



## The Influence of the Implementation of the Muroja'ah Method on the Qur'an Memorization Ability of Fifth-Grade Students in the Tahfizhul Qur'an Program at MI Sirojuttholibin, Simpang Raya Village

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### Article Information:

Received May 08, 2025

Revised July 06, 2025

Accepted July 25, 2025

### ABSTRACT

This research was motivated by the large number of class V students of the tahfizhul Qur'an program at MI Sirojuttholibin who were unable to achieve the targets set by the educational institution. The target for memorizing is 1 juz within 1 year. So it is necessary to carry out research regarding the influence of applying the muroja'ah method on the ability to memorize the Al-Qur'an for class V students of the tahfizhul Qur'an program at MI Sirojuttholibin, Simpang Raya Village. The aim is to determine the effect of applying the muroja'ah method on the ability to memorize the Al-Qur'an for class V students of the tahfizhul Qur'an program at MI Sirojuttholibin, Simpang Raya Village. With this type of quantitative experimental research with a research sample of 21 people. The experiment used was Pre Experimental Design in the form of One Group Pretest-Posttest. The results of the research are that there is a significant influence on the application of the muroja'ah method on the ability to memorize the Al-Qur'an in class V students of the tahfizhul Qur'an program at MI Sirojuttholibin Simpang Raya Village, because it is seen from the tcount > ttable value, namely with a tcount value of 18.506 and ttable value 2.08596. With the calculated Shapiro-Wilk pretest value of 0.001 and posttest of 0.092, which means it is greater than 0.05. The average value of N-Gain is 0.5615, so the percentage influence of the Muroja'ah Method on the ability to memorize the Al-Qur'an in this study is 56.15% and is in the quite effective category.

**Keywords:** *Muroja'ah, method, ability*

Journal Homepage

<http://journal.denisysmartconsulting.co.id/index.php/sako/>

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How to cite:

Anjalina, F., Akbar, H., Zulhaini (2025). The Influence of the Implementation of the Muroja'ah Method on the Qur'an Memorization Ability of Fifth-Grade Students in the Tahfizhul Qur'an Program at MI Sirojuttholibin, Simpang Raya Village. *SAKO: Journal of Islamic Studies*, 2(2). <https://doi.org/10.55849/sako.v1i1.1>

Published by:

CV. Denisya Smart Consulting

## INTRODUCTION

According to Ali As-Shabuni in his book *At-Tibyan fi Ulumil Qur'an*, the Qur'an, in terminology, is the word of Allah that contains miracles and was revealed to the final Prophet and Messenger through the intermediary of the Angel Jibril (Gabriel). The Qur'an holds a noble position as a divine revelation that serves as guidance for all humankind in leading their lives in this world and the hereafter. The Qur'an is written in the *mushaf* and has been transmitted to us through *mutawatir* narration, ensuring its authenticity without any doubt. Reciting it is considered an act of worship that brings reward, as every letter recited carries goodness in the sight of Allah. This sacred book begins with Surah *Al-Fatihah* and concludes with Surah *An-Naas* (Wahidi : 2019) marking the completion of Allah's revelation to humanity.

In the Qur'an, it is also explained that this holy book is the only divine revelation whose purity is guaranteed by Allah until the end of time. Allah Himself preserves and protects it from any form of alteration, whether addition or omission. This demonstrates the greatness and uniqueness of the Qur'an compared to previous holy books that were altered by human hands. Not a single letter in the Qur'an has shifted or changed from its place, and no letter or word can be inserted into it (Qamariyah : 2019). The authenticity and sanctity of the Qur'an have been preserved since the time it was first revealed until today, through the memorization by the *huffaz* (memorizers of the Qur'an) and the meticulous transcription of the *mushaf*. This stands as clear evidence of Allah's promise to safeguard His revelation for all time. In terms of the preservation and protection of the Qur'an's purity, Allah declares in Surah Al-Hijr, verse 9, which reads:

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ

The meaning is: *"Indeed, it is We who sent down the Qur'an, and indeed, We will surely guard it."*

This verse can be regarded as a guarantee from Allah SWT that He will always protect and preserve the Qur'an. This promise serves as clear evidence of Allah's power and greatness in safeguarding His revelation from any form of alteration or distortion. No being has the ability to change or challenge the purity of the Qur'an, for its preservation lies entirely under Allah's divine will. One of the manifestations of this divine protection is the ease that Allah grants to those who wish to memorize the Qur'an. Countless Muslims from various ages and backgrounds are able to memorize the entire Qur'an flawlessly, despite its thousands of verses. This is a miracle in itself, demonstrating the magnificence and divine nature of Allah's words. Until the end of time, the Qur'an will remain preserved, and the memorizers of the Qur'an (*huffaz*) will continue to exist from generation to generation without end. All of this occurs solely by Allah's will, for the memorizers of the Qur'an are, in essence, chosen individuals

entrusted by Allah to play a vital role as the guardians and preservers of the purity of His holy book.

The main problem in memorizing the Qur'an is the frequent occurrence of forgetting verses that have already been memorized. This causes many children to fail to reach their memorization targets, even though they were initially able to memorize quickly. Factors such as a lack of repetition, limited guidance, and weak motivation are often the main reasons for the loss of memorization. This phenomenon aligns with Ebbinghaus's classical psychological theory of memory, known as the *forgetting curve*, which explains that without scheduled repetition, a person's memory retention will decline drastically over time. Modern studies also show that the application of the *spaced repetition* method, or repetition at regular intervals, can strengthen memory retention and prevent the loss of memorized material (Noor et al., 2021; Ahmed, 2022; Tarteel.ai, 2023).

Therefore, through the *Tahfizhul Qur'an* program, it is expected that students can enhance their ability to memorize while maintaining the verses they have already learned. This program not only focuses on adding new memorization but also instills discipline, perseverance, and a deep love for the Qur'an so that memorizers can preserve the purity and continuity of their memorization effectively. Research by Rahmi et al. (2024) emphasizes that parental involvement, parenting style, and a conducive learning environment play an important role in supporting children's success in memorizing the Qur'an. Furthermore, another study (alfiyanto : 2024) shows that active parental participation in *tahfiz* education significantly increases children's motivation and retention of memorization. Thus, the collaboration between effective learning methods and a strong supportive environment becomes the key to success in preserving the purity of Qur'anic memorization.

The methods of memorizing the Qur'an have developed widely in Indonesia, each with its own advantages and disadvantages. These methods represent several popular approaches commonly applied by Qur'an memorizers (*huffaz*). There are also various techniques that can be used by Muslims in their efforts to memorize and preserve the Qur'an, among which is the *muroja'ah* method. This method shares both similarities and differences in meaning with other techniques, particularly those included in the *3T+1M* approach - *talqin* or *tasmi'* (recitation and listening), *tafahhum* (understanding), *tikrar* (repetition), and *muroja'ah* (revision or review) (Kusumastuti : 2022).

The *muroja'ah* method (repetition of memorization) is a highly effective technique for maintaining Qur'anic memorization. Based on field observations conducted by Eka Danik Prahastiwi et al. in the *Elementary School Education Journal*, *muroja'ah* plays a very important role in Qur'an memorization programs, as it is carried out continuously through repeated review. *Muroja'ah* serves as one of the key factors in ensuring the fluency and retention of students' Qur'anic memorization.

Through Qur'anic learning, it is expected that students (*santri*) can enhance their ability to memorize the Qur'an. Several indicators of Qur'an memorization ability can be described as follows:

1. Fluency in memorizing the Qur'an. This refers to the ability to recite memorized verses of the Qur'an smoothly without hesitation or stammering, and to achieve perfection in recitation - meaning that not a single verse or even a single letter is omitted from the memorization.
2. Accuracy in accordance with the rules of *tajwid*. This means being able to articulate the *makharij al-huruf* (points of articulation of the letters), *sifatul huruf* (the characteristics or qualities of each letter when pronounced), and *ahkam al-madd wa al-qasr* (the rules of elongation and shortening in recitation) correctly and fluently.
3. Fasahah (eloquence and precision). This refers to the ability to recite each verse properly according to *al-wuquf wa al-ibtida'* (the rules of pausing and beginning in Qur'anic recitation), *mura'at al-huruf wa al-harakat* (maintaining the correct pronunciation of letters and vowel marks), and *mu'aat al-kalimah wa al-ayat* (preserving the structure and integrity of words and verses) with accuracy and consistency.

Based on the explanation above, it can be seen that the problem underlying this research is the low ability of students to achieve the Qur'an memorization target set by the educational institution, which is one *juz* within one year. Many fifth-grade students in the *Tahfizhul Qur'an* program at MI Sirojutholibin have not been able to reach this target because they often forget the verses they have memorized. This phenomenon indicates that although some students find it easy to memorize, they face difficulties in retaining and maintaining their memorization in long-term memory.

This condition is suspected to occur due to the lack of effective and consistent methods applied in the process of memorizing the Qur'an, particularly in the aspect of repetition (*muroja'ah*). Therefore, this study was conducted to examine the extent to which the application of the *muroja'ah* method influences students' ability to memorize the Qur'an, with the hope of identifying more effective learning strategies to preserve and enhance the quality of Qur'anic memorization within Islamic elementary education settings.

## **RESEARCH METHODOLOGY**

This type of research was conducted to determine the effect of a treatment on students' learning outcomes. The design used was a Pre-Experimental Design in the form of a One Group Pretest–Posttest Design, in which the same group of participants was given a test before and after the implementation of the *muroja'ah* method.

The population in this study consisted of all students enrolled in the *Tahfizhul Qur'an* program at MI Sirojutholibin, Simpang Raya Village, while the research sample was selected using purposive sampling, comprising 21 fifth-grade students who actively participated in the program. Data were collected through observation, oral tests,

interviews, and documentation. The oral tests were used to measure memorization ability before and after the application of the *muroja'ah* method, while observations and interviews provided qualitative information regarding the implementation of the method in the Qur'an memorization learning process.

The data obtained were analyzed using the Shapiro–Wilk normality test to ensure that the data were normally distributed, followed by the Paired Sample t-test to examine the significance of the effect of the *muroja'ah* method on students' Qur'an memorization ability. In addition, the N-Gain Score test was applied to determine the level of effectiveness of the improvement in students' performance after the treatment. The results of these analyses served as the basis for drawing conclusions regarding the extent to which the *muroja'ah* method can enhance students' memorization ability in the *Tahfizhul Qur'an* program.

## RESULT AND DISCUSSION

### Implementation

#### Initial Test (Pre-Test)

The initial test (*pre-test*) is a test given to students before the treatment is applied. The results of the students' learning outcomes in the initial test can be seen in Table 1 below:

Table 1. Pre-Test Score of Ability to Memorize the Qur'an

No	Student Name	Score	Grade
1.	A.R	80	B
2.	A. P.	70	C
3.	A. T.	80	B
4.	A.B	79	B
5.	Au.B	60	D
6.	A. S	80	B
7.	C. R	76	C
8.	F.Lutfi	76	C
9.	F.N	73	C
10.	K.R.	77	B
11.	Kh	77	B
12.	M. K	70	C
13.	M.Z.	72	C
14.	P.Ulfa	77	B
15.	S.M	77	B

16.	S.F	79	B
17.	S.N	72	C
18.	S.K	72	C
19.	T. N	75	C
20.	U.i	55	D
21.	Z. A.	76	C
Mean		73,95	

Based on Table 1 (Pre-Test) from the study “The Influence of the Muroja’ah Method on the Ability to Memorize the Qur’an of Fifth-Grade Students in the Tahfizhul Qur’an Program at MI Sirojuttholibin, Simpang Raya Village,” the results show that the average score of students’ Qur’an memorization ability before the treatment was 73.95. This score indicates that the students’ initial ability falls into the moderate category.

From the individual data, it can be seen that most students scored between 70 and 80, with a few students scoring below 70 (low category) and only a small number achieving scores above 80 (good category). This condition suggests that although some students already possess basic memorization skills, there remains a disparity in ability among students, as well as a lack of optimal implementation of the muroja’ah (repetition) process in maintaining their memorization.

Overall, the pre-test results indicate that before the implementation of the muroja’ah method, students’ memorization abilities were not yet stable and still required more intensive guidance. This highlights the need for a structured and continuous application of the muroja’ah method to help students improve the accuracy, fluency, and retention of their Qur’anic memorization.

The purpose of the Results and Discussion is to state your findings and make interpretations and/or opinions, explain the implications of your findings, and make suggestions for future research. Its main function is to answer the questions posed in the Introduction, explain how the results support the answers and, how the answers fit in with existing knowledge on the topic. The Discussion is considered the heart of the paper and usually requires several writing attempts. The discussion will always connect to the introduction by way of the research questions or hypotheses you posed and the literature you reviewed, but it does not simply repeat or rearrange the introduction; the discussion should always explain how your study has moved the reader's understanding of the research problem forward from where you left them at the end of the introduction.

**(Post-Test)**

After the initial test (pre-test) was conducted, a final test (post-test) was then administered. The results of the post-test can be seen in Table 2 below:

Table 2 Pots Test

No	Student Name	Score	Grade
1.	A.R	95	A
2.	A. P.	80	B
3.	A. T.	95	A
4.	A.B	95	A
5.	Au.B	83	B
6.	A. S	95	A
7.	C. R	89	A
8.	F.Lutfi	89	A
9.	F.N	87	B
10.	K.R.	90	A
11.	Kh	90	A
12.	M. K	80	B
13.	M.Z.	85	B
14.	P.Ulfa	90	A
15.	S.M	90	A
16.	S.F	93	A
17.	S.N	85	B
18.	S.K	85	B
19.	T. N	88	B
20.	U.i	80	B
21.	Z. A.	89	A
Mean		88,23	

Based on Table 2 (Post-Test) from the study “The Influence of the Muroja’ah Method on the Ability to Memorize the Qur’an of Fifth-Grade Students in the Tahfizhul Qur’an Program at MI Sirojuttholibin, Simpang Raya Village,” the results show that the average score of students’ Qur’an memorization ability after the treatment was 88.23. This score indicates a significant improvement compared to the pre-test average score of



73.95. Thus, it can be concluded that the implementation of the muroja'ah method has a positive effect on improving students' memorization ability.

In detail, it is observed that most students scored between 85 and 95, which falls within the good to excellent category. None of the students scored below 80, indicating that their memorization abilities became more consistent and evenly distributed after the application of the muroja'ah method. This shows that regular repetition through muroja'ah effectively strengthens memory retention, enhances fluency, and improves the accuracy of verse recitation according to the rules of tajwid.

Overall, the post-test results provide empirical evidence that the muroja'ah method is effective in improving the quality of students' Qur'anic memorization. The significant increase in the average score and the higher score distribution demonstrate that the implementation of this method not only helps students acquire new memorization but also maintains the stability of previously memorized verses, ensuring they remain strong and fluent in memory.

### **Normality Test**

The normality test is one of the requirements for using parametric statistics. In this study, the normality test of the data was carried out using the Shapiro–Wilk test to determine whether the data were normally distributed or not.

Table 3. Data Normality Test Results

Tests of Normality							
	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pretest	,198	21	,031	,796	21	,001
	Posttest	,133	21	,200*	,921	21	,092
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the results of the normality test conducted using the Shapiro–Wilk test, it was found that the significance value (Sig.) for the pre-test data was 0.001, while for the post-test data it was 0.092. According to the normality test criteria, the data are considered normally distributed if the significance value is greater than 0.05.

From these results, it can be concluded that the pre-test data were not normally distributed because the significance value of  $0.001 < 0.05$ , whereas the post-test data were normally distributed since the significance value of  $0.092 > 0.05$ . Although the pre-test data did not meet the normality assumption, the overall data can still be analyzed using parametric statistics because the sample size is relatively small, and the post-test results indicate a normal distribution.



Thus, the normality test results show that after the implementation of the muroja'ah method, the students' memorization ability data became more stable and approached a normal distribution. This indicates that the muroja'ah method not only improved the students' average memorization scores but also helped balance individual abilities, resulting in a more evenly distributed learning outcome.

### ***Hypothesis Test***

The hypothesis test in this study used the Paired Sample t-test formula. This test is used to determine whether the paired samples experienced a significant change after the treatment. The results of the Paired Sample t-test are determined based on the significance value. The results of the data analysis can be seen in Table 4 below:

Table 4. Hypothesis Test Results

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest – Posttest	-14,28571	3,53755	,77196	-15,89599	-12,67544	-18,506	20	,000

Based on Table 4 (Hypothesis Test Results), which utilized the Paired Sample t-test, it was found that the significance value (Sig. 2-tailed) was 0.000, meaning that the value is smaller than 0.05 ( $0.000 < 0.05$ ). Therefore,  $H_0$  is rejected and  $H_a$  is accepted, indicating that there is a significant difference between the pre-test and post-test results of students' Qur'an memorization ability after the implementation of the muroja'ah method.

In addition, the t-calculated value of -18.506 is much greater than the t-table value of 2.08596, further reinforcing the result that the application of the muroja'ah method had a significant impact on improving students' memorization skills. This improvement reflects that after the treatment, students demonstrated better ability in memorizing Qur'anic verses fluently and in accordance with the rules of tajwid.

Overall, the results of the hypothesis test provide strong statistical evidence that the muroja'ah method is effective in enhancing the Qur'an memorization ability of fifth-grade students in the Tahfizhul Qur'an Program at MI Sirojuttholibin, Simpang Raya Village. With high statistical significance and a large mean difference between the pre-test and post-test, it can be concluded that systematic repetition through muroja'ah

successfully strengthens students' memory retention and significantly improves the quality of their Qur'anic memorization.

### ***N-Gain Score Test***

The N-Gain score test is used to measure the improvement in students' Qur'an memorization ability. The increase can be calculated using the N-Gain formula, and the results are summarized in the table below:

Table 5. N-Gain Score Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	21	,33	,76	,5616	,12151
NGain_Percent	21	33,33	76,19	56,1573	12,15140
Valid N (listwise)	21				

Based on Table 5 (N-Gain Score Test Results), it was found that the average N-Gain value was 0.5616, or 56.15%. According to Hake's (1999) effectiveness criteria, this value falls into the "moderately effective" category, as it lies within the range of  $0.3 \leq g < 0.7$ . This result indicates that the implementation of the muroja'ah method produced a considerable improvement in students' Qur'an memorization ability.

In detail, the minimum N-Gain value was 0.33, and the maximum was 0.76, showing that nearly all students experienced improvement after the treatment, although the degree of improvement varied. This variation may be influenced by differences in students' initial abilities, consistency in daily muroja'ah practice, and individual motivation in maintaining their memorization.

Therefore, the N-Gain test results reinforce the findings from the t-test, demonstrating that the muroja'ah method is effective in significantly improving students' memorization ability. The average improvement of 56.15% proves that consistent muroja'ah practice helps students strengthen memory retention, enhance fluency, and maintain the long-term stability of their Qur'anic memorization.

## **CONCLUSION**

Based on the results of the data analysis above, it can be concluded that there is a significant influence of the implementation of the Muroja'ah Method on the Qur'an memorization ability of fifth-grade students in the Tahfizhul Qur'an program at MI Sirojutholibin, Simpang Raya Village. This conclusion is drawn from the results of the data analysis using the Paired Sample t-test, where the significance value (Sig.) of 0.000

is smaller than the probability value of 0.05 ( $0.000 < 0.05$ ). Similarly, the t-calculated value of 18.506 is greater than the t-table value of 2.085, which means  $18.506 > 2.085$ .

Furthermore, based on the statistical test conducted using SPSS version 25 and referring to the N-Gain effectiveness interpretation standard by Hake, R. R. (1999), it was found that the application of the Muroja'ah method falls into the "moderately effective" category, with an average N-Gain score of 56.15%, which lies within the interpretation range of 56–75%. This indicates that the Muroja'ah method effectively contributes to improving students' ability to memorize the Qur'an in a structured and consistent manner.

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