



## **Effectiveness of The Murottal Method In The Tradition of Memorizing The Qur'an At MTS Al-Ihsan Japuralor**

**Dede Siti Aisyah<sup>1✉</sup>, Somantri<sup>2</sup>, Iskandar Mubarak<sup>3</sup>,**

<sup>1,2,3</sup>Universitas Islam Bunga bangsa Cirebon, Indonesia

Email : [dedesitiasiyah@gmail.com](mailto:dedesitiasiyah@gmail.com)

Received: 2025-09-13; Accepted: 2025-10-11; Published: 2025-10-31

### **ABSTRACT**

This research is motivated by the importance of understanding the Qur'an, the difficulty of memorizing the Qur'an by heart, and the need to increase the effectiveness of existing memorization methods. The purpose of this study is to find out how the murottal method is applied in the tradition of memorizing the Al-Quran at Mts Al-Ihsan Japuralor, how effective is the application of the murottal method in the tradition of memorizing the Qur'an at Mts Al-Ihsan Japuralor and knowing the obstacles and solutions experienced by students in the process of memorizing the Qur'an at Mts Al-Ihsan Japuralor. This research method uses a descriptive qualitative method. This research was conducted at Madrasah Tsanawiyah Al-Ihsan Japuralor. Data collection techniques in this study were interviews, observation and documentation. Based on the research results, the effectiveness of the Murottal method in the tradition of memorizing the Al-Quran at Mts Al-Ihsan Japuralor is very effective or is able to provide influence, change or can bring results in accordance with the objectives achieved. The implementation is by joint murojaah at the beginning of the learning process which is started by a teacher with the correct knowledge of tajwid, rhythm, and good voice. There are many obstacles experienced by students at Mts Al-Ihsan Japuralor, namely feeling lazy, not having time to memorize or not being able to manage time, lack of motivation, mobile phones and being slow in memorizing, but teachers At Mts Al-Ihsan Japuralor, they always provide motivation, guidance, advice and appreciation as a way to make students enthusiastic about memorizing and never give up. The effectiveness of the murottal method in the tradition of memorizing the Qur'an at Mts Al-Ihsan Japuralor includes: tajwid guidance, tartil guidance, time, and place. Obstacles and Solutions experienced by students in the tradition memorizing the Qur'an include: the difficulty of distinguishing almost the same verses, laziness, lack of time management, cellphones,

slow memorization. The solution is for teachers to provide motivation, guidance, advice, and appreciation.

**Keywords:** *Effectiveness, Murottal Method, Memorizing Tradition.*

## INTRODUCTION

The Qur'an is the first source of Islamic teachings, containing a collection of revelations from Allah SWT. What was conveyed to the Prophet Muhammad SAW. Among its contents are living regulations to regulate human life, and their relationship with nature and its creatures. (Zaiunuddin Ali,)

Considering the importance of studying the Qur'an, an introduction to the Qur'an is not only known from a physical and historical aspect, but what is more important is how to be able to read and understand the meaning contained in verse by verse in the Qur'an. (Zulfisun,). Reading the Qur'an should be read tartil (slowly) and fluently. So the aspect of the ability to read the Qur'an is the main thing that every Muslim, both humans in general and students in particular, should know. The wisdom of studying the Quran is evident in a hadith of the Prophet Muhammad (peace be upon him) narrated by Imam Al-Bukhari, translated as: "The best of you are those who learn the Quran and teach it to others." (Narrated by Bukhari).

Learning the Quran is a primary obligation for every believer, as is teaching it. Learning the Quran can be divided into several stages: first, learning to read it fluently and correctly, according to the applicable rules of recitation and tajweed; second, learning its meaning and intent; and finally, learning to memorize it by heart, as practiced by the Companions during the time of the Prophet Muhammad (peace be upon him) and today.

The Quran is the best reading for believers, both in times of joy and hardship, in times of sadness and anxiety. Every believer is certain that reading the Quran is a truly noble deed and will be rewarded manifold. This is because what is being read is the holy book of divine words. (Ahmad Syarifuddin,)

Teaching the Quran to students is the first foundation of Islamic education that must be taught. When students are still following their natural instinct (fitrah), the path open to the light of wisdom hidden within the Quran, it will be easier to accept and understand its contents, as at this stage, students are still in a period of physical and intellectual growth. A teacher's professional ability is tested by their mastery of various learning methods. A teacher's task is not only to transfer knowledge to students but also to guide and direct them to be more active in the learning process.

The teacher's presence in the teaching and learning process remains crucial. The teacher's role in the teaching process cannot be replaced by even modern machines, radios, or computers. Many human elements, such as attitudes, value systems, feelings, motivations, habits, and other expected outcomes of the teaching process, cannot be achieved through these tools. (Nana Sudjana)

A learning strategy is a method a teacher uses in teaching from beginning to end. A teacher must be able to select effective and efficient strategies for the learning process, including strategies that stimulate student engagement in the learning process and that can stimulate student motivation and develop learning skills, especially in reading the Quran. By utilizing methods and strategies accurately, teachers will be able to achieve teaching objectives. A teacher always hopes that their students will achieve good learning outcomes and also improve their ability to read the Quran. Achieving this is certainly not easy. The teacher, as the manager of the learning process, must design appropriate lessons that align with the material presented so that the transfer of knowledge can proceed smoothly.

Students' learning abilities are certainly not equal. Some have high abilities and others have low abilities. Therefore, this diversity in student learning abilities results in not all students being able to absorb the lessons effectively, impacting their learning abilities, particularly in reading or memorizing the Quran.

Through the initial study, the author observed that at Mts Al-Ihsan, teachers in learning the Qur'an have a special tradition of using the murottal method, but in reality, in delivering the material, the teachers are always faced with several obstacles or constraints. Meanwhile, the target in learning to read the Qur'an still makes the murottal method the chosen model that is traditional in an effort to improve students' ability to read the Qur'an.

## **METHOD**

The type of research used by the author is field research, which focuses on phenomena. The approach used in this study is descriptive qualitative. This qualitative approach is used because the research focuses on conceptual aspects, namely, points of thought and how to socialize them. Therefore, the data collected is representative field data and relevant to the object of study.

The qualitative approach allows the researcher to explore the nuances and complexities of the events studied. Qualitative data collection methods, including interviews, observations, and document collection, will be used to gain insights and creative learning from educators in making the murottal method effective in the memorization tradition.

By using this qualitative approach, it is also hoped that the researcher will understand, understand, and be creative in developing/making memorization of the Quran more effective. A case study is a research method used to investigate a phenomenon or problem in depth within a real-life context. This method allows researchers to understand a case in greater detail by collecting various types of data from various sources, such as observations, interviews, documents, and questionnaires. According to Creswell, case studies involve extensive data collection because researchers seek to build a deep understanding of a case. Therefore, detailed analysis is required to develop a comprehensive description of the case being studied. One analytical method that can be used is theme or issue analysis, which allows the case to describe itself within a specific context (Yin, 1989). Furthermore, Creswell also explains that case studies form a broader structure in the form of a written narrative. This is due to the use of theory in describing the case or through various analyses that compare several cases in different contexts (Creswell, 1998).

## **RESULTS AND DISCUSSION**

### **A. Tahfidz or Tajweed guidance in memorizing the Quran**

Tajweed guidance is conducted with a clear purpose and objective. The goal is that before directly memorizing the Quran, students are taught how to read the Quran according to the rules or laws of reading the Quran properly and correctly, including letter pronunciation, clear punctuation, and pauses. It also aims to enhance and refine their recitation.

This aligns with the rules and understanding of the science of Tajweed itself. The word "tajwid" comes from the Arabic words jawwada, yujawwidu, tajwidan, which mean to beautify or make beautiful. Terminologically, Tajweed is the science that provides a comprehensive understanding of letters, including their rights and the new laws that arise after fulfilling these rights. These include letter properties, madd rules, and so on. (Acep Lim Abdurohim,)

### **B. Tartil Guidance in Memorizing the Quran**

Tartil guidance is provided with the goal of ensuring that each student, in the process of memorizing the Quran, first learns tartil through the available guidance so that they can read the Quran correctly according to its meaning. Reading slowly and steadily, reading accurately, allows each letter and its pronunciation to be clearly heard. In its definition, tartil itself is something integrated (ittisaq) and systematic (intidzham).

It means releasing words from the mouth in a good, orderly, and consistent manner. The emphasis is on oral pronunciation, or verbal and vocal recitation. Technically, tartil is closely related to the application of the principles of tajwid.

It is said that scholars agree on the recommendation of tartil (reading slowly according to the rules of tajwid). Recite the Quran with tartil; this is Allah's command to us. The tartil referred to in this verse is the drawing out and pronouncing of the letters of the Quran according to their makhraj (places where the letters emerge) and their characteristics. The tartil Qur'an course provides advanced training from the basic level to provide specialization in mastering Qur'an recitation within Quranic education.

### **C. Time in Memorizing the Quran**

The time referred to here refers to the free time of students or students memorizing the Quran. It is undeniable that time is a driving factor in achieving desired goals. It's not uncommon for people to spend a significant amount of time on worldly pursuits, things that bring no benefit to themselves, others, or the environment. Therefore, in the process of memorizing the Quran, we are expected to condition ourselves and motivate ourselves so that time is not wasted on meaningless activities. Moreover, schools only have one hour before the start of lessons, from 7:00 to 8:00. So students must be smart in dividing their time to fill their time at home to memorize.

### **D. Place to Memorize the Quran**

The location is also a major factor in determining whether or not we successfully memorize the Quran. Sometimes, some students remain focused on memorizing even in crowded places. Others focus solely on memorizing in quiet, peaceful, and serene settings. A quiet, relatively uncrowded environment is considered highly advantageous and influences the process of memorizing the Quran.

### **E. Obstacles and Solutions Experienced by Students in Memorizing the Quran**

#### **1. Obstacles**

Obstacles experienced by students in the process of memorizing the Quran include difficulty distinguishing between similar verses, laziness, poor time management, mobile phones (influenced by digital devices), and slow memorization. Health.

Health is a crucial factor in memorizing the Quran, as this memorization activity requires considerable time and continuity. Therefore, the solution is to advise students to maintain a healthy diet and maintain good health while memorizing the Quran, as memorizing the Quran is a noble endeavor in this day and age.

## 2. Solution

Solutions provided to facilitate and encourage Quran memorizers and address challenges include: providing motivation, guidance, advice, and appreciation. Students at Mts Al-Ihsan Japuralor come from diverse family backgrounds and are highly motivated to learn. They demonstrate great enthusiasm for participating in Quran memorization activities and learning.

These students deeply value Islamic values and tend to apply religious teachings in their daily lives. Furthermore, they actively participate in extracurricular activities that develop character and social skills. Despite occasional challenges, such as limited infrastructure, they remain enthusiastic about learning and demonstrate significant progress in both academic and moral aspects. The diversity of interests and talents among students makes the learning environment at this school more dynamic and vibrant.

The results are quite good, considering that students who memorized Juz 30 using murottal songs, allow the university to test their memorization as proof of the effectiveness of the murottal method in the tradition of memorizing the Quran. It is indeed more enjoyable when recited or listened to, thus making students and educators more enthusiastic when teaching or being taught. However, there are certainly students who feel unable to do so, lack enthusiasm, and so on.

## CONCLUSION

The murottal method is an effective method for memorizing the Quran, especially in helping students understand tajweed, tartil, and intonation. However, its effectiveness will be optimal if supported by strong student motivation, diverse learning methods, qualified teacher guidance, and a conducive learning environment. Its implementation involves listening to murottal repeatedly, imitating the recitation, and paying attention to the tajweed and rhythm of the recitation.

Possible applications include: selecting a quality murottal, listening repeatedly, then imitating the reciter or teacher's recitation, following the correct tajweed and rhythm, paying attention to tajweed and makhraj, focusing on correct letter pronunciation (makhraj) and tajweed rules such as length, droning, and others.

The effectiveness of the murottal method in memorizing the Quran at Mts Al-Ihsan Japuralor can be quite effective, especially in helping students understand tajweed, tartil, and intonation. However, this effectiveness is also

influenced by several other factors, such as student motivation, other supporting methods, and comprehensive guidance.

The main obstacles students often experience in memorizing the Quran are laziness, lack of motivation, and difficulty understanding the meaning of the verses. Furthermore, environmental factors and inappropriate memorization methods also contribute to obstacles. Solutions involve improving one's intention, choosing the right time, using effective methods, maintaining a supportive environment, and engaging in Quran-related activities.

## REFERENCES

- Aceplim Abdurohim, Pelajaran Ilmu Tajwid lengkap, (Bandung: Diponegoro 2003), h.3
- Amzir (2014) "pemeriksaan keabsahan data "Ariyono Suryono dan Aminuddin Siregar "Relasi Adat dan Agama Dalam Tradisi Baarak Naga" Buku kamus Antropologi.
- Astuti (2019) Efisiensi dan Efektivitas dalam Upaya Pelayanan Administrasi Akademik Mahasiswa"
- Ahmad Syarifuddin, Mendidik Anak Membaca, Menulis dan Mencintai Al-Qur'an, (Jakarta: GemaInsani, 2004), h. 45.
- Arya Duta (skripsi Implementasi Metode Murottal dalam Menghafal Al-Qu'an Pada Siswa Mts Arofah Bintung)
- Creswell, (1998). Metode Penelitian Study Kasus"(Sumber Penelitian. Jurnal, n.d.)
- DepDikBuk, Kamus Besar Bahasa Indonesia, (Jakarta: Perum Balai Pustaka, 1984) h.580
- Munawwir, Kamus Al-Munawwir Arab-Indonesia Terlengkap, (Yogyakarta: Pustaka Progresif, 1997) h.471
- NabilaAzzahra (skripsi Implementasi Metode Murottal dalam Menghafal Al-Qu'an Pada Siswa Mts Arofah Bintung)
- Nana Sudjana, Dasar-dasar Proses Belajar Mengajar (Bandung: Sinar Baru Algesindo, 1995), h.12.
- Ramayulis, Metodologi Pengajaran Agama Islam, (Jakarta: KalamMulia,1994), h.17
- Sugiono, Metode Penelitian Kuantitatif Kualitatif dan R&D (Bandung: Alfabeta, 2013), h. 3
- Soekanto Soerjono"Metode Memelihara Hafalan Al-Quran di Darul Qur'an"

- Teknik Pengumpulan Data Metode Kualitatif,n.d-b) UIN & Banjarmasin, (2018)  
"Reduksi Data"
- Ustadz Rizal Mokoagow, (Implementasi Metode Murottal dalam Menghafal Al-  
Qu'an Pada Siswa Mts Arofah Bintang)
- Ustadzah Fitriani Sauf, (skripsi Implementasi Metode Murottal dalam Menghafal  
Al-Qu'an Pada Siswa Mts Arofah Bintang)
- Van Reusen"Perkembangan Tradisi dan Kebudayaan Masyarakat" Yin, (1989)."  
Pendekatan Penelitian"
- Zaiunudin Ali, Pendidikan Agama Islam, Jakarta: PT. Bumi Aksara, 2007, h. 86.
- Zulfisun, Muharram, Bekajar Mudah Membaca dengan Metode Mandiri, cet. 1;  
Jakarta: Ciputat Press, 2003, h, 2.