

**THE EFFECT OF THE TAKRIR METHOD ON STUDENTS' ABILITY  
TO MEMORISE THE QUR'AN**

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**ABSTRACT**

*This study aims to determine the effect of the takrir method on the ability of eighth-grade students at MTs Muallimin Univa Medan to memorise the Qur'an in the 2024/2025 academic year. The takrir method is a method that emphasises continuous repetition of the material being studied and is one of the methods that efficiently used in memorising the Qur'an. This study employs a quantitative approach using a quasi-experimental method and a one-group pre-test-post-test design. The sample consisted of 30 eighth-grade students divided into an experimental group and a control group. Data collection instruments included a multiple-choice test on Surah An-Naba' verses 1-20 (20 questions), observation, and documentation. The research results showed that: the pretest and posttest scores in the experimental group improved after applying the takrir method. The average post-test score reached 86.6 and the pre-test score was 70.0. The hypothesis testing used a t-test with a significance level of 0.05. There was a significant improvement in the ability to memorise the Qur'an in the experimental class after applying the takrir method, with a significance of  $0.036 < 0.05$  and  $t_{count} 2.198 > t_{table} 2.048$ . Therefore,  $H_a$  is accepted and  $H_o$  is rejected. This study shows that the takrir method, structurally integrated into the tahfizh learning process, can serve as a practical and effective solution to enhance students' memorisation abilities.*

*Keywords: Takrir Method; Student Ability; Memorisation; Al-Qur'an.*

## INTRODUCTION

The Qur'an is the word of Allah conveyed to the Prophet Muhammad, peace be upon him, through the Angel Gabriel, who entered or descended into the Prophet's heart, (Hitami, 2012). The Qur'an, as the holy book of Islam, is a collection of Allah's revelations to Prophet Muhammad, peace be upon him, containing guidance for humanity. Among the purposes of the revelation of the Qur'an is to serve as a guide for humanity in achieving happiness in this world and in the hereafter, (Ichwan, 2001).

It must be understood that one of the proofs of faith in Allah SWT is to help preserve the existence of the Qur'an. There is no more effective way to preserve the Qur'an than by diligently reading, memorising, and preserving it. Those who do not participate in preserving the Qur'an are at a loss. For the Qur'an is one of the things that can bring the happiness of intercession in the hereafter. In achieving happiness in this world and the hereafter, it is recommended to always read and study the Qur'an, as Allah states in Surah al-Ankabut, verse 49:

بَلْ هُوَ آيَاتٌ بَيِّنَاتٌ فِي صُدُورِ الَّذِينَ أُوتُوا الْعِلْمَ وَمَا يَجْحَدُ بِآيَاتِنَا إِلَّا

الظَّالِمُونَ ﴿٤٩﴾

Meaning:

“In fact, (the Qur'an) is clear verses in the hearts of those who are knowledgeable. Only the wrongdoers deny Our verses.”

The meaning of the above verse is that the verses of the Qur'an have been preserved in the hearts of many Muslims through memorisation and understanding, passed down from generation to generation, so that no one can alter them. Therefore, to preserve the Qur'an, one must always be consistent and repeat to read it. Because when the Qur'an is read repeatedly, the feeling it evokes is different. It is even better if the Qur'an is memorised. Because by memorising the Qur'an, a person becomes better in all aspects of life.

Memorising the Qur'an is a process of remembering where all the details of the verses (such as phonetics, waqaf, and others) must be remembered perfectly. Therefore, the entire process of remembering the verses and their parts, from the initial process to the process of recalling them, must be accurate. If there is an error in storing them, there will also be an error in recalling them, or they may even be difficult to find in memory, (Sa'adullah, 2018).

Certainly, the effort to memorise the Qur'an is not an easy task; it requires initial steps and some preparation, such as willingness, followed by good intentions and the hope of reward from Allah SWT, concentration, and steadfastness in undergoing the process, (Ar-Rasail, 2018). Although each person has different potential for memorising the Quran. However, Allah SWT will make it easier for His servants who wish to study, memorise, and apply the Quran.

There are various methods of memorising the Quran that have developed today to find solutions to help address issues related to reading and writing the Quran. These methods are used according to the individual capabilities of each Qur'an memoriser. Many Qur'an memorisers complain that their memorisation was good and fluent at first, but at some point, it faded from their memory. This is due to a lack of maintenance (tadarus). Therefore, to improve the quality of Quran memorisation, there must be appropriate methods to enhance memorisation. Methods are an essential requirement for achieving understanding in Quran memorisation. Without methods, the results achieved will be less than optimal or imperfect in Quran memorisation.

Based on the experience of the Prophet Muhammad when teaching his companions about the verses of Allah SWT, the Prophet used the takrir method in his teaching. Where the companions were taught to repeatedly recite the verses of Allah SWT in the presence of the Prophet Muhammad SAW, while he listened to their recitations. Good memorisation is not achieved through a single attempt at memorisation, but rather through continuous repetition of what has been memorised to ensure it remains retained.<sup>6</sup>

The takrir method is one way to transfer information from short-term memory to long-term memory through repetition (takrir), and it is one of the most efficient methods used in memorising the Qur'an. Additionally, it enhances memorisation for memorisers, as they are required to repeat it again, with the aim of maintaining their memorisation. A common issue is that the methods used are often ineffective, leading to excessive repetition of memorised material by memorisers.

Based on observations conducted at MTs Muallimin Univa Medan, particularly among eighth-grade students, it was found that the process of memorising the Qur'an has become an integral part of the Islamic religious education curriculum. However, in its implementation, students still face various challenges. Preliminary observations with one of the teachers, Mrs. Khairuna, S.Pd. I, revealed that out of the 300 eighth-grade students at MTs Muallimin Univa Medan, approximately 30 students are struggling to maintain their memorisation, as evidenced by their average memorisation test scores of only 70, while the passing grade (KKM) is 85. Mrs. Khairuna, S.Pd. I, explained that the main factors influencing this include limited memory capacity, insufficient structured practice, and the use of ineffective methods in supporting long-term memory retention.

This difficulty contributes to disparities in memorisation abilities among students, with some able to memorise well and retain what they have memorised, while others find it difficult to maintain their memorisation over a longer period of time. One of the main challenges identified is the ease with which students' memorisation fades over time, particularly due to insufficient repetition and a lack of consistency in muraja'ah (the repetition of memorised verses). Additionally, an unfavourable learning environment and limited time at school for reviewing memorisation pose significant obstacles.

Therefore, more effective strategies are needed to improve the quality of students' memorisation, one of which is through the selection of appropriate and systematic methods. The takrir method, which emphasises repetition and reinforcement of memorisation, is one alternative that can be applied to help students maintain and improve the quality of their Qur'an memorisation.

In line with B.F. Skinner's theory of Operant Conditioning, reinforcement in the process of memorising the Qur'an is an important factor in improving students' memory. In this context, the takrir method, which emphasises repetition and evaluation of memorisation, acts as a form of positive reinforcement that can motivate students to continue to improve and maintain their memorisation. With consistent repetition, students are better able to strengthen their long-term memory and reduce the risk of forgetting the verses they have memorised, (Az-Zahra, 2024).

Additionally, the application of this method also contributes to the development of more disciplined and systematic learning habits. Positive reinforcement in the form of appreciation or feedback from teachers and peers can boost students' confidence in memorisation. Thus, the application of the takrir method combined with the principle of reinforcement in Operant Conditioning theory not only helps improve memorisation skills but also creates a more conducive and motivating learning environment for students.

However, in practice, it is not as straightforward as it may seem for students who are memorising the Quran. This includes developing interest, creating the right environment, managing time, and choosing the appropriate memorisation methods for the Quran. Especially since this memorisation process is conducted at school, where learning time is divided between recitations or repetitions of memorised material by students. Therefore, the use of this takrir method is intended to assist and facilitate students in the process of memorising the Qur'an.

## **RESEARCH METHODS**

This study uses quantitative research with a quasi-experimental approach. Quantitative research is research that uses methods based on positivism philosophy, used to examine a specific population or sample and collect data using research tools, analyse quantitative or statistical data with the aim of testing predetermined hypotheses.

A quasi-experiment is a study that closely resembles a real experiment. This study aims to directly test the effect of a variable X (Takrir Method) on variable Y (Ability to Memorise the Qur'an). This method is used to determine the effect of applying the Takrir method on the ability to memorise the Qur'an, (Sugiyono, 2015).

In this design, there are two groups, namely the experimental group that receives treatment (application of the Takrir method) and the control group that does not receive such treatment. Both groups will be given a pretest before treatment and a posttest after treatment to determine the difference in their ability to memorise the Qur'an.

The research design used is a one-group pretest-posttest design, which is an experimental study conducted on a single randomly selected group without stability and clarity tests of the group's condition before the treatment. The one-group pretest-posttest design is measured using a pretest conducted before the treatment and a posttest conducted after the treatment for each learning series.

This study was conducted at Madrasah Tsanawiyah Swasta Muallimin Univa Medan. The population for this study consisted of all 300 eighth-grade students in the 2024/2025 academic year. Based on the definition of sampling, the sample size for this study is calculated as  $300 \times 10\% = 30$  students. Therefore, the sample size to be selected for this study is 30 students.

## **RESULTS AND DISCUSSION**

The implementation of the takrir method by the researcher went smoothly from start to finish. With a population of 300 students and a sample of 30 students using simple random sampling technique. The data collection technique used in this study was the Quasi-Experimental method (quasi-experiment) with a One-Group Pretest-Posttest design.

In this design, there were two groups: the experimental class (receiving the treatment) using the takrir method and a control class using the conventional method. Both groups were given a pretest before the treatment and a posttest after the treatment to determine the difference in the ability to memorise the Qur'an between the two groups.

The research instrument uses a multiple-choice test consisting of 20 questions. The pretest and posttest each consist of 20 questions. This study was conducted on Class VIII Audio 2 and Class VIII Tahfizd TQMD. In this study, Class VIII Audio 2 serves as the experimental class using the takrir method, while Class VIII Tahfizd TQMD serves as the control class using the conventional method.

This study aims to determine the effect of the takrir method on the ability of eighth-grade students at MTs Muallimin Univa Medan to memorise the Qur'an. Based on the results of data analysis and statistical tests, the following conclusions were obtained from several research questions that will be discussed as follows:

### **The Application of the Takrir Method on Eighth-Grade Students at MTs Muallimin Univa Medan for the 2024/2025 Academic Year**

Based on data obtained from the implementation of the action in the experimental class, the application of the Takrir method was carried out optimally. The implementation began with the planning stage, determining the target verses of Surah An-Naba' 1-20, followed by the implementation stage, which involved repeating each verse 5-20 times, and concluded with the evaluation stage through memorisation recitation activities and collective review sessions with the students and researchers. After applying the takrir method to assess Quran memorisation ability using a test, the results were very high, reaching 86.6%. This research indicates that the application of the takrir method to enhance Quran memorisation ability yields positive results.

The takrir method is a method of serious repetition of memorisation, which is theoretically very effective in strengthening long-term memory. The theory of Qur'an memorisation proposed by Yudi Imana explains that the takrir method is one of the effective approaches in memorisation that involves repeating verses until they are perfectly embedded in the students' memory. This aligns with Thorndike's behaviourist theory, which states that the more frequently an activity is performed (law of exercise), the stronger the learning outcomes will be. Therefore, the takrir method has been proven both practically and theoretically as an effective strategy for enhancing memorisation skills.

### **The Ability of Eighth-Grade Students at MTs Muallimin Univa Medan to Memorise the Qur'an in the 2024/2025 Academic Year**

After both classes underwent different learning processes, a comparison between the control class and the experimental class revealed that students' ability to memorise the Qur'an improved after the takrir method was applied. There was a significant difference in the post-test results, with the control class achieving an average score of 79.3, while the experimental class achieved an average score of 86.6.

Based on the results in the experimental class, the pretest scores before the intervention showed an average score of 70.0, which increased to 86.6 after implementing the takrir method. Initially, only 20% of students were in the 'good' category, with 9 students still not meeting the criteria, but this improved to 70% of students in the 'very good' category and 20% in the 'good' category. With a maximum score of 100, only 3 students in the experimental class were deemed incomplete in the post-test.

Based on the pre-test and post-test results of the class, it was proven that there was a significant effect of the takrir method on the ability to memorise the Qur'an. This research finding is further supported by another study in a journal stating that the ability to memorise the Qur'an among

students using the takrir method can serve as an alternative approach to Qur'anic education, (Saifullah, 2022). This aligns with Anderson's cognitive theory, which states that repetition can strengthen memory and enhance long-term information retention. Therefore, the takrir method theoretically supports the improvement of memorisation.

### **The Effect of the Takrir Method on the Ability to Memorise the Qur'an in the 2024/2025 Academic Year**

This study uses a t-test to determine the extent of the influence of the Takrir method on the ability to memorise the Qur'an. In testing the hypothesis using a t-test, the data used were from the pretest and posttest results of the experimental class, before and after receiving the treatment (Takrir method). Based on the results of the t-test data processing, the table of coefficients shows a sig. = 0.036, as the significance value obtained was  $0.036 < 0.05$ , with a calculated t-value of  $2.198 > 2.048$  t-table. Therefore, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. This means that there is an effect of the recitation method on the ability to memorise the Qur'an among eighth-grade students at MTs Muallimin Univa Medan.

The results of previous research Based on his research findings, there is a positive effect between the recitation method and the ability to memorise the Qur'an among fifth-grade students at MI Ma'rifatun Hasanah. The statements of both variables are valid at a significance level of  $<0.05$ , namely 0.00, and reliable at a significance level of  $>0.6$ , namely 0.865 for variable (X) and 0.909 for variable (Y). The results of the coefficient of determination test show  $R = 0.823$  and  $R\text{ Square} = 0.678$ . The results of the simple linear regression test were 0.678, and the t-test yielded a calculated t-value of 4.212 and a table t-value of 2.10982.2, (Sapriansyah, 2022).

Based on the results of this study and previous studies, it is known that the takrir method has a significant effect on the ability to memorise the Qur'an. This study shows that with structured and consistent repetition through the takrir method, students become more capable of storing and retaining their memorisation of Qur'anic verses. Memorisation not only improves in terms of quality, but also in terms of pronunciation, tajwid and fluency. The takrir method is not merely a memorisation aid but also encourages students to develop more consistent study routines, focus, and motivation to improve previously weak memorisation. Regular evaluations in the form of tasmi' also serve as feedback that accelerates the process of strengthening students' memory.

This aligns with Skinner's behaviourist perspective, which asserts that learning occurs through reinforcement. In the form of recitation, repetition serves as a strong reinforcement to strengthen students' memorisation.

### **CONCLUSIONS**

The implementation of the takrir method in class VIII of MTs Muallimin Univa Medan was carried out very well. The learning process was conducted systematically with repetition of memorising the Qur'an surah An-Naba' 1-20 as many as 5-20 times, both independently and in pairs, accompanied by muraja'ah and memorisation activities. The implementation of the takrir method significantly improved the Quran memorisation ability of Grade VIII students at MTs Muallimin Univa Medan, achieving an average of 86.6%. The Quran memorisation ability of Grade VIII students at Muallimin Univa Medan is considered high, especially after the implementation of the takrir method. The average post-test score for the experimental class was 86.6%, with the majority of students achieving the 'very good' category. Meanwhile, the control class achieved an average post-test score of 79.3. This indicates that the takrir method effectively improved the quality of students' memorisation. There is a significant influence between the application of the takrir method and the ability of eighth-grade students to memorise the Qur'an. The T-test results show a significance value of  $0.036 < 0.05$  and a calculated t-value of  $2.198 >$  the table t-value of 2.048. Therefore, the alternative hypothesis is accepted and the null hypothesis is rejected.

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