a long process. However, the spirit and persistence of memorizing students need to be appreciated, so that many students can cover these weaknesses and make it a comfortable method applied in the process of memorizing the Quran.

The Brain Rhythm Method has been proven effective in improving the quality of Qur'an memorization. Research at SMA MTA Surakarta showed that 95% of students were able to achieve their memorization targets by using this method, and some of them even exceeded the set targets. The same thing was also found at Rumah Tahfidz Assaubari Ponorogo, where this method was very effective in the early stages of memorization introduction, although it was less optimal for long-term use without variation (Hidayatusahiro, 2021). In addition, at Madrasah Diniyah in Pangalengan sub-district, the implementation of this method helped students memorize better through a holistic approach that involves visual, auditory, kinesthetic, and spiritual intelligence. In addition to the technical approach, the success of this method also depends on teacher training and a supportive learning environment. Training for teachers at Madrasah Diniyah Pangalengan helps to improve their teaching skills, thus creating a

more engaging learning experience for students. Teachers are trained to use methods that integrate multiple intelligences, allowing students to be actively involved in the learning process (Inten, 2024).

The Brain Rhythm Method utilizes neuroscience principles to optimize memory by aligning theta and gamma brainwaves. This approach integrates visual elements, number symbols, and tonal rhythms to facilitate long-term retention of memorization (Aziz, 2024). At Pondok Pesantren Muhammadiyah Darul Hikmah, students are taught using specially designed number and letter symbols, which help them to store memorization in long-term memory. This allows students to remember Qur'anic verses more effectively compared to traditional methods (Iswati, 2021). In addition, the use of a specialized Qur'ān with a verse-by-word structure has proven to facilitate student comprehension, as observed in Sepama school, Cambodia (Maulina, 2023).

D. CONCLUSION

Based on the results of the discussion entitled "Learning Strategy of the Brain Rhythm Method for Memorizing Al-Quran of SMA MTA Surakarta Students", it can be concluded that the application of the Brain Rhythm Method to the memorization of Al-Quran of SMA MTA Surakarta students is considered effective and proven to help improve the quality of memorization in students. The method discovered by Abu Askar (founder of KUNTUM Indonesia) can run well according to the rules of the Brain Rhythm Method that has been applied before. Researchers found that most students have reached the predetermined target and some have even exceeded the target. This is evidenced by the students' memorization achievements written in the mutoba'ah book and the enthusiasm of students in memorizing with the Brain Rhythm Method as evidenced by the presence of students, almost no absence of students in the learning halaqah. As well as a positive atmosphere in the learning process due to the enthusiasm of students in memorizing the Koran. The advantages of the Brain Rhythm Method are increasing the spirit of memorizing the Quran of students and building a new innovative and interactive atmosphere of memorizing the Quran. As for the weaknesses, for some learners, it takes a lot of effort in the process of coding the Quran.

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