

METHOD *TALAQQI* IN DEVELOPING THE ABILITY TO MEMORIZE THE QUR'AN IN EARLY CHILDREN

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Abstract. The *talaqqi* method is a method of memorizing the Qur'an that is appropriate for children, especially at an early age, which is carried out face-to-face between teachers and students. This study aims to describe the *talaqqi* in developing memorization skills in early childhood. This study uses literature studies from various existing sources such as books, articles and documents that are in accordance with the *talaqqi* method in developing memorization skills in early childhood. The results of this study indicate that the application of the *talaqqi* method in developing memorization skills in early childhood is divided into five steps in learning activities, namely: (1) Explaining, where the teacher explains in advance the surahs and verses that will be memorized at that time for children, (2) listening, in this step the child first listens to the recitation of the verse read by the teacher, (3) Gives an example, in this step the teacher gives an example of reading the verse that the child will memorize in accordance with the correct rules in reading the Qur'an, (4) Imitating, in this third step the child then imitates the reading that has been read by the teacher, (5) Evaluating, in this activity it is useful for the teacher to immediately correct if there are errors and mistakes in the child's memorization.

Keywords: Method *Talaqqi*, Memorizing Al-Qur'an, Early Childhood

INTRODUCTION

Al-Qur'an is the word of God which is obligatory to be believed in and used as a guide for the life of every Muslim in obtaining blessings, safety and peace in this world and in the hereafter. Apart from being a measuring tool for human goodness, the Qur'an also has an advantage or privilege for those who read it and practice it. The Prophet Muhammad SAW said, "The best of you are people who want to learn the Qur'an and want to teach it". Al-Qur'an is a law for Muslims that provides light for readers to memorize it. Al-Qur'an is also a source of law in which there are prohibitions and commands for every Muslim.

Muslims in preserving the sanctity and authenticity of the Qur'an have various ways, one of which is by memorizing the Qur'an. Memorizing the Qur'an is taken from the language, namely *Hifzh* which means (memorizing) in various forms in the verses of the Qur'an. Scholars (Al-Darusary, tt) define memorizing the Qur'an as remembering, reciting, presenting it outside the head through speech or orally, gradually, firmly maintaining its memorization, preserving and preventing it from being forgotten in order to maintain its purity and authenticity. The law of memorizing the Al-Qur'an is Fardhu Kifayah where if one person or even more than one person can memorize the Al-Qur'an, it means that it has aborted the obligation for one people to memorize it. If in one people there is no one who

memorizes the Qur'an then it will be a sin. Allah SWT also said that anyone who memorizes the holy book of the Qur'an will be given convenience and fluency.

In memorizing the Al-Qur'an also has a variety of memorization methods. By using this method as an intermediary for Muslims who are serious about memorizing the Qur'an it becomes easier. Memorizing and practicing the Qur'an is an obligation for Muslims. Not only that, memorizing the Al-Qur'an is a form of increasing our faith in Allah SWT, our gratitude, and protecting against falsification of the holy Qur'an. With real intentions, patience, and good and correct guidance, memorizing the Qur'an will become easier.

Introducing the Qur'an to early childhood is no less important today. Because at an early age the child's memory is developing rapidly so it is important to apply it to shape the character, morals and behavior of children. Children's understanding through listening and children's ability to recite are important provisions in developing reading skills in children. At an early age understanding and mastery of language in listening and speaking is still abstract, so it is necessary to train and develop reading skills in children (Kurniawan; et al, 2020). When a child is born, physiologically the child's brain weighs 25%. The weight of this child's brain will reach 90% if it is 3 years old, and will be 100% at the age of the child who reaches 6 years. At first the nerves in the child's brain began to form when the fetus was 2 weeks old. These nerves develop quickly and after birth connections between nerves are formed due to the learning given to children either directly or indirectly. Which is where the nerves in children develop rapidly. The development of these nerves can develop rapidly if the child is given a stimulus. The more good and appropriate stimuli are given to children, the more brain neural networks (Wiyani, 2020).

According to Ahsin Sakho, memorizing the Qur'an using the *talaqqi* method is very appropriate for people who have extra memory, especially the blind and children who are not yet familiar with reading and writing. The influence of media also helps in memorization in children. Children will easily memorize if they are often listened to and practice how to speak or verbally pronounce the letters of the Qur'an so that the child's speech is accustomed and flexible in reading the Qur'an. This *talaqqi* method is the first method taught by the Prophet SAW to his friends by the way the Apostle always reads to his friends the verses that will be memorized plus the Apostle always repeats and recites the verses of the Qur'an every prayer. This audio method (*Talaqqi*) can be done by the teacher reading the Qur'an first by rote or by looking at the manuscript, then students listen to the recitation of the Qur'an and can also be done by listening to the readings of friends who memorize the Al-Qur'an an.

There are two forms of *talaqqi* or audio methods, namely: first, with students first listening to the verses that will be memorized from the teacher's reading. This can be done especially for blind memorizers or children in elementary school. In this first method, the teacher plays an active, thorough, and patient role in reading and guiding them, where technically, the verses to be memorized are read one by one, then the verses are continued until they are finished. The second method is to first record the verse to be memorized using a cassette, audio recorder, MP3 or MP4, then listen to the memorization which is repeated. After reading the verse several times, then read it yourself without the help of the media. Thus this method will examine the implementation of the *talaqqi* method in developing the ability to memorize the Qur'an in early childhood.

RESEARCH METHOD

This type of research uses descriptive textual or library research. Descriptive textual is a type of research that is easy to understand and easy to adopt changes because it does not require complex tools. In this descriptive textual research, it will produce data in the form of writing or speech and the behavior of people who are observed in certain contexts, then it

will be studied from a complete, comprehensive and holistic perspective (Hendri; et al, 2020).

The data collection technique used was documentation through the stages of reading, taking notes, listening and concluding. According to Sugiono (2008) document study in qualitative research is a complement to the results of observations and interviews. Even the credibility of the results of this research is even higher if it is coupled with a documentary study in the research method. Big Indonesian Dictionary (KBBI), documents mean pictures in films, sound recordings, and anything that is a complement to interview and observation studies. The advantages of this documentation study are original and real data (Poerwandari, 2013).

The data analysis technique used in this research is *content analysis*. (Carney, 1980: 23) argues that content analysis is a technique for making inferences by identifying specific characteristics objectively and systematically. Krppendorf (1980:21) also suggests that content analysis is a valid research technique and can be re-examined from data based on context.

RESULT AND ANALYSIS

The author found in this study that discussed the *talaqqi* method in developing the ability to memorize the Qur'an in early childhood. Judging from the teaching system, the *talaqqi* method is divided into two parts. First, where a teacher (educator) conveys his memorization in front of his students, while his students listen to the reading from his teacher. Second, where the teacher listens to the memorization of his students and then, if there is a mistake, the teacher immediately corrects the reading. The way the teacher conveys deliberately in reading the Qur'an (students see the movement of the teacher's lips precisely and clearly) is dealing directly with students in a calm and comfortable state, then the teacher guides the child to repeat the verse to be read and recited and then the child is heard the verse until completely memorized. (Abidin, 2016). The method has steps, namely:

1.1 Explaining (explaining)

Explaining or explaining can be said in the language of the Qur'an as an interpretation. Interpretation according to language review has the meaning of explanation or explanation (Faridl and Syaihabudin 1989: 266). The terminological interpretation put forward by al-Jurjani's interpretation is an explanation of the meaning of the verse, its circumstances, its story, and the reasons for which the verse was revealed with a *lafadz* which shows it very clearly. So it can be concluded that the interpretation itself is the understanding of the science of the Qur'an which examines the aspects of the Qur'an towards the intentions of Allah SWT with the level of human ability.

In the first step, when the child is about to start learning to memorize the Al-Qur'an, the teacher should condition the atmosphere of memorizing by sitting facing each other. In sitting facing each other, the teacher conveys the learning that will take place at that time and conveys the verses of the Qur'an that the child will memorize. The reason is in sitting facing each other so that the child is more focused, more controlled, focused on memorizing directly by looking at the teacher's directions or rote reading instructions. In addition, the teacher also becomes more thorough in correcting the memorization submitted by the children.

This step of explaining can develop the ability to memorize the Qur'an in early childhood, because there is a direct interaction in memorization. Educators in this step know the first readiness in children to start memorizing activities. Furthermore, in this step the child

will be supervised in reading until he memorizes it. Educators must have better accuracy in terms of verbal and auditory reading rote reading for children. Because it is the teacher who begins to explain the lesson that day and explains the verses that will be memorized by the child. This step of explaining can also train the senses of hearing, sight, accuracy, memory and focus in children. Early childhood who have low concentration power, make children in the first step for memorizing the Al-Qur'an using the *talaqqi* are really able to develop the ability to memorize the Al-Qur'an in children.

1.2 Listening

Steps to listen to and pay attention to the Qur'an is something that is very important for the continuation of memorizing the Qur'an in children (Mustoifah; et al, 2018). In this second step, the child listens to the recitation of the Qur'an sung by the teacher. Here the child's position must be calm and focused, in order to train the sense of sight from the teacher's lip movements, train the sense of hearing in reciting the Qur'an that will be read and memorized, and train the ability to remember in the reading that has been read by the teacher. In this listening step the teacher must look for additional ways, namely by using hand movements. This movement aims in addition to making it easier for children to memorize, this movement also works if the child forgets a verse fragment, then the teacher demonstrates it with movement so that the child can recall the forgotten verse with that movement.

In this listening step, it can develop the ability to memorize the Qur'an in early childhood because with a technique that starts with explaining, then the child listens to instructions or directions given by the teacher, the teacher reads the chanting of the holy verses of the Qur'an which will be memorized by the child and trains focus on directions and readings that children will memorize. With this second step the child can develop the ability to memorize the Qur'an. because what we know is that one of the children's characters is the egocentric nature of wanting to win alone. With listening steps, children who have to listen to the other person, follow the rules given so that children can understand and develop the ability to memorize the Qur'an.

1.3 Exemplifying

In the third step, the educator asks his students about their readiness for memorization. In this step it is important to apply because educators can find out the readiness of their students. After the students are ready in memorizing, the teacher gives an example of what sura will be memorized, then the teacher reads the verse repeatedly, either in one verse or in verse fragments. Besides that, the child listens to the memorization delivered by the teacher, then the child is invited to follow or imitate the reading. If it has been done repeatedly, then there are mistakes or inaccuracies in reading the Qur'an to children, the teacher corrects it on the spot. Next, the teacher instructs the children one by one to recite the memorization or fragments of the verses of the Al-Qur'an which were read in turn (Waliko, 2022). With this exemplary step, the child sees the teacher's lip movements when reading the verses of the Koran that he will memorize. Technically the teacher gives an example of reading the verse that will be memorized, repeatedly so that the child memorizes the reading spoken by the teacher. Then the child's character has a unique personality which can be shown by a penchant for doing it repeatedly without feeling bored which has a certain tendency and is unique in behaving. The child can repeat the rote reading at home, at school, on the road until the child repeats the memorization while playing with his friends.

1.4 Imitating

After the teacher gives an example of reading the Qur'an, then the child imitates the reading. Children can imitate the fragments of verses read to the teacher. In the first way, the teacher reads the verse fragment first, then the children are invited to imitate it afterwards. Second, the teacher reads until the end of the verse to be memorized, then the child imitates the teacher's reading by breaking it by verse. This imitation step can train how to pronounce the sound of the language in the rules of reading the Qur'an for children by repeating or imitating the reading that has been sung by the teacher (Izzan, 2015).

This fourth step makes the child's memorization strong and developed. This step is also a complement to the previous steps. From the beginning, the child sees the teacher explaining, then listens to the teacher's reading, exemplifies what the teacher reads to imitates the teacher's reading. Then this step is also done repeatedly to maximize memorization in children. That way it can develop the ability to memorize the Qur'an in early childhood.

1.5 Evaluating

Evaluation in this activity when the teacher mentally yaqi students one by one, that way the teacher knows how the quality of children's reading is good in terms of makhorijul letters. The teacher also knows whether the child memorizes by himself or follows his friends and the teacher can also monitor the progress of the students' memorization, whether their memorization can be continued to the next verse or surah or even repeat it again until the child memorizes the verse (Assegaf, 2020).

This step is maximized by the teacher to correct memorization in children. In the process of correcting or evaluating this is given directly when the child is memorizing. That way we can find out what is lacking in memorization in children, both from the pronunciation of readings to their memorization. This is done until the child really understands his memorization.

CONCLUSION

It can be concluded that the age of children is the ideal age to be used in memorizing, especially memorizing the Al-Qur'an. Which at that age the child has a clear memory, is not contaminated, is physically healthy and has no preoccupations that will disturb him. The benefits of memorizing the Al-Qur'an to children who are recited continuously will result in emotional social consequences that will eliminate fear for children and provide peace of mind for children. Cognitively, it will increase the concentration of the mind and add intellectual abilities, both in mastering good speech, and even more importantly, religiously, morally, which forms noble character in children. The talaqqi method is an appropriate method given to early childhood, because the way the talaqqi method works directly can develop the ability to memorize the Qur'an in early childhood. Because at this age children have rapid brain development, children are also quick recipients of information, and children are also great reminders. First, by carrying out the technical activity of sitting in a circle facing each other so that the child becomes the focus of memorization; secondly, in reciting the holy verses of the Al-Qur'an with the verses in fragments so that children can easily memorize; third, doing additional movements to improve memory and memorization in children; fourth, children are directed to imitate what the teacher reads; fifth, children are given directions to follow the teacher's reading and finally the reading is done repeatedly to remind the child's memorization properly and correctly. With the talaqqi method and its steps which are carried out intensively and repeatedly, it can maximize the development of memorizing the Qur'an in early childhood.

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