

## **Wafa Based Al-Quran Memorization Instruction: A Dimension of Islamic Religious Education for Preschoolers in Indonesia**

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**Abstract.** Religious education in the Islamic faith should begin at an early age. The memorization of the Qur'an is one method of implementing Islamic religious education. The Wafa method is one strategy for teaching preschoolers to memorize the Qur'an. This study is to describe the implementation of Al-Quran memorization using the Wafa method in preschoolers at the Cita Mulia Ajibarang Islamic Kindergarten in the Banyumas Regency. This study employs a qualitative approach and a case study methodology. This study focused on class B teachers and pupils, and the Cita Mulia Ajibarang Islamic Kindergarten's principal. Observation, interviews, and documentation are used as data collecting methods. Data reduction, data presentation, and verification are used data analysis approaches. Cita Mulia Ajibarang Islamic Kindergarten, Banyumas Regency, used the wafa technique in three phases for Qur'an memorization. First, plan Qur'an memorization. This step starts with establishing a one-year program for Qur'an memorization. Second, Al-Quran memorization utilizing the Wafa technique involves 5 phases: opening, experience, teaching, assessment, and closing. Third, Qur'an memorization utilizing the Wafa technique is evaluated daily and semesterly. Oral evaluation is utilized. The Wafa approach makes learning the Al-Quran easy for preschoolers. There is a rhythm to Qur'an memorization. According to the research, preschoolers memorized all predefined goals.

**Keywords:** Al-Quran Memorization Instruction, Wafa Method, Early Childhood Education

### **INTRODUCTION**

Education is an important thing in human life. Because education can change an individual to be a better person. The purpose of education can be seen in Law No. 20 of 2013 concerning the National Education System, which reads that the purpose of education is to develop the potential of children to become human beings who believe and fear God Almighty, are physically and spiritually healthy, have noble character, are knowledgeable, capable, creative, independent and responsible, and can become democratic citizens.

Parents or family is the best place for children to receive education. In this case not only general education but also Al-Quran education must be given by parents to their children even through the intermediary of a teacher. Parents can provide Al-Quran education from an early age. Because, instilling a love of the Koran from an early age is very good and very important for children to navigate life in the future (Wahidi, 2017). Al-Quran reading and writing education is the main thing in education that must be taught from an early age,

because at this age there is overall growth and development such as physical motor, social, language, emotions, and morals. It is hoped that instilling the values contained in the Al-Quran when they become adults they have a religious personality (Wulandari, 2017).

Some Muslims have a worrying interest in reading the Koran. This is because people still experience difficulties in reading the Al-Quran. As reported in *Republika.co.id* (2021). Chairman of the Indonesia Koran Foundation, Komjen Pol Dokter (HC) Syafruddin stated that 65% of the total population in Indonesia who are Muslims cannot read the Koran, especially hafiz the Koran. Of the entire Indonesian population who are Muslim, 87.2% or 229 million people, only 35% or approximately 80 million Muslim people can read the Koran. There are various age groups ranging from children, youth, to the elderly who cannot read the Koran. Factors that make Muslims not want to learn the Al-Quran include: busy schedules with work, feeling lazy, having a sense of shame with small children, and being illiterate in the Koran.

The golden period is the designation for early childhood or often referred to as *the golden age*. At this time the child's brain is developing so rapidly that the child will easily receive stimulation from the outside. Including the development of children's memorization because fundamentally the nervous system has been formed. Children at this time have a strong memory for what they get through their five senses so that all information can be easily memorized and practiced. Early childhood is the right time to instill good values that are expected to shape the child's personality (Fadilah, 2012). Therefore, learning to memorize the Al-Quran for early childhood can be applied through learning in Kindergarte.

Various formal and non-formal education programs organize learning to memorize the Al-Quran for early childhood. This learning in educational institutions is one of the leading programs. In addition to reading the Koran, early childhood is also trained to be able to memorize the Koran, either in part or in whole because it serves as a guide in carrying out worship such as prayer (Ansari et al., 2020). Therefore, children must be trained to memorize surahs contained in the Al-Quran. Factors that make children lazy to learn to memorize the Koran because the learning process is not meaningful for children, children feel unhappy when learning, because the techniques used by teachers in introducing the Koran are not in accordance with children's development (Mulyani et al. , 2018).

The incompatibility of the method used by the teacher when teaching memorization to children will make children bored more quickly and not easily accept the material being taught. If a teacher uses the right method, memorizing the Al-Quran is not difficult. If the teacher can choose the right method, difficult material will become easy. Various methods in learning the Koran have their respective advantages. One of the methods in learning to memorize the Al-Quran is the Wafa method.

From the problems above, the authors made preliminary observations at schools that have Al-Quran memorization programs. These schools include: Aisyiyah Pandansari Kindergarten, Pertiwi Ajibarang Wetan Kindergarten, and Cita Mulia Ajibarang IT Kindergarten. Of the three schools, it turns out that only IT Cita Mulia Ajibarang Kindergarten applies a special method in learning Al-Quran memorization, namely using the Wafa method. The Wafa method is a method of learning the Koran which is comprehensive, interesting and fun. This method is also referred to as the right-brain method, because in learning it uses a combination of various senses, such as: auditory, visual, and kinesthetic. The use of the Wafa method or the right brain method is able to absorb information quickly and remember for a long time (Ubaidillah, 2018).

When the author made observations in group B of IT Cita Mulia Ajibarang Kindergarten, the ability to memorize the Al-Quran for group B children was quite good. This is marked because, most of the children have memorized the short surahs in the Al-Quran juz 30. It is easier for children to memorize the Al-Quran using the Wafa method, they feel they are not learning because they are using fun ways. one by using a song. In learning Al-Quran

using the Wafa method there are 5P stages, namely: Opening, Experience, Teaching, Assessment, and Closing. The existence of this stage is so that students can understand the material easily and quickly (Qisom, 2021).

Based on the description of the background above, the authors are interested in researching and studying the implementation of learning to memorize the Koran using the Wafa method in group B at Kindergarten IT Cita Mulia Ajibarang, Banyumas Regency. Therefore, the author takes the title "Wafa-based Al-Qur'an Memorization Learning: A Dimension of Islamic Religious Education for Early Childhood in Indonesia".

## **RESEARCH METHOD**

The approach used in this study is qualitative with a case study type of research. Case study is a method for collecting and analyzing data related to a case (Hardanis, 2020). The reason researchers use case study research is because researchers see directly the problems contained in the location and pay attention to the conditions under study. The research subjects were group B class teachers, group B students, and the principal of the Cita Mulia Ajibarang Integrated Islamic Kindergarten, Banyumas Regency. This research was conducted at IT Cita Mulia Ajibarang Kindergarten, Banyumas Regency and was carried out on April 12 2022 - June 2 2022. This research used data collection techniques including: observation, interviews, and documentation. The observation used was nonparticipatory observation and the type of interview used was structured interview. The data analysis technique used is data reduction, data presentation, and verification. While the triangulation technique is used to test the validity of the data.

## **RESULT AND ANALYSIS**

### **1.1 The Wafa Method in Learning Al-Quran Recitation in the Cita Mulia Ajibarang Integrated Islamic Kindergarten, Banyumas Regency**

Al-Quran learning is the main material that must be taught to children. Because, in learning the Koran there are instructions and guidelines for life. Knowing the hijaiyah letters is the beginning, reading the Al-Quran well is the implementation, memorizing the Al-Quran is part of preserving it, understanding and practicing the Al-Quran is the essence of the principles of human life (Lubis, 2020). In accordance with the Minister of Education and Culture Number 17 of 2014 concerning the STPPA standard (Standard Level of Achievement of Child Development) that the development of religious and moral values is getting used to worship with the developmental achievements of being used to worship according to the rules and according to beliefs or knowing the religion adhered to with the developmental achievements of knowing the holy book adhered to, namely the Koran, then at an early age children can already be taught about the Koran.

Al-Quran education in early childhood can be started by teaching Al-Quran reading and writing and preserving Al-Quran by memorizing it. The activity of memorizing the Al-Quran does not conflict with the nature of early childhood, but instead provides a good foundation for them in terms of intellectuality and emotion, because in memorizing they learn to get used to good routines in their daily lives and train emotional control in the process of memorizing (Hidayah, 2018).

Memorizing the Koran does not look at age, anyone can memorize the Koran. However, the most ideal age for memorizing the Koran is early childhood. Because at this age, children's brains are still fresh, they don't think much about worldly affairs and are still clean from sin. However, that does not mean that elderly people cannot memorize the Al-

Quran. It all depends on one's intention and willingness, an elderly person can memorize the Al-Quran if it is accompanied by a sense of enthusiasm, perseverance and patience in doing so. Someone who is able to memorize at a young age will be able to understand it when he is an adult and his tongue will be fluent in reading the Koran.

One of the characteristics of early childhood learning is that it must provide a sense of comfort to children. So that teachers try to provide the right method. The existence of the right method in learning the Koran for early childhood is expected to eliminate boredom and boredom. So that learning will change with a sense of joy. Tayar Yusuf argues that the teaching method is the method taken, how to present lessons so that students can easily absorb and master them well and pleasantly (Yusuf, 1997).

The main task of a teacher in carrying out learning mechanisms is to condition the learning environment to support changes in students' abilities in both cognitive, affective and psychomotor aspects. In carrying out the learning mechanism there are three activities that need to be carried out by a teacher including: lesson planning, learning implementation, and learning evaluation.

#### 1.1.1 Planning for Memorizing Al-Quran Learning with the Wafa Method in Cita Mulia Ajibarang Integrated Islamic Kindergarten, Banyumas Regency

Planning in tahfiz learning is carried out so that the objectives of learning can be achieved to the fullest because in the planning all activities that will be carried out during the learning process are recorded. According to Stenhouse in the learning planning book written by Lukmanul Hakim, learning planning was originally an idea from the person who designed it, about the forms of implementation of the learning process to be carried out. To communicate the idea, it is usually stated in the form of a written plan. Furthermore, based on this plan, it is realized in implementation, namely in the learning process. A written lesson plan is also known as an unofficial curriculum or a real curriculum. Because the source of design in the official curriculum is the designer's own ideas as outlined in a written plan, usually reflecting what is desired or aspired to (Hakim, 2019).

Before learning to memorize the Al-Quran begins, IT Kindergarten teacher Cita Mulia Ajibarang prepares everything that will be carried out during the learning process. The preparation made by the teacher is to make the Al-Quran tahfiz curriculum, in this curriculum includes various things that will be carried out in the process of implementing tahfiz learning (Curriculum Documentation, 2022). Preparation for learning Al-Quran tahfiz in Kindergarten IT Cita Mulia Ajibarang as expressed by Ms. Tuti as follows:

"Yes, you must clearly prepare something, such as weekly, daily and semester programs, make a learning agenda, set targets for children's memorization, make a tahfidz assessment format."

In addition to making learning tools, the teacher also prepares all media and needs before learning tahfiz begins. The media prepared by the teacher is the Al-Quran or Juz Amma (Observation, 12 April 2022). As expressed by Ms. Juni regarding the preparations made before the lesson begins, she said:

"I prepared juz amma mba because if I memorized it I was afraid to forget it so I brought juz amma with me."

The other statement expressed by Ms. Dilan is as follows:

"Preparing all the media needed such as the Koran or juz amma, volumes of Wafa."

The use of learning media is very important because it can simplify problems, especially in conveying things that are new and foreign to students. IT Cita Mulia Ajibarang Kindergarten has an Al-Quran curriculum in learning Al-Quran tahfiz using the Wafa method which has been running for about 6 years. The tahfiz learning curriculum at IT Cita Mulia Ajibarang Kindergarten contains targets for children's memorization (Documentation of the Tahfiz Curriculum, 2022). The planning of tahfiz learning at Cita Mulia Ajibarang Kindergarten, Banyumas Regency, makes a curriculum, in the curriculum which includes an annual program that contains rote material which will be targeted for one year. The annual program emphasizes more on the target of memorization so that it is hoped that after children graduate from IT Cita Mulia Ajibarang Kindergarten, Banyumas Regency, they are able to memorize part or all of juz 30 of the Koran.

Learning planning is a staple in formal educational institutions. Teaching without making a plan is a form of professional teacher inconsistency, student development is disrupted and learning objectives are not achieved as expected. Therefore, learning plans that are properly and correctly prepared will have an impact on improving the quality of student learning. Five important aspects contained in learning planning include learning objectives, selection and organization of teaching materials, selection of learning resources or learning media, learning activities, and assessment of learning outcomes (Bararah, 2017). Learning tahfiz needs to be formulated learning objectives that are adapted to basic competencies including memorization targets and timeframes. Selection and organization of material refers to the learning objectives to be achieved, if the learning objectives are juz 30 then the selection of material is surahs in juz 30. The selection of learning resources or learning media for tahfiz must be adapted to the learning objectives and learning material, namely in the form of Al-Qur'an Mushaf, recordings of Al-Quran recitation or talaqqi (face to face) with tahfiz teachers. Then plan tahfiz Al-Quran activities which include strategies and methods to be used in learning tahfiz Al-Quran. The last is an assessment that is based on learning objectives (Maskur, 2018).

The planning for learning Al-Quran recitation at IT Cita Mulia Ajibarang Kindergarten is in accordance with what Abu Maskur said, in terms of learning objectives including memorizing material or memorizing targets which are carried out within one year. The selection and organization of material refers to the learning objectives, namely memorizing juz 30 starting from surah At-Takasur to surah Al-Balad. Selection of learning resources or learning media in the form of Mushaf Al-Quran, Juz Amma, and volumes of Wafa. While the method that will be used in learning Al-Quran tahfiz is the Wafa method where the Wafa method is memorizing the Al-Quran using songs., the aspect that is assessed is the fluency of children in memorizing Al-Quran verses (Tahfiz Curriculum Documentation, 2022).

tahfiz goes well. Because with careful planning and preparation, half the success can be achieved, the other half lies in the learning process. However, plans that have been arranged systematically if the implementation of learning is not in accordance with the plan, then it is very possible that the learning process cannot run optimally.

#### 1.1.2 Implementation of Al-Quran Memorization Learning with the Wafa Method in Cita Mulia Ajibarang Integrated Islamic Kindergarten, Banyumas Regency

Implementation of learning is the implementation of plans that have been prepared carefully and in accordance with the expected goals. The planning is carried out in the form of learning process activities. The implementation of learning includes three

stages, namely opening activities, core activities, and closing activities (Badarudin, 2020). Group B tahfiz Al-Quran learning at Cita Mulia Ajibarang Kindergarten IT is held every Monday-Friday starting at 08.30-09.00 WIB with 3 teachers and 1 Al-Quran coordinator (Principal). The implementation of Al-Quran recitation learning in IT Cita Mulia Ajibarang Kindergarten uses the learning stages set by Wafa, there are 5 stages in learning Al-Quran memorization using the Wafa method, namely Opening, Experience, Teaching, Assessment, and Closing.

#### 1.1.2.1 Opening

Opening is an initial stage that aims to involve children and captivate students, the strategy is to ask how they are, challenge questions, watch videos or films, tell stories, sing, and guess. Before rote learning begins, the teacher opens by greeting and together reading a prayer before memorizing. The teacher invites the children to sing together related to the Al-Quran and continues by reading the hadith and muroja'ah surahs Al-Qari'ah, Al-'Adiyat, Al-Qadr, Al-'Alaq, and the surah to be memorized is At- Tiin (Observation, 17 May 2022).

In line with what was said by Badarudin that the purpose of the opening learning activity is to arouse students' learning motivation and generate high curiosity in students. Among the activities that can be carried out in the opening are singing, telling stories, singing while dancing to music, and telling stories about experiences (Badarudin, 2020).



**Figure 1.** Muroja'ah Surah

#### 1.1.2.2 Experience

Experience is a stimulus given to students to arouse their curiosity before obtaining the material being studied. The strategy is with nasyid or analogical storytelling. Before teaching Al-Quran memorization, the teacher tells the meaning of the surah, the number of verses, and the contents of the At-Tin surah. The meaning of surah At-Tin is the fruit of Tin, the number of verses from surah At-Tin is 8 verses, and the contents contained in surah At-Tin the teacher explains to the child, that God is good has created many human beings and every human being has a face different. The way the teacher conveys using language that is easily understood by children. The children looked very enthusiastic listening to the teacher telling stories, some of them even asked the teacher to repeat it.



**Figure 2.** Explaining the meaning of memorized verses

In PAUD learning, there are various kinds of programs, one of which is learning to memorize the Al-Quran for early childhood. Learning to memorize the Al-Quran for early childhood, a teacher is recommended to learn practical and efficient methods of memorizing the Al-Quran, including starting by memorizing short surahs accompanied by telling stories and wisdom contained in these surahs through a narrative style that fascinates children. -children or can also go through stories in picture stories. That way, the meaning of the letter will be imprinted in the children's souls (Mursid, 2015). In line with what was expressed by Cucu that teaching memorization of the Koran in early childhood, it is best to start with an interesting opening activity, for example by telling interesting stories related to the verses to be memorized so that it can create a strong desire in the child to participating in activities (Susianti, 2016).

1.1.2.3 Teaching

Teaching is the stage where the teacher gives instruction gradually and repeatedly. The strategy is that the teacher reads then the students imitate, one student reads then the others imitate, one group reads then the others imitate. At the teaching stage, the teacher teaches new memorization, namely teaching the second verse of Surah At-Tiin using the Wafa song. The teacher reads the second verse over and over and the children imitate. After the child is able to imitate the verse being taught, the child is asked to read the verse being memorized repeatedly for 5-10 repetitions. When the teacher teaches new memorization, the children can follow it well, as can be seen from the children listening to what the teacher is teaching.



**Figure 3.** The teacher reads the verse and the children imitate it

In the teaching process, the teacher reads the verse gradually and repeatedly. In line with what Mursid said that in teaching Al-Quran memorization to children a teacher is encouraged to read the verses that will be memorized clearly and repeatedly (Mursid, 2015). The existence of a repetition process in teaching memorization to children in addition to making children remember faster also so that

the teacher knows where the child's mistakes are in reciting verses so that the teacher can justify them.

#### 1.1.2.4 Assessment

Assessment is the stage of repeating the material that has been given in the previous stage, namely teaching. The assessment stage at Cita Mulia Ajibarang IT Kindergarten is as follows:

After the teacher teaches the verses that are being memorized, the teacher observes the children's memorization by asking the children to memorize one by one. The child is asked to memorize the letter from the first verse to the verse that has been memorized, the letter being memorized is the second verse At-Tiin. The teacher corrects the child's reading if there is a wrong pronunciation while simultaneously recording the number of verses that have been memorized by the child. This activity is carried out to determine the extent of the child's ability to memorize verses of the Al-Quran. The teacher targets that at least one day the child can memorize one verse (Observation, 18 May 2022).

In line with what Sa'dulloh said that in memorizing the Al-Quran there is a stage called *retrieval* (re-disclosure). Re-disclosure of information that has been stored in the memory warehouse can sometimes be disclosed automatically but sometimes it also requires inducement (Sa'dulloh, 2021). Therefore, in memorizing verses of the Koran, it is necessary to continue, meaning to re-memorize one or two verses that have been previously memorized, and then connect them with memorizing new verses.

#### 1.1.2.5 Closing

Closing is the activity of repeating the material taught, giving awards and praise as well as motivation to keep up the enthusiasm at the end of the lesson. At the end of the lesson the teacher and children do muroja'ah regarding the verse being memorized. This murojaah aims to remember the verses that are being memorized so that the child can remember the memorized verses. Then it closes with the teacher motivating the children to be enthusiastic about memorizing the Al-Quran and reading prayers humming the Al-Quran. The children looked very happy following the Al-Quran tahfiz learning. One of the objectives of closing the lesson is to determine the level of success of students in learning today's activities. In the closing activity of tahfiz learning at IT Cita Mulia Ajibarang Kindergarten, the teacher and children do murojaah of the surah that is being memorized, the existence of this murojaah process is to recall the sura material that has been memorized that day.

From the results of the observations above, the author can analyze that the stages or steps in learning tahfiz at Kindergarten IT Cita Mulia Ajibarang, Banyumas Regency are in accordance with the order in the Wafa method of learning. The addition of variations to the implementation of tahfiz learning is not a problem if it is done in order to make the learning atmosphere more conducive. At the opening of the tahfiz lesson the first step the teacher took was to make *ice breaking* such as



singing about letters, singing about I like learning the Al-Quran and then repeating (muroja'ah) to the previous day's lesson. According to Muhammad Sufyan, teaching should be able to attract students' interest, the initial stages of the teaching process should begin with efforts to arouse students' interest (As-Tsauri, 2021).

The learning process above illustrates the existence of learning principles. Where the principles of learning one of them is repetition. According to Thorndike in a book written by Baharuddin and Esa Nur Wahyuni explaining the *Law of Exercise*, in this law he argued that in order to respond to a stimulus, one must conduct repeated trials and exercises (Baharuddin and Wahyuni, 2015). It is intended that students can easily accept the material taught by the teacher so that the material obtained is not easily lost from the minds of students. In learning to memorize the Koran at IT Cita Mulia Ajibarang Kindergarten at the teaching stage, the teacher repeats the verses that will be memorized many times. Repetition of reading is carried out during the teaching process and when carrying out Duha and midday prayers. Repetition of memorization during Duha and midday prayers is *isrecited* is intended that the reading that has been taught by the teacher can be easily remembered and understood by students because they are used to practicing it repeatedly.

In learning tahfiz using the Wafa method starting from short surahs (juz 30). Before teaching the verses to be memorized, the IT Kindergarten teacher, Cita Mulia Ajibarang, tells the meaning, number of verses, and the contents of the surahs to be memorized. The way the teacher conveys the contents of the sura, of course, uses language that is easily accepted by students.

#### 1.1.3 Evaluation of Al-Quran Memorization Learning with the Wafa Method in Cita Mulia Ajibarang Integrated Islamic Kindergarten, Banyumas Regency

Evaluation is one of the important components and stages that must be passed by the teacher to find out whether learning has been running effectively or not. The things obtained in the evaluation can be feedback for teachers so they can improve learning programs and activities. In group B tahfiz Al-Quran learning at Kindergarten IT Cita Mulia Ajibarang, Banyumas Regency, the teacher conducts a rote evaluation. The evaluation given by the IT Cita Mulia Ajibarang Kindergarten teacher is a daily and semester evaluation (Curriculum Documentation, 22 July 2022). Daily evaluations are carried out when the teacher finishes teaching memorization to children. While the semester evaluation is when all the surahs have been memorized by students. Evaluation is not just assessing an activity spontaneously and incidentally, but is an activity to assess something in a planned, systematic and directed manner based on clear goals. Daily evaluations in tahfiz learning are carried out at the end of learning. This form of evaluation is formative evaluation, formative evaluation is carried out at the end of each face-to-face meeting (Faujiah and Habsah, 2022). As Mrs. Juni said, to remember the children's memorization, the teacher records the children's memorization after each lesson is finished. In memorizing verses of the Koran, of course, a teacher or ustaz must pay attention to what his students read, such as long and short readings and *makhraj* and others in accordance with the provisions of the science of tajwid so that student reading is good and correct according to predetermined rules (Tarmizi, 2018). As stated by Ms. Yuni that when the child is memorizing, if there is a child's pronunciation that is wrong, the teacher corrects it Semester evaluation in tahfiz learning at IT Cita Mulia Ajibarang Kindergarten is carried out after all the surahs

have been memorized. This evaluation is referred to as a summative evaluation, a summative evaluation is carried out after a set of lesson programs has been given or after all lesson units have been taught with the aim of determining a value that symbolizes the success of students after taking a teaching program within a certain period of time (Daryanto, 2014). As expressed by Ms. Juni, she said:

“Evaluations are usually after all the paperwork is done. But sometimes to remember the child's memorization, I record the child's memorization after learning is over.”

Then Mrs. Dilan also said the same thing about evaluating children's memorization as follows:

“Every memorized child, I record how many verses the child has memorized. But for the overall evaluation if one letter has been memorized.”

The other statements expressed by Ms. Tuti regarding the timing of the evaluation of tahfiz learning were:

"For the whole, usually after finishing all the letters the children are tested for their memorization." (Interview, Mrs. Tuti, 14 June 2022)

When the writer made observations in group B of Cita Mulia Ajibarang Integrated Islamic Kindergarten after the teacher taught the verses being memorized, the teacher observed the children's memorization by asking the children to memorize one by one. The child is asked to memorize the letter from the first verse to the verse that has been memorized, the letter being memorized is the second verse At-Tiin. So that the child is asked to memorize the first verse to the second verse. The teacher corrects the child's reading if there is an incorrect pronunciation while simultaneously recording the number of verses the child has memorized. On Thursday, 2 June 2022 the writer made another observation in group B1 at 08.30 - 09.00 WIB. After all the surahs had been memorized, group B1 conducted an evaluation of learning tahfiz. The teacher asks the children to memorize the sura that they have memorized in the second semester privately. The teacher conducts an assessment by listening to the child's memorization and then assessing the results of the child's memorization into the assessment sheet. The aspect that is assessed is fluency, if the child is fluent in memorizing surahs, the teacher will write an L sign (fluent). However, if the child memorizes the Al-Quran, there are still many mistakes or stay for a long time, the teacher will write it down on the KL assessment sheet (substandard). (Documentation of Tahfiz Curriculum, 22 July 2022).



Picture 4. Daily assessment assessment

Picture 5. Semester

## 1.2 Advantages of the Wafa Method in Learning Al-Quran Memorization at Cita Mulia Ajibarang Kindergarten, Banyumas Regency

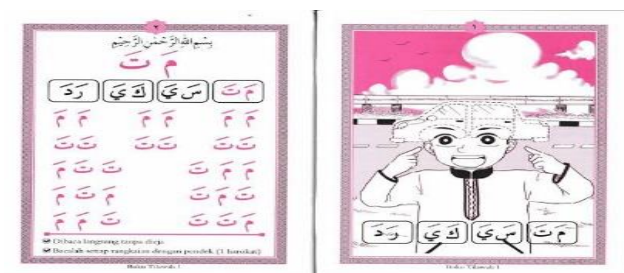
### 1.2.1 Using language that is easy for children to understand

Before teaching memorization to children, teachers introduce the letters of the Quran to children through the Wafa volume (Observasi, 12 April 2022). According to what was expressed by Sri Maharani that learning to read and write the Al-Quran is the beginning of the real learning of the Al-Quran. When children are able to recognize the letters, punctuation marks, and read the Al-Quran, it will be easier to teach other skills in learning the Al-Quran such as memorizing and interpreting it (Maharani & Izzati, 2020).

In the Wafa method, when the child is introduced to the letter hijaiyah, it does not start with the letters *Alif, Ba', Ta'* but with the letter *Mim*. letters *Mim* are then arranged into simple words for children. As Dilan's mother said, she said:

"If in Wafa it is not in the Alif Ba Ta order, how to read it, so we put the words together so that the children can easily remember. For example Ma Ta Sa Ya Ka Ya Ro Da. So the children have memorized. Then we can convey for example Ma Ta, who created the eyes, what are the benefits of eyes like that." (Interview, Dilan's mother, May 17, 2022).

This shows that in introducing hijaiyah letters through the Wafa method, it begins by using words that children hear every day. As expressed by Siti that in introducing hijaiyah letters, it starts from easy letters to difficult letters with a language that is familiar to the child's ears (Siti Rohmaturosaidah Ratnawati and Imrotus Solihah, 2017). In addition, it is in line with the theory of cognitive development that children aged 2-7 years are still in the concrete operational period, meaning that children are still limited in absorbing information that is abstract and complex in nature. So that one of the strategies and methods that should be given when teaching children in that age range is to use a language that is closer to the child. The following is a view from the recitation book of the Wafa volume:



Picture 6. Tilawah Book 1

### 1.2.2 The use of songs

in teaching the Al-Quran to children at an early age should be able to present a pleasant learning atmosphere. This fun learning activity can be done by the teacher using rhythm or song. The use of songs in memorizing the Qur'an is intended so that children can receive the material well. As expressed by Ibu Yuni that the advantage of the Wafa

method is to use songs so that they are easier to remember than monotonous ones. Coupled with the results of the interview with Ibu Tuti that in the Wafa method the process of memorizing the Al-Quran using songs, by using children's songs it is easier to remember. The maximum reception of early childhood communication is with intonation or tone. By singing everything that is read, it will be easier for children to absorb and master the material (Ratnawati & Solihah, 2017). Singing is a right-brain activity that can provide long-term memory to children. The right brain is related to imagination, creativity, emotion, music, and color. In the activity of memorizing the Quran, the right brain is better in terms of imagination and creativity. Therefore, memorizing the Quran using songs is an action from the right brain. In addition, Islam also advocates reciting the Qur'an using beautiful songs. By using children's songs that have auditory learning style tendencies can be well facilitated.

### **1.3 The Ability to Memorize the Quran Using the Wafa Method at Cita Mulia Kindergarten Ajibarang, Banyumas Regency**

Ability is the ability, strength or ability to do something. While memorizing is a mental process to store messages or impressions that can be recalled at different times (Yusron Masduki, 2018). Al-Quran is a revelation revealed to the Prophet Muhammad through the intermediary of the angel Gabriel where reading is worth worship. The ability to memorize the Qur'an is the ability, strength, and skill of a person to remember the verses of the Qur'an which are revelations from Allah SWT. (Maryam, 2019). According to Shobikul Qisom, indicators of the ability to memorize the Qur'an include fashohah, tajwid, fluency, and the volume of the voice and the rhythm of the Wafa tone. Children's ability to memorize the Al-Quran at TK Cita Mulia Ajibarang, based on the results of an interview with Mrs. Juni, she said that in reciting the Al-Quran, children read in accordance with tajwid, the way children read between two movements and six movements can distinguish. Then between tasydid and not tasydid children can differentiate.

At the time of the author's observation at Cita Mulia Ajibarang IT Kindergarten, in memorizing the Al-Quran, the child has mastered the Wafa tone and in reciting the Al-Quran verse when the child forgets, the teacher fishes out the sound of the first verse and the child can continue the verse. Group B children at TK IT Cita Mulia Ajibarang have memorized the surahs that have been targeted by Wafa Pusat and are in accordance with the memorization targets that have been previously determined by the teacher. However, there are some additional surahs that are different from Wafa's memorization target. Students of group B TK IT Cita Mulia Ajibarang some surahs that can be memorized are surah At-Takasur, Al-Qari'ah, Al-'Adiyat, Az-Zalزالah, Al-Bayyinah, Al-Qadr, Al-'Alaq, At-Tiin, Al-Insyirah, Ad-Dhuha, Al-Lail, As-Syams Al-Balad (Memorization Register, July 23, 2022). Although not all surahs can be memorized by children, it is not a problem. As in the theoretical basis that the law of memorizing the Al-Quran in its entirety starting from Al-Fatihah to An-Nas the law is fard kifayah. The category of surah memorization for children is smooth and non-smooth. Smooth in memorizing is that there are no mistakes and less smooth is when in reciting there are more than three mistakes or staying silent for too long.

## **CONCLUSION**

The Wafa Method in learning Al-Quran memorization at the Noble Cita Integrated Islamic Kindergarten in Ajiarang Banyumas Regency consists of several steps, namely, tahfiz learning planning, tahfiz learning implementation, and tahfiz learning evaluation. Tahfiz learning planning uses the Wafa method at IT Cita Mulia Ajibarang Kindergarten, Banyumas Regency, which is creating a tahfiz curriculum that includes activity programs, determining memorization targets, creating a learning agenda and creating a child evaluation format. As for the implementation of tahfiz learning using the Wafa method at Cita Mulia Ajibarang IT Kindergarten in Banyumas Regency, it uses the 5P stages in accordance with the steps in Wafa. The 5P stages include: Opening, Experience, Teaching, Evaluation, and Closing. While the evaluation of tahfiz learning at TK Cita Mulia Ajibarang is a daily evaluation and a semester evaluation, the daily evaluation is done every day while the semester evaluation is an evaluation done after all surahs in a semester have been memorized. With the type of evaluation is using an oral test.

The advantages of the Wafa method in learning Al-Quran tahfiz at Cita Mulia Ajibarang IT Kindergarten include the use of language that is easy for children to understand and the use of songs in memorizing the Al-Quran. The use of language that is easy for children to understand and the use of songs in memorizing the Al-Quran can make it easier for group B students to recognize hijaiyah letters as well as memorize surahs that have been determined by the previous teacher. While the ability to memorize the Al-Quran using the Wafa method, in reciting verses is in accordance with tajwid and the child is able to memorize the surahs that have been targeted by the teacher, namely from surah At-Takasur to Al-Balad.

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