

# Application of the Ar Rasyid Method to Improve Al-Qur'an Memorization at Madrasah Ibtidaiyah

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## Abstract

This research aims to find out how to apply the Ar Rasyid method to improve memorization of the Al-Qur'an at MI Muhammadiyah Miri, Nogosari. This research is a qualitative research. The research subjects involved madrasa heads, tahfidz teachers, and students. The data collection techniques used in this research used observation, interviews and documentation. Data analysis uses the Miles and Huberman analysis model called interactive analysis. This analysis is divided into several stages: data collection, data reduction, data presentation, and drawing conclusions. The results show that the application of the air rasyid method involves several stages: Determining memorization targets, conveying motivation, about the virtues of living close to the Al-Qur'an, conveying memorization material and practicing memorizing the Al-Qur'an. By implementing the Ar Rasyid method, students are able to improve their memorization. Every year, this madrasah can graduate its students from each juz they have completed. One of the advantages of applying the Ar rasyid method is that students are more motivated and develop a strong intention to read the Koran because of the provision of ice breaking. However, the application of this method still has many shortcomings, including the lack of books that discuss the Ar Rasyid method. The existing books are still in the original Arabic form, so there are still many Ustadz who don't understand the Ar rasyid method.

**Keywords:** Method, ar rasyid, memorization, Al-Qur'an

## Introduction

Studying the Koran is an obligation for every Muslim. The Qur'an is a guide and guidance for every Muslim. As Allah SWT says in Surah Al-Jathiyah verse 20 which reads: Meaning: "This Al-Qur'an is a guide for humans, guidance and mercy for people who believe. The scholars say: One reward is in the reading, and another reward is for the difficulty in reading. Not only that, even hearing the reading of the Koran will promise you grace from Allah. The words of Allah SWT in the Qur'an Surah, Al-A'raf, 204, which means "And if the verses of the Qur'an are recited, then listen and be silent so that you may receive mercy." There are so many memorizers of the Koran, so that the Koran continues to be protected from manipulation and deviation, and protected from individuals who want to change it (Rhain et al., 2023). Because actually memorizing the Koran is an individual who is chosen to ensure the authenticity of the Koran from deviation. If someone is trying to remember something, then he is actually carrying out memorization activities in the hope that one day he will reveal or bring up again what he has remembered, either in part or in whole. Memorizing is an attempt to capture the impressions one experiences that will be able to be recalled at a later time according to one's needs. Meanwhile, according to Ustadz Boby Herwibowo, memorizing the Al-Qur'an means reading it clearly, practicing its contents, and keeping yourself busy with reciting, drawing conclusions, studying and teaching it (Herwibowo, 2014).

Memorizing the Qur'an in madrasas has now become a trend and even schools that implement memorizing the Qur'an as a superior program will become the school of choice for the community. Memorizing the Al-Qur'an is not easy, you need determination and strong enthusiasm to memorize it (Ifadah et al., 2021). For this reason, motivation and the right method are needed to memorize and retain what has been memorized (Islamiyah, 2023). The choice of method for memorizing the Qur'an must be adjusted to each individual. The better the method used, the more effective and efficient it will be in achieving success and memorization goals (Anwar & Hafiyana, 2018). By using the right method and variations, students will not feel bored and will grow interested in memorizing the Al-Qur'an. Djamarah stated that the position of the method is as a tool for external motivation, as a teaching strategy and also as a tool to achieve goals (Djamarah & Zain, 2006).

However, the reality in the field is that by using the memorization method that has been practiced so far at MI Muhammadiyah Miri, Nogosari, Boyolali, students experience boredom making it difficult to memorize. This can be seen from the symptoms that arise, such as classes that are difficult to organize and lazy to add to memorization unless forced to do so. The motivation a person has is the strength to do something, whether it comes from within or from outside to achieve certain goals (Sakban et al., 2019). With motivation for students, they will struggle more and will put in greater effort. Motivation is very important to determine success or failure in student learning (kompri, 2015). To motivate and improve students' memorization, one way is to apply the Ar-Rasyid Method.

The aim of this research is to determine the extent to which the Ar-Rasyid method is applied at MI Muhammadiyah Miri, Nogosari, Boyolali in improving students' memorization. The Ar-Rasyid method is one method that can be used to improve memorization of the Al-Qur'an. This method is carried out by reading the verse directly over and over again so that students are able to memorize the verse (Sa'dullah, 2008). The memorization process should be adjusted to individual conditions, both abilities and learning methods. The Ar-Rasyid method is a method of memorizing the Al-Qur'an by reciting verses repeated in the verses to be memorized, then students submit their memorization to the Ustadz individually or one by one. The application of the Ar-Rasyid method can be carried out in a classical way, using the sorogan method, and multimedia is also needed as a means of delivering material and giving chants or ice breaking. The Ar-rasyid method can be combined with other methods such as sorogan.

## Method

This research is a qualitative research. Qualitative research based on the postpositivist philosophy is used to examine the condition of a natural object, where the researcher is the key instrument, data collection techniques are carried out in a triangulated manner, data analysis is inductive, and qualitative results focus more on meaning than generalization (Sugiyono, 2019). The subjects in this research were teachers teaching tahfidz at Madrasah Ibtidaiyah Muhammadiyah Miri, Nogosari, Boyolali for the 2023/2024 academic year.

According to Saifuddin Azwar (Azwar, 2004), research subjects are the parties who will be studied by researchers, namely the parties who are the targets of the research. The data sources in this research involve two things, namely research subjects and research informants. Informants are people who provide information related to research which can be in the form of questions from researchers (Ulfatin, 2022). The informants in this research were the school principal, Islamic religious education teacher and students. The technique used by researchers in collecting data for this research are observation, interviews and documentation. Data analysis uses the Miles and Huberman analysis model called interactive analysis. This analysis is divided

into several stages: data collection, data reduction, data presentation, and drawing conclusions (Miles & Huberman, 1992).

## Results

### ***Application of the Ar Rasyid Method to Improve Al-Qur'an Memorization at Mi Muhammadiyah Miri Nogosari Boyolali***

Based on the results of research carried out by researchers, namely observations at MI Muhammadiyah Miri, Nogosari, Boyolali. This research discusses the application of the air rasyid method in improving memorization of the Al-Qur'an. This interview is of course used for learning and increasing insight or knowledge about the application of the Ar Rasyid method at MI Muhamammadiyah Miri, Nogosari, Boyolali to improve memorization of the Koran.

Based on interviews with Tahfidz teachers, Tahfidz teachers are someone who has responsibility for achieving the school's vision and mission regarding creating a Qur'anic generation as stated in the vision and mission as follows: The realization of an Islamic generation that is Qur'anic, pious, intelligent, skilled and has good morals. " To create graduates who have noble character and improve their memorization of the Al-Qur'an at MI Muhammadiyah Miri, Nogosari, Boyolali. So efforts are made to use the Ar rasyid method to motivate students' interest in memorizing the Al-Qur'an.

Tahfidz's teacher explained the Ar Rasyid method and how to apply it in class. Tahfidz teachers must also prepare the learning process well starting from the preparation stage of the learning process, the core stage to the closing stage of learning. This Al-Qur'an memorization program is carried out twice a week in the morning by the tahfidz teacher. Based on the results of an interview with the head of the MI Muhammadiyah Miri Madras, Nogosari, Boyolali, it is known that the school was founded in 1945, but the Al-Qur'an tahfid program has only been around since 2019. Initially the target for memorizing was only just 30, but since 2021 the target has been increased to just 30, juz 29 and juz 1. Later every year students who can reach the target every 1 guys will graduate along with the graduation ceremony for grade 6 students. The methods used to improve memorization of the Qur'an vary depending on the individual student, one of the methods used is the are rasyid methods which is combined with the sorogan, talqin and murajaah methods. The application of the Ar Rasyid method adapts to the student needs. The Madras head coordinates with the tahfidz teacher to monitor the achievement of the expected targets.

Table 1. Description of the stages of implementing the Ar rasyid method at MI Muhammadiyah Miri, Nogosari, Boyolali.

NO	Stages	Information
1.	Determination of memorization targets	The stages of the Ar Rasyid method target students who graduate from MI Muhammadiyah Miri, Nogosari, Boyolali to be able to achieve the target of 3 Jews, namely juz 30, juz 29, and juz 1. This target is determined by the madrasah. This target has a role in maintaining the enthusiasm of students in achieving memorization of Al-Qur'an
2	Delivery of motivation, about the virtues of living close to the Koran	The second stage of implementing the Ar Rasyid method is conveying motivation to students, giving advice on how to live close to the Al-Qur'an, and the priority of reading and memorizing the Al-Qur'an. Memorizing at MI Muhammadiyah Miri, Nogosari, Boyolali is programmed,

		that is, 2 meetings are scheduled every week, the first meeting is to carry out the reading of the Al-Qur'an while the second meeting is specifically for memorizing the Al-Qur'an. By this stage, students are more enthusiastic and persistent in improving their memorization of the Al-Qur'an because they already know a lot about the virtues of reading and memorizing the Al-Qur'an.
3	Delivery of memorized material and practice memorizing the Al-Qur'an	For this third stage, the Ar Rasyid method is applied, namely delivering material and practicing reading the Al-Qur'an. The tahfidz lesson time is 2 hours by presenting the Sarah/verse of the Al-Qur'an that you want to memorize via video, then students will then submit them to the tahfidz teacher in turns one by one.
4	Application of the Ar Rasyid Method	The application of the Ar Rasyid method begins with providing student motivation, giving chants or ice breaking to make children comfortable and enthusiastic about receiving the material. After that, the video is played using a projector repeatedly regarding the series or verses of the Qur'an that they want to memorize. Students imitate the pronunciation of the video classically until they memorize it under the supervision and guidance of the tahfidz teacher. Here, the tahfidz teacher ensures that the child recites the Sarah/verse of the Al-Qur'an correctly according to the laws of tajwid.
5	Application of the Sorogan Method	The fifth stage of implementing the Ar Rasyid method is combining the Ar Rasyid method with the Sorogan method, where the Tahfid teacher receives students' memorization deposits one by one and evaluates if the students are not correctly memorizing the Al-Qur'an. For students who are late or have problems memorizing the Al-Qur'an, a face-to-face coaching clinic will be held. Meanwhile, students who have memorized them fluently can continue to the next surah or verses of the Qur'an.

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### ***Disadvantages and Advantages of the Ar Rasyid Method of Improving Students' Memorization of the Al-Qur'an***

A learning method definitely has its advantages and disadvantages, as well as using or applying the Ar Rasyid method also has its advantages and disadvantages. The advantages and disadvantages of the Ar Rasyid method include:

1. Disadvantages of Using the Ar Rasyid Method
  - a. There are not many books that discuss the Ar Rasyid method, so guidance for its application is still minimal.
  - b. Requires assistance from competent people regarding the Ar Rasyid method in planning, implementing and evaluating Al-Qur'an learning and teaching activities.
  - c. Requires a high level of patience for both educators and students
  - d. The facilities and infrastructure supporting this method are quite numerous because it uses multimedia.
2. Advantages of Using the Ar Rasyid Method

The advantages of the Ar Rasyid method applied at MI Muhammadiyah Miri, Nogosari, Boyolali include:

- a. Suitable for children of all ages
- b. Easier to apply in educational institutions or Islamic boarding schools
- c. More practice in applying the Ar Rasyid method, making it easier for students to absorb the lessons
- d. Can be followed by students in many forms
- e. Easy to combine with the sorogan method which has the advantage of a harmonious relationship between the ustadz and students, and the Ustadz can easily find out the quality of memorization that the students have achieved.
- f. Providing chants (ice breaking) will make the students' learning process more interesting so that students are motivated and develop the intention to memorize the Al-Qur'an.

## Discussion

### ***Application of the Ar Rasyid Method to Improve Al-Qur'an Memorization at Mi Muhammadiyah Miri Nogosari Boyolali***

The Ar-Rasyid method is a method developed in Indonesia by Ustadz Heru Ar-Rasyid who was previously in the Middle East with the aim of motivating students to memorize the Al-Qur'an. The Ar-Rasyid method is a method of memorizing the Al-Qur'an by reading verses repeated in the verses to be memorized, then students submit their memorization to the Ustadz individually or one by one. The Ar Rasyid method has a special program for children who are already good at reading and memorizing the Al-Qur'an, there is also a coaching clinic for children who are behind in their achievements compared to their friends. Coaching clinics usually provide face to face. The steps for implementing the Ar Rasyid method are as follows:

#### 1. Preparatory Activities

The application of the Ar rasyid method at MI Muhammadiyah Miri, Nogosari, Boyolali during the preparation stage is to condition students to be ready to learn. This activity is carried out classically activities including: Say hello, pray and greet students. Apart from that, educators also motivate students with shouts or songs and also carry out Ar-Rasyid's typical ice breaking. The classical learning model is a learning model that prioritizes the teacher's role in providing information through the themes it conveys. This classical learning process is carried out in the classroom. Classical learning is an activity carried out by a teacher together with students in large groups carrying out activities in the classroom together with a large number of students (Simanjuntak et al., 2022).

Providing classical motivation and ice breaking is very important to prepare students to memorize the Al-Qur'an without feeling forced, but they are able to memorize the Al-Qur'an with a happy feeling. Ice breaking is a teacher's way of diverting students from boring conditions. They are refreshed and enthusiastic about learning. This means that a teacher can create an atmosphere that makes students active or enthusiastic about returning to learning (Syahrudin et al., 2022). Ice breaking for the learning process, namely as an energizer before lessons begin, breaking the ice, providing enlightenment when experiencing boredom and being able to raise enthusiasm for learning so that it gives a pleasant impression while studying (Suryoharjuno, 2017). Bermain yel-yel atau ice breaking dengan bertepuk tangan dengan menggunakan kalimat yang memotivasi dipercaya akan membangkitkan semangat dan konsentrasi pada anak,

sehingga anak akan siap menerima Pelajaran yang disampaikan oleh guru (Setyowati & Watini, 2022).

## 2. Core activities

In the core activity, students begin to learn to memorize classically with students imitating verses played through a projector filled with the voice of Shaikh Misyari Ar Rasyid Al Afasy. Provided that one verse is repeated 7 times or until students are fluent in imitating it. Then students imitate the verse to be memorized until the pronunciation is memorized and correct with classical guidance or supervision from the teacher. After students have mastered the first verse, the tahfid teacher will continue playing a video the memorization process by playing the video repeatedly is carried out classically and under the supervision of the teacher. Students recite the verses they have heard using the method of connecting the verses to the verses before and after them. o of the second verse, and this process will continue until the entire verse has been memorized.

After classical memorization is complete, the teacher combines the Ar Rasyid method with the Sorogan method. According to Mansyur, sorogan is a learning method carried out individually. Where, students handed their books to the Ustadz to ask to be taught (Mansur, 2004). Sorogan is also called learning where students have their own opportunity to receive direct learning from their teacher (Hasbullah, 1999). Mujamil Qomar said that through sorogan, students' cognitive development can be fully captured by the teacher. Teachers can apply learning pressure to certain students based on observations of their basic abilities. On the other hand, applying the sorogan method requires patience and toughness from teachers, because students are required to have high discipline (Qomar, 1996).

Here, the tahfidz teacher gives students time to memorize the Sarah or verse independently and then the memorized surahs or verses will be deposited with the tahfidz teacher one by one, facing the tahfidz teacher. This is intended to ensure that children recite the verses of the Koran in accordance with the laws of recitation and to strengthen students' memorization.

## 3. Closing Activities

Selon Sanjaya (2010), la conclusion d'une leçon peut être interprétée comme une activité effectuée par l'enseignant pour terminer la leçon dans le but de fournir une image complète de ce que les élèves ont appris et de sa relation avec les expériences précédentes, déterminer le niveau de réussite de l'enseignant dans le processus d'apprentissage. Djamarah (2011), explains that closing a lesson is ending the core activity of the lesson. The closing activity on the application of the Ar Rasyid method was carried out in a classical manner which was filled with giving a typical Ar Rasyid icebreaker, followed by conveying students' motivation to memorize the Al-Qur'an, then they were given chants and songs which were able to provide enthusiasm in memorizing the Al-Qur'an and finally closed with Du'a.

The Ar rasyid method is used at MI Muhammadiyah Miri, Nogosari, Boyolali from grade one to grade six. The time to memorize the Al-Qur'an at MI Muhammadiyah Miri, Nogosari, Boyolali is two meetings a week. MI Muhammadiyah Miri teachers divided their time, the first meeting was used to facilitate the reading of the Al-Qur'an, while the second meeting was devoted to memorizing surahs or verses of the Al-Qur'an. Memorizing is an activity of implanting verbal material through mental processes and storing it in memory, so that it can be reproduced in the conscious mind when needed (Rusman, 2017). Memorizing can also be said to be an activity of embedding material in memory, so that later it can be recalled literally, according to the original material (Masduki, 2018).

In Arabic, the word memorized is called Hafiz, which means remember. So, memorizing can be interpreted as remembering something. Memorizing the Al-Qur'an in terms of

memorizing the Al-Qur'an according to the order in the Ursmani mushaf starting from Surah Al-Fatihah to Surah A-Nas with the aim of worshiping and maintaining the word of Allah which is a miracle revealed through the angel Gabriel to the Prophet Muhammad SAW in a mutawatir way (Munjahid, 2007). The assessment system for memorizing the Al-Qur'an at MI Muhammadiyah Miri, Nogosari, Boyolali in memorizing using the has the rasyid method seen from the reading level or memorization level and also the quality of the memorization. When the reading does not match what the tahfidz teacher taught, the tahfidz teacher will evaluate it again and if the student succeeds in memorizing it using the system taught by the tahfidz teacher, then the student has the right to continue to the next verse or surah.

MI Muhammadiyah Miri, Nogosari, Boyolali has a target for students to be able to memorize at least 3 Juz, namely, juz 30, juz 29 and juz 1. Students who have finished memorizing one particular Juz are required to take a juz exam before students memorize the next Juz. The aim of holding this juz exam is so that students have quality memorization, legally correct tajwid and have strong memorization fluency. This juz exam is usually carried out in one sitting where students memorize one goes directly until it is finished. Students memorize one just in front of the class which is listened to by the Tahfid teacher and other classmates.

### ***Disadvantages and Advantages of the Ar Rasyid Method of Improving Students' Memorization of the Al-Qur'an***

#### **1. Disadvantages of Using the Ar Rasyid Method**

In the learning process, there are definitely obstacles to overcome, including the Tahfidz teacher who teaches at MI Muhammadiyah Miri. The obstacles or shortcomings of using the Ar Rasyid method include:

- a. There are not many books that discuss the Ar Rasyid method, so guidance for its application is still minimal
- b. Requires assistance from competent people regarding the Ar Rasyid method in planning, implementing and evaluating Al-Qur'an learning and teaching activities.
- c. Requires a high level of patience for both educators and students
- d. The facilities and infrastructure supporting this method are quite numerous because it uses multimedia.

#### **2. Advantages of Using the Ar Rasyid Method**

The advantages of the Ar rasyid method applied at MI Muhammadiyah Miri include:

- a. Suitable for children of all ages
- b. Easier to apply in educational institutions or Islamic boarding schools
- c. More practice in applying the Ar Rasyid method, making it easier for students to absorb the lessons
- d. Can be followed by students in many forms
- e. Easy to combine with the sorogan method which has the advantage of a harmonious relationship between the Ustadz and students, and the Ustadz can easily find out the quality of memorization that the students have achieved.
- f. Providing chants (ice breaking) will make the students' learning process more interesting so that students are motivated and develop the intention to memorize the Al-Qur'an.

By using the Ar Rasyid method, thank God, every year there are students who graduate based on the Juz they have completed. Most students were able to complete just 30 and a small number of Juz 29, while for just 1 there were no students who were able to complete it, this is because the target for just 30 has only been implemented for 2 years while the target of this program is a minimum of 3 years. Another advantage of using the Ar rasyid method is

that rote repetition through videos that are played repeatedly can help students strengthen their memory. By repeating the reading of Al-Qur'an verses over and over again, it can be well ingrained in students' memories, apart from that, it can also improve good and correct pronunciation. Meanwhile, the advantage for teachers is that teachers do not have to recite Al-Qur'an verses repeatedly because they use the video playback media so they can save teacher energy.

## Conclusion

Based on the study and discussion regarding the application of the air rasyid method to improve memorization of the Qur'an at MI Muhammadiyah Miri, Nogosari, Boyolali, it can be concluded that its application is in stages: Determining memorization targets, conveying motivation, about the virtues of living close to the Al-Qur'an, conveying memorization material and practicing memorizing the Al-Qur'an. By implementing the Ar Rasyid method, students are able to improve their memorization. Every year, this madrasah can graduate its students from each juz they have completed. One of the advantages of applying the Ar rasyid method is that students are more motivated and develop a strong intention to read the Koran because of the provision of ice breaking. However, the application of this method still has many shortcomings, including the lack of books that discuss the Ar Rasyid method. The existing books are still in the original Arabic form, so there are still many Ustadz who don't understand the Ar rasyid method.

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