EFFORTS TO ENHANCE QURAN MEMORIZATION SKILLS THROUGH THE REPETITION-BASED METHOD IN STUDENTS OF MTS AL-MUNAWWARAH BINJAI UTARA

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan menghafal siswa di MTs Al-Munawwarah Binjai Utara melalui penerapan metode hafalan berbasis pengulangan. Latar belakang penelitian ini adalah rendahnya kualitas hafalan siswa yang disebabkan oleh kurangnya variasi dan ketidakefektifan strategi pembelajaran. Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, dengan teknik pengumpulan data berupa observasi, wawancara, dan tes (Pre-Test dan Post-Test). Hasil penelitian menunjukkan bahwa metode hafalan berbasis pengulangan dapat secara signifikan meningkatkan kemampuan hafalan siswa, yang dibuktikan dengan peningkatan nilai rata-rata dari pre-test ke post-test serta hasil analisis N-Gain yang berada pada kategori "sedang". Selain itu, metode ini juga memberikan dampak positif terhadap peningkatan motivasi dan rasa percaya diri siswa. Penerapan metode ini direkomendasikan sebagai strategi efektif dalam meningkatkan pembelajaran Tahfidz Al-Qur'an di madrasah.

Kata Kunci: *Metode Berbasis Pengulangan, Hafalan Al-Qur'an, Penelitian Tindakan Kelas, Motivasi Siswa, Madrasah.*

Abstract

This study aims to improve the memorization ability of students at MTs Al-Munawwarah Binjai Utara through the implementation of a repetition-based memorization method. The background of this study lies in the low quality of students' memorization, which is attributed to the lack of varied and ineffective learning strategies. The study utilizes a Classroom Action

Research (CAR) approach, conducted in two cycles, with data collection techniques including observation, interviews, and tests (Pre-Test and Post-Test). The results of the study demonstrate that the repetition-based memorization method significantly enhances students' memorization skills, as evidenced by an increase in the average scores from pre-test to post-test and the N-Gain analysis results, which fall under the "moderate" category. Additionally, the method positively influences student motivation and self-confidence. The application of this method is recommended as an effective strategy for improving Al-Qur'an memorization learning in madrasahs.
Keywords: Repetition-based method, Quran memorization, Classroom Action Research, Student motivation, Madrasah.

INTRODUCTION

In Indonesia, Islamic educational institutions are increasingly developing, including institutions that have special programs in educating memorizers of the Qur'an , which aim to balance general education and religious education, so that there is no gap between them , especially the program for memorizing the Qur'an . In the Republic of Indonesia Constitution Number 20 of 2003 in Chapter II Article 3, it is stated that National education functions to develop abilities and shape the character and civilization of the nation which aims to develop the potential of students to become human beings who believe and fear Allah Almighty, have noble character, are creative, independent and responsible (Rosyidatul & Faturrohman, 2021) .

In the context of Islamic education, educational institutions such as Islamic boarding schools, madrasahs, formal schools, and non-formal education have an important role in preserving and developing the tradition of memorizing the Qur'an . This tradition not only aims to form an intellectually intelligent generation, but also to instill a deep love for the Qur'an , so that they can practice Islamic teachings in everyday life. The Qur'an is the holy book of Muslims which contains all the rules, norms, values, recommendations, and prohibitions that serve as a guide for human life. The Qur'an was revealed gradually over 22 years 2 months 22 days or

23 years, namely 13 years in Mecca and 10 years in Medina. This gradual process of revelation has left a deep impression on the lives of mankind. As the greatest miracle of the Prophet Muhammad SAW, the Qur'an is a guide for life for all Muslims (Suharto et al., 2022) .

One of the madrasahs that has a Tahfidz Al- Qur'an program is MTs. Al-Munawwarah Binjai Utara, is a junior madrasah with the advantage of the Tahfidz Al- Qur'an program. (Romziana et al., 2021) . In an effort to improve the quality of memorization, this madrasah applies the Repetition method, which is a repetition method designed to accelerate the process of memorizing the Al- Qur'an , so that it can help students memorize more effectively and consistently, and make the Tahfidz program an integral part of character formation students and strengthening religious education at the madrasah (Wirman, 2023). Tahfidz program is designed to provide systematic support in facilitating the process of memorizing the Qur'an . With an innovative approach that continues to develop, this program aims to create a more structured and directed memorization method. This approach not only focuses on achieving the number of memorizations, but also on the quality of understanding of each verse memorized. With the support of effective and ongoing teaching, this program focuses on increasing the motivation and self-discipline of memorizers to achieve success in memorizing the Qur'an optimally (Maula, 2025) .

Memorizing the Qur'an is not as easy as memorizing vocabulary, books, or daily prayers , but memorizing the Qur'an must be adapted to existing rules, whether from tajwid, makhariju al -The letters and aspects of fashohah in reciting the verses of the Qur'an (Ilyas, 2023) . The process of memorizing the Qur'an is not only the responsibility of the individual, but is also an important part of the education system in various institutions. MTs. Al-Munawwarah Binjai Utara has a different extracurricular from other schools, where the Al- Qur'an memorization program is a compulsory subject to support students' religious education. In this study, the researcher explained that the Al- Qur'an memorization extracurricular activity was carried out using the sorogan method, where students submitted their memorization individually to the tutor twice a week.

The main challenge at Madrasah Tsanawiyah (MTs) Al-Munawwarah Binjai Utara is the lack of implementation of effective methods to improve students' memorization skills. The methods used are still monotonous, lack variety, and have not utilized technology as a tool in the Tahfidz process. Initial observations show that the memorization process depends more on individual student efforts without a structured learning strategy. As a result, students have difficulty maintaining consistency in memorization, and memorization that has been learned is often forgotten due to the lack of systematic repetition (Makmur et al., 2023).

In the memorization process, in addition to students having different abilities, they also have several obstacles such as low motivation in students, and difficulty in remembering the memorization that has been learned. Therefore, teachers need the right strategies and methods so that the memorization goals can be achieved properly and optimally and not only focused on the quantity of memorization, but also paying attention to the quality of memorization by balancing memorization, understanding, and character building. So that it has the potential to produce a young generation of memorizers of the Al- Qur'an who not only memorize, but also have good morals. Quranic , disciplined, and skilled in applying Islamic values in daily life. One of the methods used to improve students' memorization of the Qur'an at MTs. Al-Munawwarah Binjai Utara is to use the Repetition method. The use of this method is expected to help students memorize the Qur'an effectively and efficiently (Nurhasanah et al., 2024) .

LITERATURE REVIEW

In Islamic teachings, religious understanding plays an important role in shaping a person's character and faith. Lack of Islamic insight can weaken motivation and religious awareness. Therefore, an effective approach is needed, such as the Majelis Taklim and Islamic education. The Majelis Taklim as a means of non-formal education fosters religious awareness, while Islamic education is more structured to provide in-depth understanding (Juliani et al., 2024) . Along with the times, religious learning

methods need to adapt to the use of digital technology to be more effective and broad in reach. With the right approach, Islamic education not only conveys knowledge, but also shapes personality according to Islamic values (Widodo & Husni, 2025) .

Efforts to improve Islamic insight not only focus on cognitive aspects, but also instill moral and spiritual values in students. Islamic education has an important role in forming a generation that has strong faith and practices Islamic teachings in everyday life (Syahid, 2024) . In addition, Islamic education also aims to form individuals with Islamic character and are able to contribute to community life. With a systematic approach, this learning is not only oriented towards providing material, but also instilling awareness of the importance of practicing Islamic values in everyday life. (Astuti et al., 2024) .

Islamic education covers various aspects that not only emphasize the transfer of knowledge, but also build religious awareness and moral commitment in students. The material taught is not only cognitive, but also includes affective and psychomotor aspects, so that it can form individuals with noble character and based on Islamic teachings in their daily lives. The material includes faith, Islamic history, morals, and fiqh , each of which has an important role in providing a deeper understanding of Islam (Mukhlis, 2023) . Faith teaches true beliefs, Islamic history provides insight into the journey of Muslims, morals form a noble personality, and fiqh is a guide in carrying out worship and social interaction. With a comprehensive approach, Islamic education plays a role in forming individuals who have a deep understanding of religion, are able to adapt to changing times, and uphold Islamic principles in various aspects of life.

Islamic education has an important role in forming a generation that not only understands Islamic teachings, but is also able to practice them in everyday life. One of the main aspects of Islamic education is learning the Qur'an , which includes understanding and memorizing as part of the process of instilling religious values. This process aims to form individuals who have a deep understanding of the Qur'an as well as the skills to read and memorize it well (Anggraeni, 2024) . In addition, Islamic education also

contributes to instilling and implementing positive values sustainably, both in aspects of worship and daily morality.

The success of memorizing the Qur'an is highly dependent on a systematic and targeted learning strategy. Therefore, the application of consistent methods and a structured approach are the main factors in strengthening memory, facilitating the memorization process, and ensuring optimal results. With a continuous learning system, memorization can be more easily remembered in the long term, so that understanding of the Qur'an is stronger (Rahman et al., 2025) . Thus, Islamic education not only plays a role in forming individuals who are knowledgeable, but also have strong character and morals according to Islamic teachings.

One of the effective methods in memorizing the Qur'an is the Repetition method or repeating verses periodically. This technique is applied gradually, starting from repeating per verse, per group of verses, to the entire surah. This process can be done independently, in groups, or with teacher guidance to ensure stronger memorization and long-term durability (Makmur et al., 2023) . In addition, the Repetition method is often combined with other techniques, such as Muraja'ah (periodic memorization repetition) and recording memorized verses, so that it can strengthen memory and minimize the potential for forgetting (Yeni, 2024) .

The success of the Repetition method depends not only on the techniques applied, but also on internal and external factors that interact with each other. Internal factors include discipline, self-motivation, and the individual's cognitive condition that affects memorization ability. Meanwhile, external factors include a conducive environment, teaching quality, supporting facilities, and the active involvement of parents and teachers in the guidance and evaluation process. With the support of these two factors, memorization learning takes place progressively, where each stage that is mastered becomes the basis for the next stage. Therefore, the combination of the right method with optimal support will increase the effectiveness of memorization and maintain it in the long term (Shunhaji et al., 2023) .

In its application, the Repetition method has proven effective in improving memory, but also faces challenges, such as boredom due to continuous repetition, especially for children or beginners. Therefore, a variety of strategies are needed so that the memorization process remains interesting and sustainable, such as the use of tartil rhythm, interactive media, and an approach based on understanding the meaning of the verses. Periodic evaluation by teachers or mentors also plays a role in measuring development and determining more effective strategies for each individual. With various methods and systematic evaluation, the process of memorizing the Qur'an can take place optimally and sustainably (Anggraeni, 2024) .

RESEARCH METHODS

The method used in this study is Classroom Action Research (CAR), which aims to identify problems in the learning process, investigate the causes, and find solutions through actions that are systematically designed and determined. Classroom Action Research (CAR) combines qualitative and quantitative approaches, which are carried out by teachers or educators with the aim of improving the quality of learning in the classroom (Rahmayanti et al., 2023) . This research was conducted in several cycles, which include the planning, action, observation, and reflection stages. Reflection in Classroom Action Research (CAR) plays an important role in evaluating the effectiveness of actions, identifying strengths and weaknesses, and making adjustments to achieve more optimal learning outcomes.

Learning Outcomes in Classroom Action Research (CAR) are improved through a practical and collaborative approach, involving students and fellow educators in the continuous improvement process. Therefore, Classroom Action Research (CAR) not only functions as a research method, but also as an effort to increase the effectiveness of learning. In general, Classroom Action Research (CAR) includes improving the quality of education, professional teacher services, and strengthening collaboration and research among educators (Azizah, 2021) . This study

objectively describes the memorization of the Qur'an using the Repetition method at MTs. Al-Munawwarah Binjai Utara.

Data collection techniques in Classroom Action Research (CAR) are Interviews, Observations, and Tests. An interview is a meeting between two or more people who exchange information and ideas through a question and answer process, either structured or free, between researchers and respondents, with the aim of obtaining more in-depth information. Observation is a data collection technique carried out through a process of systematic, logical, objective, and rational observation and recording of phenomena that occur in the field (Juliani & Syahbudin, 2025) . Meanwhile, tests are used to measure individual learning outcomes or performance quantitatively or qualitatively through written, oral, or structured practical instruments (Romdona et al., 2025) .

To ensure the validity and reliability of the data, this study applies triangulation techniques, namely comparing the results of interviews, observations, and tests to obtain an objective and comprehensive picture. Consistency checks are carried out periodically during the observation process, and efforts to reduce personal judgment are made through documentation of learning outcomes. Thus, the findings of this study can be scientifically accounted for and provide real contributions to the development of the Tahfidz Al- Qur'an learning method .

RESULTS AND DISCUSSION
Result

The results of observations conducted by researchers show the efforts of MTs Al-Munawwarah, North Binjai District, in improving students' ability to memorize the Qur'an through the application of the Repetition method. This study focuses on groups of students who apply the Repetition method in learning. The indicators observed include the level of student focus when listening and following learning, student responses to teacher guidance, accuracy in reciting verses of the Qur'an repeatedly, accuracy in repeating memorization according to teacher guidance, consistency in completing memorization targets, increasing the number of

verses memorized periodically, and the level of student confidence in reciting memorization in front of teachers or friends.

This study aims to evaluate the effectiveness of the Repetition method in learning to memorize the Qur'an and to identify supporting and inhibiting factors in the memorization process at MTs Al-Munawwarah Binjai Utara. Further analysis was carried out based on the data obtained, including differences in memorization abilities between male and female students in grade IX and a comparison of the results with previous methods that have been applied. The data analyzed in this study include:

1. Test Result Data (*Pre-Test)* and *Post-Test*)

Stage 1: *Pre-Test Data Collection* And *Post- Test*				
No.	Name	Type	Mark Before	**Mark After**
		Sex	*(Pre-Test)*	*(Post-Test)*
1	Adriansyah	L	65	80
2	Almira	P	71	86
3	Ashifa	P	69	84
4	Azriel	L	70	85
5	Bening	P	72	87
6	Dwi	P	70	85
7	Fahriel	L	68	83
8	Fahri	L	66	81
9	Ghanim	L	69	84
10	Hanifa	P	73	88

11	Hilmi	L	67	82
12	Indah	P	68	83
13	Keyla	P	72	87
14	Kheylin	P	71	86
15	Hafidz	L	70	85
16	Satrio	L	68	83
17	Nabila	P	70	85
18	Surya	L	71	86
19	Zybilla	P	74	89
20	**Tirta**	**L**	72	87

Table 1.0 Pre-Test and Post-Test Data Based on Gender

Pre-Test and *Post-Test* data by gender, this table presents a comprehensive overview of individual pre-test and post-test scores for 20 students (10 males and 10 females) involved in the study. This table includes the students' names, gender, and their scores before and after the implementation of the repetition method. This data serves as a basis for evaluating the success of the method.

Calculation Formula for *N-Gain Value* (Individual)	Average Value Calculation Formula *N-Gain*
$N\text{-}Gain = \dfrac{Post\ Test - Pre\ Test}{100 - Pre\ Test}$	$Average\ N\text{-}Gain = \dfrac{Jumlah\ seluruh\ nilai\ N-Gain}{Jumlah\ siswa}$

Table 1.1 N-Gain Calculation Formula

Table 1.1: *N-Gain* calculation formula , this table describes the formula used to calculate individual and average *N-Gain values, which are used to measure the improvement in students' memorization abilities.*

Stage 2: *N-Gain Calculation Results* (Individual)					
No.	Name	Type Sex	Mark Before *(Pre-Test)*	Mark After *(Post-Test)*	***N-Gain***
1	Adriansyah	L	65	80	**0.429**
2	Almira	P	71	86	**0.517**
3	Ashifa	P	69	84	**0.484**
4	Azriel	L	70	85	**0.500**
5	Bening	P	72	87	**0.536**
6	Dwi	P	70	85	**0.500**
7	Fahriel	L	68	83	**0.469**
8	Fahri	L	66	81	**0.441**
9	Ghanim	L	69	84	**0.484**
10	Hanifa	P	73	88	**0.556**
11	Hilmi	L	67	82	**0.455**
12	Indah	P	68	83	**0.469**
13	Keyla	P	72	87	**0.536**
14	Kheylin	P	71	86	**0.517**
15	Hafidz	L	70	85	**0.500**
16	Satrio	L	68	83	**0.469**
17	Nabila	P	70	85	**0.500**
18	Surya	L	71	86	**0.517**
19	Zybilla	P	74	89	**0.577**
20	**Tirta**	**L**	**72**	**87**	**0.536**

Table 1.2 Calculation of N-Gain (Individual) Based on Gender

Table 1.2: Results of *N-Gain* calculations (individual) based on gender, this table presents individual *N-Gain scores* for each student, showing variations in the level of memorization ability improvement. For example, Zybilla has *an N-Gain* of 0.577, and Adriansyah has 0.429.

Step 3: Average Calculation *N-Gain*
Average *N-Gain* =$\frac{\text{Jumlah seluruh nilai } N-Gain}{\text{Jumlah siswa}}$
Average *N-Gain* =$\frac{9,992}{20}$
Average *N-Gain* = 0,4996 dibulatkan menjadi 0,500

Table 1.3 Calculation of Average N-Gain

Table 1.3: Calculation of the average *N-Gain* , this table details the calculation of the average *N-Gain* for all students, which is 0.500. This average shows an increase in memorization ability in the "Moderate" category according to Hake's (1998) classification criteria.

N-Gain Classification Criteria (Hake , 1998)	
N-Gain Value Range	Category
< 0.3	Low
0.3 – 0.69	Currently
≥ 0.7	Tall

Table 1.4 N-Gain Classification Criteria (Hake , 1998)

N-Gain classification criteria (Hake , 1998), this table defines categories for *N-Gain values* : "Low" (< 0.3), "Medium" (0.3 – 0.69), and "High" (≥ 0.7).

Step 4: Classification of *N-Gain Results*						
No.	Name	Type Sex	Mark Before *(Pre-Test)*	Mark After *(Post-Test)*	*N-Gain*	**Category**
1	Adriansyah	L	65	80	0.429	**Currently**
2	Almira	P	71	86	0.517	**Currently**
3	Ashifa	P	69	84	0.484	**Currently**
4	Azriel	L	70	85	0.500	**Currently**
5	Bening	P	72	87	0.536	**Currently**
6	Dwi	P	70	85	0.500	**Currently**
7	Fahriel	L	68	83	0.469	**Currently**
8	Fahri	L	66	81	0.441	**Currently**
9	Ghanim	L	69	84	0.484	**Currently**
10	Hanifa	P	73	88	0.556	**Currently**
11	Hilmi	L	67	82	0.455	**Currently**
12	Indah	P	68	83	0.469	**Currently**
13	Keyla	P	72	87	0.536	**Currently**
14	Kheylin	P	71	86	0.517	**Currently**
15	Hafidz	L	70	85	0.500	**Currently**
16	Satrio	L	68	83	0.469	**Currently**
17	Nabila	P	70	85	0.500	**Currently**
18	Surya	L	71	86	0.517	**Currently**
19	Zybilla	P	74	89	0.577	**Currently**
20	**Tirta**	**L**	**72**	**87**	**0.536**	**Currently**

Table 1.5 Classification of N-Gain Results (Hake , 1998)

Table 1.5: Classification of *N-Gain* results (Hake , 1998), this table classifies each student's *N-Gain score according to* Hake's criteria , showing that all students fall into the "Moderate" category.

Stage 5: Analysis by Gender							
No.	Name	Type Sex	*N-Gain*	No.	Name	Type Sex	***N-Gain***
1	Adriansyah	L	0.429	1	Almira	P	**0.517**
2	Azriel	L	0.500	2	Ashifa	P	**0.484**
3	Fahriel	L	0.469	3	Bening	P	**0.536**
4	Fahri	L	0.441	4	Dwi	P	**0.500**
5	Ghanim	L	0.484	5	Hanifa	P	**0.556**
6	Hilmi	L	0.455	6	Indah	P	**0.469**
7	Hafidz	L	0.500	7	Keyla	P	**0.536**
8	Satrio	L	0.469	8	Kheylin	P	**0.517**
9	Surya	L	0.517	9	Nabila	P	**0.500**
10	**Tirta**	**L**	**0.536**	**10**	**Zybilla**	**P**	**0.577**

Table 1.6 Classification of N-Gain Results (Hake , 1998) Based on Gender

Table 1.6: Classification of *N-Gain* results (Hake , 1998) by gender, this table further divides the *N-Gain results* by gender, providing individual *N-Gain scores* for male and female students.
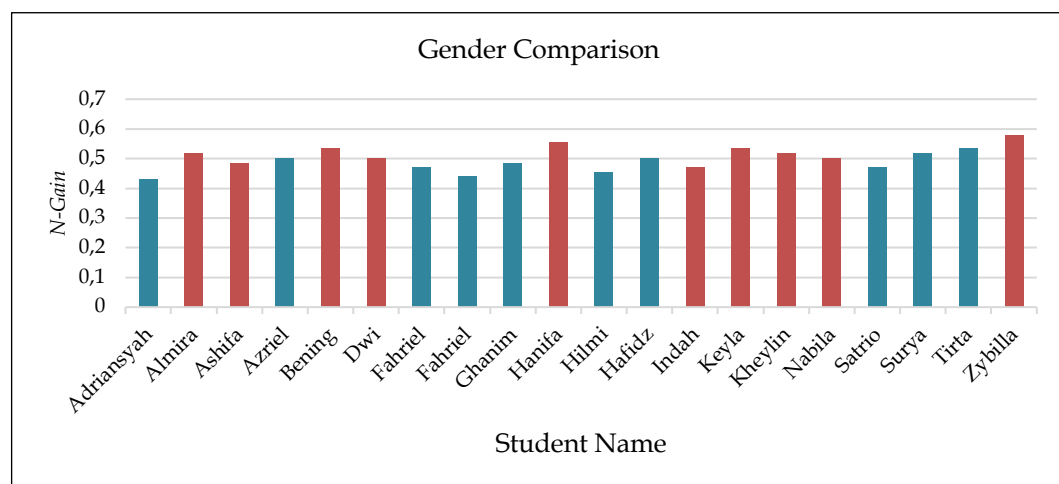

Table 1.7 Comparison Chart of N-Gain Based on Gender

Table 1.7: Comparison graph of *N-Gain* based on gender, this bar chart presents a comparison graph of individual *N-Gain values* of students based on gender. Each male and female student is displayed separately to show the variation in the increase in the ability to memorize the Qur'an after the implementation of the Repetition method, where all students experienced an increase, although there were differences between individuals. It can be seen that both male and female students obtained varying but consistent results in the range of moderate improvement, thus illustrating how the Repetition method has a positive impact evenly among both gender groups.

Man	Woman
Average *N-Gain* = $\frac{\text{Total } N-Gain \text{ kelompok}}{\text{Jumlah siswa kelompok}}$	Average *N-Gain* = $\frac{\text{Total } N-Gain \text{ kelompok}}{\text{Jumlah siswa kelompok}}$
Average *N-Gain* = $\frac{4,800}{10}$	Average *N-Gain* = $\frac{5,190}{10}$
Average *N-Gain* = 0,480	Average *N-Gain* = 0,519

Table 1.8 Calculation of Average N-Gain Based on Gender

Table 1.8 : Calculation of average *N-Gain* based on gender, this table presents the average *N-Gain* for male students (0.480) and female students (0.519), showing a slightly higher average increase for female students.

2. Observation Data (Memorization Process)

No.	Name	Type Sex	Often Memorize	Focus Memorize	Difficulty in Memorizing	Believe Self
1	Adriansyah	L	✓✓✓	✓✓✓	✓✓	✓✓✓
2	Almira	P	✓✓✓	✓✓✓	✓✓	✓✓✓
3	Ashifa	P	✓✓✓	✓✓	✓✓	✓✓✓
4	Azriel	L	✓✓✓	✓✓✓	✓✓	✓✓✓
5	Bening	P	✓✓✓	✓✓✓	✓✓	✓✓✓

6	Dwi	P	✓✓	✓✓✓	✓✓✓	✓✓
7	Fahriel	L	✓✓✓	✓✓	✓✓	✓✓✓
8	Fahri	L	✓✓✓	✓✓✓	✓✓✓	✓✓
9	Ghanim	L	✓✓	✓✓✓	✓✓	✓✓✓
10	Hanifa	P	✓✓✓	✓✓✓	✓✓	✓✓✓
11	Hilmi	L	✓✓✓	✓✓	✓✓✓	✓✓
12	Indah	P	✓✓✓	✓✓	✓✓✓	✓✓
13	Keyla	P	✓✓✓	✓✓✓	✓✓	✓✓✓
14	Kheylin	P	✓✓	✓✓✓	✓✓✓	✓✓
15	Hafidz	L	✓✓✓	✓✓✓	✓✓	✓✓✓
16	Satrio	L	✓✓	✓✓✓	✓✓✓	✓✓
17	Nabila	P	✓✓✓	✓✓✓	✓✓	✓✓✓
18	Surya	L	✓✓✓	✓✓✓	✓✓	✓✓✓
19	Zybilla	P	✓✓✓	✓✓✓	✓✓	✓✓✓
20	**Tirta**	L	✓✓✓	✓✓✓	✓✓	✓✓✓

Table 1.9 Observation Data on Memorization Process Based on Gender

Table 1.9 : Observation data of memorization process based on gender, this table presents qualitative observation data about students' behavior during the memorization process. It uses check marks to indicate how often students repeat, focus, experience difficulties, and feel confident.

Results Observation	Information
Part big student often repeat Memorization (✓✓✓)	Show that they really implement the Repetition method
Partly big student focus moment memorize (✓✓✓)	Method This help improve their concentration
A number of student Still experience difficulty On paragraph long (✓✓)	Indicates that Repetition needs to be adjusted For part paragraph Which more difficult

Trust self students increase (✓✓✓)	**They more Certain moment to pronounce memorization**

Table 2.0 Observation Results of the Memorization Process

Table 2.0: Observation results of the memorization process, this table summarizes observations from the previous table, noting that most students often repeat memorization and focus well. This also indicates that some students still have difficulty with long verses, and self-confidence is increasing.

3. Interview Data
   a. Qualitative Analysis (By Gender)

No.	Question	Type Sex	Information	Amount
1	According to younger brother, whether Does the Repetition method help in improving memorization?	L	• Yes, very helpful	6
			• Helpful, but Still There is constraint	3
			• No too helpful	1
		P	• Yes, very helpful	6
			• Help but still i h there constraint	3
			• No too helpful	1
2	What constraint main Which what do you face when memorizing?	L	• Lack of focus at the moment memorize	4
			• Difficulty remembering	3

			similar verses	
			• Lack of time to repeat memorizati on	3
		P	• Lack of focus while memorizing	3
			• Difficulty remembering the verse that similar	2
			• Lack of time to repeat memorizati on	5
3	Do you feel more confident? self in memorize after use Repetition method ?	L	• Yes, more confident self	7
			• A little more confident yourself, but still doubtful	2
			• Don't feel there is change	1
		P	• Yes, more confident self	6
			• A little more confident yourself, but still	3

865

			doubtful	
			• **Don't feel there is change**	**1**

Table 2.1 Qualitative Analysis Based on Gender

Table 2.1: Qualitative analysis by gender , this table provides a qualitative breakdown of the interview responses, showing the number of male and female students who found the method very helpful, somewhat helpful, or somewhat helpful, and details the main barriers they faced, such as lack of focus, difficulty with similar verses, and limited time.

b. Quantitative Analysis (Percentage of Answers Based on Gender)

Quantitative Analysis Formula
Percentage = $\dfrac{\text{Jumlah Responden yang Memilih Jawaban}}{\text{Total Responden}}$ x 100

Table 2.2 Formula Quantitative Analysis

Table 2.2: quantitative analysis formula, this table provides the formula used for quantitative analysis, especially for calculating percentages: (Number of Respondents Who Selected an Answer / Total Respondents) * 100.

Question	Answer	Man (10 students)	Woman (10 students)
Whether method Does repetition help memorization?	Yes, very help	60% = $\frac{6}{10}$x 100	**60% = $\frac{6}{10}$x 100**
	Help, but there is an obstacle	30% = $\frac{3}{10}$x 100	**30% = $\frac{3}{10}$x 100**
	No too helpful	10% = $\frac{1}{10}$x 100	**10% = $\frac{1}{10}$x 100**
What are the main obstacles in memorizing?	Lack of focus	40% = $\frac{4}{10}$x 100	**30% = $\frac{3}{10}$x 100**
	Similar verses are hard to remember	30% = $\frac{3}{10}$x 100	**20%= $\frac{2}{10}$x 100**

866

	Lack of time to memorize	$30\% = \frac{3}{10}$x 100	$50\% = \frac{5}{10}$x 100
Whether more believe yourself after the Repetition method?	Yes, more self-confident	$70\% = \frac{3}{10}$x 100	$60\% = \frac{6}{10}$x 100
	A little more believe self	$20\% = \frac{2}{10}$x 100	$30\% = \frac{3}{10}$x 100
	No changes	$10\% = \frac{1}{10}$x 100	$10\% = \frac{1}{10}$x 100

Table 2.3 Quantitative Analysis of Percentages Based on Gender

Table 2.3: quantitative analysis of percentage based on Gender, this table presents a quantitative analysis of students' perceptions based on interviews. It shows the percentage of male and female students who found the repetition method helpful, faced obstacles (lack of focus, similar verses, lack of time), and felt more confident after using the method.

Discussion

This study aims to analyze the effectiveness of the Repetition method in improving memorization skills, overcoming obstacles in the memorization process, and its impact on students' self-confidence. The study was conducted on students of Madrasah Tsanawiyah (MTs) Al-Munawwarah Binjai Utara involving 10 male students and 10 female students.

Of the 10 male students, 6 students (60%) felt very helped by this method, 3 students (30%) felt quite helped, and 1 student (10%) did not feel any significant changes. Meanwhile, in female students, 6 students (60%) also felt very helped, 3 students (30%) felt quite helped, and 1 student (10%) did not experience any changes. These results indicate that the Repetition method has comparable effectiveness between male and female students.

Further analysis showed that male and female students faced several obstacles in implementing the Repetition method. Of the 10 male students, 4 students (40%) had difficulty maintaining focus, 3 students (30%) had difficulty distinguishing verses that had similarities, and 3 students (30%) had limited time to repeat memorization. Meanwhile, in

female students, 3 students (30%) had difficulty focusing, 2 students (20%) faced obstacles in distinguishing verses, and 5 students (50%) felt they lacked time to memorize. These data indicate that female students face more time constraints, while male students more often experience difficulty in maintaining focus.

In addition, the Repetition method also has a positive impact on students' self-confidence in facing exams. Of the 10 male students, 7 students (70%) felt more confident, 2 students (20%) felt slightly more confident, and 1 student (10%) did not experience any changes. Meanwhile, in female students, 6 students (60%) felt more confident, 3 students (30%) felt slightly more confident, and 1 student (10%) did not feel any changes. These results indicate that the Repetition method is able to increase students' self-confidence in general, although there are some students who do not experience significant changes.

CONCLUSION

The results of this study indicate that the Repetition method has an important role in improving the ability to memorize the Qur'an in students of MTs Al-Munawwarah Binjai Utara. This method not only helps students in increasing the amount of memorization, but also contributes to strengthening their memory in the long term. In addition, this method has a positive impact on students' self-confidence, especially in facing memorization tests and reading the Qur'an more fluently.

However, the effectiveness of this method is still influenced by various factors, both from the individual aspect and the learning environment. From an individual perspective, female students tend to experience constraints in time management, especially when adjusting the memorization schedule with other academic and non-academic activities. Meanwhile, male students more often face difficulties in maintaining memorization, so they are less consistent in maintaining it. In addition, some students have difficulty in distinguishing verses that have similar pronunciations, thus slowing down the memorization process and increasing the risk of errors in pronouncing verses.

To overcome these obstacles, additional strategies are needed that can optimize the effectiveness of the Repetition method. These strategies include more effective time management through flexible memorization schedule planning, creating a more conducive learning environment, and implementing more varied memory techniques, such as structure-based memory strengthening strategies and the systematic Repetition method, so that they can help distinguish verses that have similar pronunciations. In addition, support from teachers and parents also plays an important role in helping students maintain consistency in memorizing and providing motivation so that they remain enthusiastic in completing their memorization.

With the implementation of a more systematic Repetition method, it needs to be supported by the right mentoring strategy, so that Tahfidz learning in madrasas can run more effectively and sustainably. The implications of this study indicate that an approach centered on student needs and the use of appropriate supporting strategies contribute to creating a generation of Al- Qur'an memorizers who are more qualified and able to maintain their memorization in the long term.

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