
Muri-Q Method for Learning to Read, Memorize and Tahsin Al-Qur'an: A New Perspective

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Abstract: *The objectives of this study are to: 1) Know the application of the muri-Q method at SDIT Muhammadiyah Al-Kautsar; 2) Know the results of the application of the muri-Q method at SDIT Muhammadiyah Al-Kautsar 3) Understand the obstacles to the application of the muri-Q method at SD Muhammadiyah Al-Kautsar. This type of research is descriptive qualitative using three data analyses. The methods used in this study are observation, interview, and documentation methods. The results of this study showed that the school implemented the muri-Q method every day with an allocation of time (30 minutes). The application of the muri-Q method in the tahfidz and Iqro' programs of students is grouped according to their group and classically. The obstacles faced in applying the Qur'anic tahfidz method are 1) Different abilities of children; 2) The influence of social media and electronic media; 3) Lack of murojaah; 4) The teacher does not have the capacity in the field of tahfidz and Iqro 'Al-Qur'an; 5) Lack of teachers in guiding tahfidz and Iqro learning The result of applying the muri-Q method to grade 2 is having memorized up to 1 juz and other achievements.*

Keywords: *muri-q, method for learning, tahfidz, iqro' al-Qur'an, Islamic education.*

INTRODUCTION

The man was created by God on earth to be made a caliph. With this creation, man is given various guidance to carry out his duties and obligations as set by God. Furthermore, for man to know his duties and obligations, God sent Apostles as messengers of revelation from God. The revelation in question contains God's various instructions to each of their people [1]–[3].

Muhammad (peace be upon him) was the last apostle and prophet sent by Allah as the bearer of the message of Islam to perfect the earlier teachings. One of the greatest miracles received by the Prophet Muhammad (peace be upon him) was the revelation of the Qur'an through the angel Gabriel as a guide for human life. The content contained in the Qur'an is not only about the name of the religion brought by the apostle but there are various instructions for people who believe in him so that it can determine attitudes towards various things faced while living in this world more meaningfully [4]–[6].

Historically, the study of the Qur'an itself if you look at the history of its development since the Prophet Muhammad SAW received the first revelation, there have been efforts to teach it to the early generations of Muslims. So that at that time began to emerge various places and teachers who taught how to read, understand, and practice the Qur'an continuously from one generation to the next, from one place to another, including the country of Indonesia [7]–[9].

Along with the development of the times, various methods were born to facilitate someone in learning the Qur'an. Educational programs are designed systematically through appropriate methods to teach the Qur'an so that students can have the ability to read the Qur'an properly and correctly. Subhan Abdullah Acim, in his book *Learning and Memorization Methods of the Quran*, summarizes some of the methods that are popularly used in Indonesia. These methods are Takrir, Tilawati, Kitabah, Tasmi', Qurany, Baghdadi, Ottoman Turkey, Qiro'ati, Al-Hidayah, Murojaah, Ummi, Wahdah, Iqra, Jama', Mu'aradah, Al-Barqy and Yanbu'a Method [\[10\]](#), [\[11\]](#).

Meanwhile, M. Dzikron Al-Hafidz used a practical method of reading the Quran and a technique of chanting the Quran according to Tajweed called the Muri-Q method. The Muri-Q method has 2 types, namely for reading and also memorizing the Qur'an. Like other methods, the Muri-Q method in its application some various guidelines and procedures can be done by teachers in teaching students [\[12\]](#)–[\[14\]](#).

Taking into account the background above and so that this paper is more focused, the problem can be formulated as follows:

1. What is behind the use of Muri-Q as a learning method to read and memorize the Qur'an at SDIT Muhamamdiyah Al-Kautsar Gumpang, Kartasura?
2. How is the implementation of the Muri-Q method in learning to read and memorize the Qur'an at SDIT Muhamamdiyah Al-Kautsar Gumpang, Kartasura?
3. What are the inhibiting and supporting factors in the implementation of the Muri-Q method in learning to read and memorize the Qur'an at SDIT Muhamamdiyah Al-Kautsar Gumpang, Kartasura?

METHODOLOGY

Research is a systematic and rational activity to solve a problem using certain methods, during the research lasts from beginning to end until the expected answer to the problem under study is found [\[15\]](#). So, this study needs to be explained in more detail related to methods and others to be more focused and get the desired research results. The methodology in this study has several parts, including:

Research Paradigm. The research paradigm applied in scientific work in the form of a thesis is qualitative research. Qualitative research in this study is intended to try to explore data based on what is said, felt, and done by data sources and must be what is and as it is what happens in the field, experienced, felt, and thought by data sources not based on what researchers think [\[16\]](#)–[\[18\]](#).

Types of Research. This type of research is field research using a qualitative approach, which is research that prioritizes data research based on the disclosure of what phenomena are revealed by correspondents from data that has been collected in the form of words, images, and not quantitative numbers [\[19\]](#)–[\[21\]](#).

The use of qualitative methods as an option in this study will produce written or oral words of people and observed behaviour, in this case, real conditions will be revealed about the implementation of learning the Quran with the Muri-Q method in reading and memorizing the Qur'an at SDIT Muhammadiyah Al-Kautsar, Gumpang Kartasura [\[22\]](#)–[\[24\]](#).

This type of research is descriptive research, which describes in detail the reality or phenomena by providing criticism or assessment. Descriptive research is meant to describe "what is" about a variable, circumstance, and symptom. This study will describe the implementation of learning the Quran with the Muri-Q method in reading and memorizing the Qur'an at SDIT Muhammadiyah Al-Kautsar, Gumpang Kartasura [\[25\]](#), [\[26\]](#).

Research Approach. The research approach is a point of view used by researchers to see and analyze a data/fact or phenomenon/reality that occurs in the field. The research approach used in this thesis is phenomenological. The purpose of this approach is that researchers describe the conditions at SDIT Muhammadiyah Al-Kautsar in-depth, a phenomenon (events-facts) regarding the relationship between the social environment, and the school culture that is developed so that researchers can understand how the implementation of Qur'an learning using the Muri-Q method in reading and memorizing the Qur'an at SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura [27]–[29].

RESULTS AND DISCUSSION

Researchers took the antics of some of the results of previous studies related to the theme to be examined. Here are the results of the library studies that have been done:

Nurfita Rachma Astrianti's research, in 2016 in her thesis entitled "Application of the Iqro Method in Overcoming Difficulties Learning to read the Quran in grade X students at SMA Muhammadiyah 1 Surakarta for the 2015/2016 academic year". The research concentrates on the ability to learn the Qur'an with the Iqro Method to have an impact on students to be more diligent and disciplined so that it is expected to affect learning outcomes both for themselves and others for the better. This research has similarities and differences with what the author wrote in this thesis. The similarity is in terms of discussing the learning methods of the Qur'an. The difference is much more, namely in terms of research subjects that discuss the Iqra method, while what the author will examine is the implementation of learning using the Muri-Q method. In addition, the object of research is also different, in this study the subject is high school students, while in writing this thesis the object of research is elementary school students at SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura.

The above research is related to the theme of this study. The connection is in terms of the implementation of the Qur'an learning method in reading and memorizing the Qur'an. The theme in this study is the implementation of learning the Qur'an with the Muri-Q method in reading and memorizing the Quran has not been widely done. Research on the Quran Learning Method has been done a lot, but research on the Muri-Q method (Murottal Irama Al-Quran) until now the author has not been found either in UMS libraries, postgraduate libraries, or in research journals in the form of articles or other scientific works. So the thesis entitled "Implementation of Qur'an Learning with Muri-Q Method in Memorizing and Reading the Qur'an (Case Study at Muhammadiyah Al-Kautsar Integrated Islamic Elementary School) meets the criteria for research novelty, as a condition to show the authenticity of the research to be carried out.

This research refers to the theory of learning, the Muri-Q method as one of the Qur'an learning methods in memorizing and reading the Qur'an. In addition, it also presented the learning of the Qur'an, the basis of learning for children, and the systematics of learning.

Implementation of Qur'an Learning

Definition of Implementation. Implementation is an activity or an action of a plan that is made in detail to achieve a goal. Implementation begins when all planning is considered perfect [30]–[32].

Learning Model. The learning model is a combination of the word model and learning. Each if parsed will be found information as below:

1. The term Model comes from the English model which has the meaning of a plan that is a representation or image that describes an object, system, or concept that is a simplification, can be a building model, forerunner, image, design drawing, mathematical formulation or a theoretical construction of the concept [33], [34].
2. The word learning comes from the word teaching which means to get the prefix pe and suffix so that it has a meaning, namely a process, a way to make a person or living thing

learn. The equivalent of the expression used to refer to learning is education, which comes from the word *didik* which gets the prefix *pe*, and the suffix *an*, which means to maintain and form practice. It means a conscious and deliberate attempt to change human behaviour both individually and in groups to deify humans through teaching and training efforts [35]–[37].

3. Learning Process, In the learning process there are at least two activities in a learning process, namely learning and teaching. The integration of student learning activities with teacher-teaching activities gives rise to a teaching and learning process known in the world of education as PBM [38], [39].
4. Teacher Roles. In learning activities, teachers (educators) play a very important role. Besides being able to realize the conditions of students to be able to follow the learning process, education is also required to always follow the development of science and knowledge as well as the environmental situation, so that at all times it can communicate well to students [40], [41].

Learning Models and Styles. Related to the learning styles applied by students, in general, it can be grouped as follows:

1. Auditory, they generally do not hesitate to pay close attention to various information conveyed by educators (teachers), some even record it, as a tool to strengthen information after undergoing the process of listening and remembering when carrying out the learning process [42], [43].
2. Visual, in general, they can understand well what is learned, by just seeing and paying attention to what is conveyed by educators, like the way of providing knowledge (information) that is conveyed in sequence, with their typical style that is accustomed to being silent and almost not disturbed by disturbances around them such as unrest caused by environmental disturbances such as *bisinyang* because maybe the class is located on crowded roadsides, around industries and so on [44], [45].
3. Kinesthetic, in general, are directly involved in An activity, the way of learning can be said to be only indiscriminately, although they are always not about because they cannot move freely [46], [47].

Muri-Q Method in Qur'an Learning

Understanding the Muri-Q Method

According to M Dzikron Al-Hafidz, Muri-Q is one of the practical methods of reading the Qur'an with the technique of chanting the Qur'an by *tajweed*. Reading the Qur'an feels more beautiful and touching if it is sung with a beautiful rhythm as well. Such a method is very suitable to be applied for children, adolescents, and parents who want to learn to read the Qur'an correctly and beautifully, more easily, practically, and effectively [48].

The perspective of Said Abdul Adhim wrote that the Prophet Muhammad (PBUH) himself read the Qur'an slowly, letter by letter. In addition, the Prophet also liked the recitation of the Qur'an which used rhythm or chanted the recitation to sound more beautiful. As in the hadiths, it is certified that when reading *Al-Fathihah*, the Prophet Muhammad was very fond of the rhythm of *jiharkah* [49].

Based on the above understanding, it can be concluded that the Muri-Q method is a way to learn the rhythm of chanting the Qur'an by the correct *tahsin/tajweed*. Reading the verses of the Qur'an feels more beautiful and touching if it is sung with a beautiful rhythm as well.

Use of the Muri-Q Method in Learning

In using the Muri-Q method in learning the Qur'an, especially memorizing and reading the Qur'an, there are several tones as predetermined rhythm signs. The tone in Muri-Q (Murattal Irama Qur'an) has 4 levels of tone, namely [50]:

- 1) Tone 1 (Up)
- 2) Tone 2 (Tour)
- 3) Tone 3 (Low)
- 4) Tone 4 (High)

Learning Muri-Q Method at SDIT Muhammadiyah Al-Kautsar

Learning the Qur'an at SDIT Muhammadiyah Al-Kautsar using the Muri-Q method both in memorization and reading has been started since 2014. The use of this method is motivated by several things, as expressed by Ust. Muhammad Taufiq as the coordinator of Tahfidz, Ust. Heru and Ust. Joko Suryanto as the coordinator of Iqra which can be concluded illustrates that the use of the Muri-Q method in learning the Qur'an both memorization and reading for students has been studied in depth by the parties concerned. This is part of school planning at the beginning of the school year. In addition, there is also planning in the form of determining the number and targets to be achieved at each grade level.

Implementation of Muri-Q Method in Tahfidz Learning

Strategies have various types, depending on the goals to be achieved by each teacher. At SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura, one of the student grouping strategies used in the implementation of the Qur'an tahfidz program is the classical learning strategy. This is by the narration of Ustadz Muhammad Taufiq as the tahfidz coordinator as follows:

"In this tahfidz learning, there are 3 strategies in grouping students, namely large groups, classical groups, and individual groups. Large groups are carried out by combining several classes into one then murojaah together. Classical groups are carried out by learning tahfidz in their respective classes. Then individual groups are carried out when children deposit their memorization to the ustadz tahfidz in each class".

A similar explanation was also conveyed by Ustadzah Yustri as Waka Kurikulum said: "There are groupings of students in large groups, classical and individual groups. At the time of large class groupings, the children are guided by several tahfidz ustadz according to their respective class groups. As for the classical group, children will add memorization together with the ustadz pengampu tahfidz. And for individual classes, there is no specific schedule, usually children who have memorized certain letters will deposit their memorization to the ustadz of each class."

The implementation of the student grouping strategy in improving student memorization that has been explained by Ustadz Taufiq and Ustadzah Yustri during the Qur'an tahfidz learning process is justified by Ananda Hilda as a grade V student, who states that:

"Usually in the morning we murojaah join grade 5 and grade 6, then during tahfidz learning, we study with the ustadz tahfidz of each class, and during breaks, we can memorize privately with our ustadz, sometimes in class sometimes also outside the classroom"

To determine the implementation of student grouping strategies in improving student memorization, researchers made observations by directly observing the learning process of the tahfidz Qur'an. The implementation of this large group class learning strategy begins with reading prayers together. Then the teacher directs the students to murojaah together. Students of grades I to class VI were grouped into 3 groups in different rooms to participate in the murojaah activity.

The implementation of this Qur'an memorization learning method can be carried out well because of the guidance and direction from the ustadz and ustadhah very patiently. Based on the observations made by researchers, this guidance and direction was carried out by ustadz

and ustadzah during tahfidz learning in their respective classes. Ustadz and ustadzah guide students by accompanying students together in large classes.

Then in the classical class, the ustadz and ustadzah mentalqin, each verse and students imitate together by looking at one by one the students who are memorizing the Qur'an, then the ustadz and ustadzah correct the reading and guide them one by one to read correctly and fluently. The next step is for both the ustadz and the ustadzah to listen to the students' memorization one by one. The learning strategy by using the method of memorizing the Qur'an murajaah, talaqi, and tasmi' carried out at SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura based on observations made by researchers went well and was very conducive and achieved the desired goals. This is evidenced by the quality of students' memorization of the Qur'an which is always improving. Here is a table of the number of students who have memorized the juz 29 and juz 30 exams.

Table 1. Number of students and target memorization

No	Number of Memorization	Number of Students
1.	Juz 30	334 Students
2.	Juz 29	335 Students
Number of Students		669 Students

The Use of the Muri-Q Method in Qur'an Learning

The use of the Muri-Q method in learning to read and memorize the Qur'an at SDIT Muhammadiyah Al-Kautsar is based on the need to present more interesting and varied learning for students. On the other hand, learners are more able and easy to memorize with tone guidance either starting with reading iqra first or directly memorizing at juz 30.

From this information, a general line can be drawn that the use of the Muri-Q method in learning the Qur'an both memorization and reading for students has been studied in depth by the parties concerned. This is part of school planning at the beginning of the continuous learning year.

Implementation of Muri-Q Method in Learning Qur'anic Tahfidz

The implementation of learning the Qur'an using the Muri-Q method in memorizing and reading the Qur'an at SDIT Muhammadiyah Al-Kautsar is carried out in several stages, namely the planning or preparation stage, the implementation stage, and the general learning evaluation stage. These stages in detail will be explained in the form of an analysis as follows,

Planning Phase

At the planning stage, the tahfidz coordinator as the person in charge of learning the Qur'an at SDIT Muhammadiyah Al-Kautsar formulates programs and targets to be achieved from grade 1 to grade 6. The target is then simplified and detailed in more detail in the form of student memorization targets in juz 30 and juz 29.

The formulation of targets is then disseminated to Qur'an teachers, especially in tahfidz learning. The socialization also provides systematic direction regarding how Qur'an learning can run well and effectively. The tahfidz coordinator also gives his tasks and mandates for several teachers to be in charge of each grade level. His job is to coordinate the running of tahfidz during the school year.

Execution Levels

Teachers and tahfidz coordinators understand very well how to optimize Qur'an learning with the Muri-Q method at SDIT Muhammadiyah Al-Kautsar. It cannot be separated from the learning system applied in learning by forming three systems or groups as a form of strategy to

teach the Qur'an. The system is on a large group scale, small group scale, and also individual scale.

On a large group scale, it is carried out together by combining 1 class level in one place. In this grouping strategy, the main target in joint learning activities is the grand murojaah together. Before murojaah begins, the supervisor always starts with prayer and continues murojaah according to the material achievements at the grade level. The task of tahfidz supervisors in this large grouping strategy is to supervise and listen to students who are not murojaah. In terms of the use of learning methods, on this scale more use of murajaah methods and supervision alone from the teachers of the Qur'an.

The second scale, namely the classical scale, is carried out during tahfidz learning in class. The teacher gives tahfidz lessons by the talqin method. The talqin method is to provide reading samples to students and then imitate them together according to the target achievement at that time. This talaqqi method is used by teachers because it is considered very suitable to be taught to elementary-age children who generally cannot read the Qur'an well.

Individual groups as the smallest scale in this learning illustrate that activities are carried out when children deposit their memorization to the tutors in each class. At this stage, it is also referred to as memorization deposit which in time is used as a stage to participate in tahfidz graduation activities.

Evaluation Phase

Based on the results of the study, the evaluation of tahfidz learning with the Muri-Q method at SDIT Muhamadiyah Al-Kautsar leads more to evaluation in general, not to an evaluation after each lesson. This evaluation is carried out in the form of memorization deposits and tasmi'. Memorization deposits assisted by deposit card facilities are used to measure the extent to which the achievement of targets at each level is successful or not. If almost all students have made deposits from the memorization they learned to each Qur'an teacher, then it indicates that the target is achieved.

In addition, there is also something called tasmi' by students to teachers. This allows 2 things, namely when students deposit 1 letter by letter continuously or one juz directly which is called tasmi' one-seat exam. Evaluation by depositing memorization is greatly helped by the presence of memorization achievement cards or deposit cards given to each student.

CONCLUSION

The Use of the Muri-Q Method in Qur'an Learning. The use of the Muri-Q method in learning to read and memorize the Qur'an at SDIT Muhammadiyah Al-Kautsar is based on the need to present more interesting and varied learning for students. On the other hand, learners are more able and easy to memorize with tone guidance either starting with reading iqra first or directly memorizing at juz 30. Implementation of Muri-Q Method in Qur'an Learning. The implementation of learning the Qur'an with the Muri-Q method in memorizing and reading the Qur'an is carried out in three stages, namely planning, implementing, and evaluating learning in general. Planning contains the formulation of targets and goals to be achieved. In the implementation of the tahfidz coordinator divides learning into 3 strategies, namely large-scale, classical, and own. Large scale is carried out together with 1 class level and is more focused on murojaah activities. The classical scale is to add material with talqin to students, while the individual group scale focuses more on tasmi' to each teacher. Meanwhile, evaluation activities are more directed to see how far the target is achieved with rote deposits supported by cards or memorization deposit books. Inhibiting and Supporting Factors. There are supporting and inhibiting factors in learning the Qur'an with the Muri-Q method for memorizing and reading the Qur'an. These supporting factors include student age, student intelligence, deposit books, adequate school facilities as well as motivation and support from parents by often listening to murojaah at home. The inhibiting factor is still found in students whose ghirah to learn the Qur'an is very low so it can affect others and the lack of assistance

from parents to help listen to murojaah at home. Implication. This research broadly provides theoretical and practical implications. The following is an explanation of both implications. Theoretical Implications. This research contributed to the development of Qur'anic learning methods with Muri-Q tones in memorizing and reading the Qur'an. This can enrich the understanding of how to teach memorization and reciting the Qur'an by using tones to make it easy and fun. This study confirms the effectiveness of using the Muri-Q method in learning on the quality of memorization and the achievement of student memorization whether it is on target or not. Practical Implications. The results of this study can encourage schools to adopt the Muri-Q method in learning the Qur'an to make memorizing agal more varied and fun for students. Development of teaching methods in learning the Qur'an for memorization and reading.

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Author Contribution

All authors contributed equally to the main contributor to this paper, all authors read and approved the final paper, and all authors declared no conflict of interest.

Conflicts of Interest

All authors declare no conflict of interest.

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