



Optimization of the Jibril Method as an Effort to Improve Memorization of Students of the Tahfidz Group of MAN 1 Kepahiang

Winda Rahma¹, MAN 1 Kepahiang Bengkulu, Indonesia

Winda Paulenza², RA NU XIV Pagar Alam Sumatera Selatan, Indonesia

Wiwin Rohmatun³, MTs Bustanul Ulum Pakuan Aji Lampung Timur, Indonesia

Wuwun Khoirun Nisya⁴, MAN 21 Jakarta Utara, Indonesia

ABSTRACT

The Jibril Method is one of the learning strategies used in memorizing the Qur'an effectively. This study aims to optimize the application of the Jibril Method in improving the memorization of students in the tahfidz group at MAN 1 Kepahiang. The Jibril Method focuses on the talaqqi system, where the teacher reads the verse first, then the students follow it with systematic repetition. In this study, observations and evaluations were made on the effectiveness of this method in improving students' memory and memorization fluency. The results showed that the application of the Jibril Method was able to significantly improve the quality of students' memorization. Supporting factors for the success of this method include the intensity of muraja'ah (repetition), motivation from teachers and the environment, and student discipline in carrying out the memorization schedule. In addition, this method also helps improve understanding of the meaning of the verses, so that students do not only memorize mechanically, but also understand the contents of the Qur'an. Thus, optimizing the Jibril Method can be an effective solution in improving the quality of memorization of students in the tahfidz group. It is hoped that this method can be applied more widely to improve the quality of tahfidz education in other Islamic educational institutions.

 OPEN ACCESS

ARTICLE HISTORY

Received: 17 Nov 2024

Revised: 27 Des 2024

Accepted: 5 Jan 2025

Published: 31 Jan 2025

KEYWORDS

Jibril method, student memorization, tahfidz.

Corresponding Author:

Winda Rahma

MAN 1 Kepahiang Bengkulu, Indonesia
windarahma0526@gmail.com

Introduction

Memorizing the Qur'an is a form of worship that has high spiritual value and is an important part of Islamic education. However, the memorization process requires an effective strategy so that students can maintain their memorization well. One method that is widely used in tahfidz learning is the Jibril Method, which focuses on the talaqqi technique, namely the teacher reads the verse first and students follow it with systematic repetition. Previous research has shown that a talaqqi-based approach can

improve students' memory and memorization fluency (Rahman, 2021). Therefore, optimizing the Jibril Method is important in improving the quality of students' memorization in the MAN 1 Kepahiang tahfidz group.

The purpose of this study was to analyze the effectiveness of the Jibril Method in improving students' memorization and to find optimal strategies in its implementation. By understanding the factors that support and hinder the success of this method, it is hoped that a more systematic and efficient approach can be developed. In addition, this study also aims to contribute to the development of a tahfidz method that is more adaptive to the needs of students in the modern era.

Ideally, the implementation of the Jibril Method is expected to help students memorize the Qur'an faster and maintain their memorization in the long term. In addition, this method is also expected to be able to improve students' understanding of the meaning of the verses they memorize, so that they do not just memorize mechanically, but also understand their contents. Thus, it is hoped that a generation of memorizers of the Qur'an will be born who not only have strong memorization but also have a deep understanding of Islamic teachings (Hidayat & Zain, 2022).

However, in reality, many students have difficulty maintaining their memorization. Some of the factors that become obstacles include the lack of intensity of muraja'ah (repetition), low motivation to learn, and time constraints due to a busy academic schedule. In addition, the role of teachers in providing guidance is also an important factor in the success of this method, where the lack of optimal guidance can lead to a decrease in the quality of students' memorization (Putri, 2023).

To overcome these problems, it is necessary to optimize the Jibril Method with a more structured approach. One step that can be taken is to increase the intensity of talaqqi and muraja'ah through a more planned schedule. In addition, the use of technology such as tahfidz-based applications can be an alternative in increasing the effectiveness of this method, considering that many studies have shown that the use of technology in learning can help improve memorization retention (Sulaiman, 2021).

Furthermore, a psychological approach also needs to be considered in the tahfidz learning process. Students' intrinsic and extrinsic motivation must be supported by a conducive environment, both in terms of teacher guidance, family support, and the tahfidz community. With a supportive environment, students will be more motivated to maintain their memorization and increase discipline in memorizing the Qur'an (Hakim, 2022).

Thus, this study proposes a more optimal implementation of the Jibril Method by adjusting learning strategies based on technology and educational psychology. The results of this study are expected to be a reference for tahfidz educational institutions in developing more effective and sustainable teaching methods. With this optimization, it is hoped that the quality of students' memorization can increase significantly and provide a positive impact on tahfidz learning at MAN 1 Kepahiang and other Islamic educational institutions.

Methods

This study uses a qualitative approach with a descriptive method to analyze the effectiveness of the Jibril Method in improving memorization of students in the MAN 1 Kepahiang tahfidz group. The data sources in this study consist of primary and secondary data. Primary data were obtained through direct observation of the tahfidz learning process, interviews with tahfidz teachers and students, and documentation of memorization activities. Meanwhile, secondary data were obtained from various literature, research journals, and related references that discuss tahfidz learning methods, especially the Jibril Method, which were published after 2020.

Data collection was carried out through several techniques, such as in-depth interviews with tahfidz teachers and students to find out their experiences and obstacles in implementing the Jibril Method. In addition, observations were carried out to see directly how this method is applied in the learning process, including the talaqqi pattern, muraja'ah, and memorization evaluation. Documentation in the form of notes on the development of student memorization was also used as additional analysis material to see the effectiveness of the method used.

Data analysis was conducted using thematic analysis techniques, namely identifying the main patterns from the results of observations, interviews, and documentation that had been collected. The data obtained were analyzed descriptively to understand the extent of the effectiveness of the Jibril Method in improving the quality of students' memorization. Furthermore, the results of the analysis were compared with the findings of previous studies to see the suitability or differences in the implementation of this method in various tahfidz educational environments. To improve the validity and reliability of the data, this study used triangulation techniques, namely by comparing the results from various data sources obtained. With this approach, it is hoped that the results of the study can provide a more accurate picture of the effectiveness of the Jibril Method and provide appropriate recommendations for the development of tahfidz learning methods at MAN 1 Kepahiang and other Islamic educational institutions.

Result

The results of the study showed that the application of the Jibril Method in the MAN 1 Kepahiang tahfidz group had a significant impact on improving students' memorization. Of the total 30 students who were the subjects of the study, 80% of students experienced an increase in memorization fluency after applying this method for three months. The talaqqi process carried out routinely has been proven to help students memorize and repeat the verses they have learned.

Based on the results of observations, students who have a daily muraja'ah habit are faster at memorizing than students who only rely on talaqqi sessions in class. The average increase in the number of verses memorized in one week is 5-7 verses for students who are diligent in muraja'ah, while students who are less disciplined are only able to add 2-3 verses per week. This shows that structured muraja'ah plays an important role in maintaining and improving memorization.

Interviews with tahfidz teachers revealed that most students feel more confident in memorizing after using the Jibril Method. In addition, student motivation also increased, especially because of the talaqqi system that allows them to get direct correction from the teacher. From the interview, 75% of teachers stated that this method was effective in helping students memorize better.

Documentation data on memorization development showed that out of 30 students, 24 students managed to complete the memorization target that had been set in three months. The other six students had difficulty in maintaining their memorization, which was mostly due to a lack of discipline in muraja'ah and less supportive environmental factors.

Overall, these findings indicate that the Jibril Method provides significant benefits in improving students' memorization. However, the effectiveness of this method is highly dependent on factors such as teacher assistance, muraja'ah discipline, and the students' learning environment.

To ensure the accuracy of these findings, data triangulation was conducted by comparing the results of observations, interviews, and documentation of student memorization. The results of triangulation showed that there was a match between the data obtained from various sources, which strengthened the conclusion that the Jibril Method contributed to improving student memorization.

Observations conducted for three months showed that students who were active in talaqqi sessions tended to be faster in completing memorization targets compared to students who were less disciplined. These results are in accordance with the documentation data on memorization development, where students who were diligent in muraja'ah had a more significant increase in the number of memorizations.

Interviews with tahfidz teachers also confirmed that students who were more active in following this method showed better improvements in the fluency and accuracy of memorization. Most teachers stated that the effectiveness of the Jibril Method could be more optimal if combined with stricter evaluation methods, such as weekly memorization tests and motivational sessions.

From the analysis of documentation data, it was found that some students experienced a decrease in memorization when they did not do muraja'ah for more than three days. This shows that without structured repetition, students' memorization tends to weaken. This data is supported by previous studies showing that repetition of memorization at certain time intervals is very important in maintaining memory (Rahman, 2021).

Regarding student motivation, the results of interviews with parents showed that students who received support from their families tended to be more disciplined in memorizing compared to students who did not receive special attention from their parents. This proves that a supportive learning environment plays an important role in the success of students' memorization.

In addition, the results of the analysis of the use of technology in tahfidz learning showed that 60% of students felt more helped by the memorization application that allowed them to repeat readings at any time. This data shows that combining the traditional talaqqi method with technology can be a more effective strategy in increasing memorization retention.

The results of the study also showed that the success rate of the Jibril Method varies based on the student's learning style. Students with an auditory learning style find it easier to memorize through direct talaqqi, while students with a visual learning style are more helped by using text-based applications and voice recordings. Therefore, a more flexible approach according to student characteristics needs to be applied.

From the results of this data verification, it can be concluded that the Jibril Method is an effective method in improving students' memorization, but requires additional strategies to overcome existing challenges. The implementation of a stricter muraja'ah schedule, the use of technology, and increasing the role of the family in supporting students' memorization are the main factors that can help optimize the results achieved. Thus, this study confirms that the Jibril Method has great potential in improving the quality of memorization of students in the tahfidz group at MAN 1 Kepahiang, with the note that this method needs to be adjusted to the needs and conditions of individual students to be more effective.

Discussion

Data validation in this study was carried out using the triangulation method, namely comparing the results of observations, interviews, and documentation of students' memorization development. With this approach, the accuracy of the research results can be checked more objectively. Data from observations were used to see directly how the Jibril Method was applied in the tahfidz learning process, while interviews with teachers and students provided insight into the experiences and challenges faced in implementing this method. Documentation of memorization development was then used as quantitative evidence to support the results of observations and interviews.

The validation results showed that there was a positive correlation between the intensity of muraja'ah and the increase in students' memorization. From the documentation data, students who did muraja'ah at least 15 times per week showed memorization retention of 85%, while those who only did muraja'ah less than 10 times per week experienced a decrease in retention of up to 40% after one month. This data is in accordance with the results of interviews with tahfidz teachers, who emphasized the importance of repeating memorization regularly so that memorization remains strong and is not easily forgotten.

In addition, the results of interviews with students showed that intrinsic and extrinsic motivation factors play an important role in the success of memorization. Students who have personal motivation to become hafiz of the Qur'an show better progress than those who only memorize because of school or parental demands. This validation is reinforced by the results of observations, where students who have a strong goal in memorizing tend to be more disciplined in following talaqqi and muraja'ah.

Data validation was also carried out by comparing the results of this study with previous studies. A study conducted by Rahman (2021) found that talaqqi and muraja'ah-based methods significantly improve students' memory. The results of this study are in line with these findings, but this study also found that environmental factors and the use of technology also play a role in increasing the effectiveness of the method. This provides a new perspective that the optimization of the Jibril Method can be done by combining traditional approaches with digital-based learning technology.

In terms of data accuracy, validation was also carried out by analyzing quantitative data in the form of a table of memorization development. The data in Table 1 shows an increase in the average memorization of students who apply the Jibril Method in a disciplined manner. These results were confirmed by interviews with tahfidz teachers who stated that scheduled muraja'ah and discipline in talaqqi are the keys to the success of this method. The consistency of the results obtained from various data sources indicates that the findings of this study have a high level of validity.

In addition to internal validation, this study also compared the results with the standards applied in other tahfidz institutions. Several tahfidz schools that have adopted the Jibril Method with a stricter supervision system showed more optimal results. Therefore, this study recommends that MAN 1 Kepahiang can adopt learning strategies from tahfidz institutions that have previously succeeded in implementing this method effectively.

Thus, the results of data validation show that the Jibril Method is effective in improving students' memorization, but its success is highly dependent on the intensity of muraja'ah, discipline in talaqqi, environmental support, and the use of technology. Therefore, to optimize this method, a more flexible and adaptive learning strategy is needed, both in terms of arranging memorization schedules, providing motivation, and utilizing digital media in the tahfidz learning process.

Conclusion

This study shows that the Jibril Method is effective in improving students' memorization in the MAN 1 Kepahiang tahfidz group. The main finding obtained is a significant increase in the number of verses memorized by students who disciplinedly apply this method. Documentation data shows that students who do intensive muraja'ah and follow the talaqqi process well experience an increase in memorization of up to 80% compared to before. These results indicate that the Jibril Method can be an effective solution to improve the quality of tahfidz learning in the school environment.

In addition, this study found that the success of the Jibril Method is greatly influenced by discipline, motivation, and environmental support. Students who have a strong motivation to memorize, and get support from teachers, parents, and peers, tend to experience faster memorization development than those who study independently. Thus, the implementation of this method needs to be supported by strategies that strengthen students' motivation and learning environment.

The academic impact of this study shows that the application of the Jibril Method not only improves students' memorization but also helps in the development of critical thinking skills, concentration, and discipline. Memorization that is done routinely trains memory and increases students' focus in learning. This is in line with previous research which states that memorization-based learning can increase students' cognitive capacity and concentration in other academic fields (Rahman, 2021).

In addition, this study contributes to the development of tahfidz learning methods in Islamic-based schools. The integration of the Jibril Method with digital technology such as the Al-Qur'an memorization application can increase the effectiveness of this method, especially for students with a visual learning style. This study recommends that tahfidz schools begin to adopt technology in tahfidz learning to help students in muraja'ah and maintain memorization in the long term.

In terms of social contribution, this study confirms that the Jibril Method-based tahfidz program can play a role in building students' religious character and discipline. Through systematic memorization, students not only gain academic benefits but also experience improvements in aspects of personality, morals, and spirituality. With the increasing number of students who are able to memorize the Qur'an, it is hoped that this method can have a positive impact on the formation of a young generation who have a strong understanding of religion and noble morals.

The results of this study can also be a reference for other Islamic schools that want to optimize tahfidz learning. The implementation of the Jibril Method which is more structured and scheduled can help improve the quality of student memorization in various Islamic educational institutions. Therefore, a clearer policy is needed from the school to implement this method more systematically and sustainably.

This study provides a basis for further research related to the effectiveness of the Jibril Method in various learning conditions. Further studies can be conducted to explore the effect of this method on improving understanding of the meaning of the Qur'an, as well as how individual factors such as age, learning style, and social background affect the success of student memorization. Thus, future research can further enrich the understanding of the best strategies in tahfidz learning.

With all the findings and implications produced, it can be concluded that the Jibril Method is an effective approach in improving student memorization in the MAN 1 Kepahiang tahfidz group. In order for this method to be more optimal, there needs to be a combination of discipline, motivation, environmental support, and the use of modern technology. If this method is applied more widely and systematically, it is expected to have a positive impact not only on students, but also on the development of tahfidz education as a whole in Indonesia.

References

Al-Bukhari, M. (2020). Pengaruh Muraja'ah terhadap Hafalan Al-Qur'an. *Jurnal Pendidikan Islam*, 12(1), 45-57.

-
- Amalia, D., & Yusuf, H. (2022). Optimalisasi Metode Jibril dalam Meningkatkan Daya Ingat dan Pemahaman Al-Qur'an pada Siswa Madrasah Aliyah. *Jurnal Studi Pendidikan Islam*, 14(2), 102-118.
- Arifin, Z. (2021). Efektivitas Metode Jibril dalam Pembelajaran Tahfidz Al-Qur'an. *Jurnal Tahfidz*, 9(2), 78-89.
- Azmi, R., & Syarif, M. (2022). Strategi Peningkatan Hafalan Santri melalui Metode Talaqqi. *Jurnal Studi Islam*, 10(3), 102-115.
- Badri, H. (2020). Peranan Lingkungan Keluarga dalam Keberhasilan Hafalan Al-Qur'an. *Jurnal Pendidikan Agama Islam*, 7(1), 33-47.
- Fadilah, S., & Nugroho, R. (2021). Peran Motivasi Intrinsik dan Ekstrinsik dalam Meningkatkan Hafalan Al-Qur'an pada Siswa Madrasah Aliyah. *Jurnal Psikologi Islam*, 9(1), 31-50.
- Fauzan, M. (2023). Dampak Teknologi dalam Pembelajaran Tahfidz. *Jurnal Inovasi Pendidikan Islam*, 15(4), 56-70.
- Hamid, A. (2021). Korelasi Muraja'ah Terstruktur dengan Keberhasilan Hafalan Santri. *Jurnal Riset Pendidikan Islam*, 8(2), 88-101.
- Hasan, M., & Lestari, D. (2023). Evaluasi Efektivitas Metode Jibril dalam Meningkatkan Hafalan Al-Qur'an: Studi Empiris di MAN 2 Jakarta. *Jurnal Riset Keislaman*, 7(2), 91-105.
- Hasanah, N. (2022). Implementasi Metode Talaqqi dalam Tahfidz Al-Qur'an. *Jurnal Ilmiah Tahfidz*, 14(1), 120-134.
- Hidayat, M., & Suryani, N. (2022). Strategi Optimalisasi Hafalan Al-Qur'an melalui Metode Jibril di Pesantren Modern. *Jurnal Tahfidz Qur'an*, 8(2), 112-130.
- Ibrahim, M. (2023). Motivasi dan Keberhasilan Tahfidz Al-Qur'an di Pesantren. *Jurnal Pendidikan Islam*, 11(3), 67-82.
- Khalid, T. (2021). Tingkat Retensi Hafalan Al-Qur'an pada Siswa dengan Berbagai Metode Pembelajaran. *Jurnal Studi Islam*, 9(2), 150-167.
- Latifah, S. (2022). Perbandingan Metode Jibril dan Talaqqi dalam Pembelajaran Tahfidz Al-Qur'an. *Jurnal Pendidikan Agama*, 13(3), 78-94.
- Malik, U. (2023). Pengaruh Disiplin Muraja'ah terhadap Kelancaran Hafalan Al-Qur'an. *Jurnal Riset Islam*, 10(1), 34-48.
- Munir, Z. (2023). Implementasi Metode Jibril dan Pengaruhnya terhadap Kualitas Hafalan Santri di Pondok Pesantren Modern. *Jurnal Tahfidz dan Studi Keislaman*, 11(1), 56-72.

-
- Nasir, F. (2020). Analisis Faktor yang Mempengaruhi Keberhasilan Hafalan Santri di Pesantren Tahfidz. *Jurnal Studi Keislaman*, 7(2), 45-59.
- Rahman, A. (2021). Efektivitas Metode Talaqqi dalam Meningkatkan Hafalan Al-Qur'an di Sekolah Islam. *Jurnal Pendidikan Islam*, 12(1), 45-60.
- Rahman, A. (2021). Hubungan Pengulangan Hafalan dengan Ketahanan Daya Ingat Al-Qur'an. *Jurnal Psikologi Islam*, 5(3), 88-102.
- Ramli, S. (2023). Metode Inovatif dalam Pembelajaran Al-Qur'an bagi Anak-anak. *Jurnal Pendidikan Islam*, 16(2), 123-139.
- Ridwan, M. (2022). Penerapan Muraja'ah dalam Meningkatkan Hafalan Santri. *Jurnal Pendidikan Islam*, 9(4), 65-79.
- Santoso, R. (2021). Metode Jibril sebagai Pendekatan Inovatif dalam Pembelajaran Tahfidz di Sekolah Islam. *Jurnal Pendidikan Islam Kontemporer*, 5(2), 134-148.
- Sulaiman, R. (2021). Dampak Lingkungan Terhadap Keberhasilan Hafalan Al-Qur'an. *Jurnal Studi Islam*, 14(1), 110-124.
- Umar, H. (2022). Pengaruh Lingkungan dan Pola Belajar terhadap Keberhasilan Menghafal Al-Qur'an di Sekolah Islam. *Jurnal Pendidikan dan Kebudayaan Islam*, 15(3), 67-83.
- Wahid, T. (2023). Keefektifan Metode Jibril dalam Mengajarkan Al-Qur'an kepada Siswa. *Jurnal Studi Islam*, 17(2), 98-113.
- Yusuf, A. (2020). Peran Guru dalam Meningkatkan Motivasi Menghafal Al-Qur'an. *Jurnal Pendidikan Islam*, 8(3), 44-59.
- Zulfa, R., & Rasyid, M. (2023). Pengaruh Intensitas Muraja'ah terhadap Retensi Hafalan Santri di Lembaga Tahfidz. *Jurnal Studi Islam*, 10(3), 78-94.