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Al-Quran Memorizing Training Using 2T+1M Method for Student with Visual Disability Through the Zoom Application

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ABSTRACTS

Allah has guaranteed convenience for anyone who wants to memorize the Qur'an, including students with visual disabilities. However, it is necessary to have the right method and make it easier for the student with visual disabilities to memorize the Quran. This study aims to provide an overview of the training to memorize the Quran for the student with a visual disability using the 2T+1M method. This research uses the descriptive qualitative method. Data collection techniques using observation and interview with mother of a student with visual disability. The data analysis technique uses the Miles and Huberman model analysis which has 3 stages, namely data reduction, data presentation, and conclusion. Al-Quran memorization training is carried out by volunteers from the SIEP (Social Inclusive Education Project) community through the Zoom Meeting application. The chapter name is An-Naziat verses 1 to 46. The training was carried out for 9 meetings by applying the 2T+1M method, namely Talqin or Tasmi, Tikrar, and Murajaah. During the Quran memorizing training using the 2T+1M method, the student with a visual disability with the initial E was able to listen to verse by verse, was able to repeat the reading of the Quran with a calm attitude, was able to repeat the reading of each verse with correct pronunciation and tajwid rules, and able to maintain the memorization that has been memorized previously.

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1. INTRODUCTION

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

"And indeed, we have made the Qur'an easy for warning, so is there anyone who wants to take lessons?" (Al-Qamar: 17).

In this verse, Allah emphasizes that the Quran is easy to understand its meaning for anyone who wants to learn it. Not only makes it easier for people who learn the Quran, but Allah also makes it easier for people who memorize the Quran. People who memorize the Qur'an of Allah will prepare for a high and noble position in this world and the hereafter. Allah elevates the degree of those who memorize the Qur'an by placing a crown on their parents whose light is brighter than the sun's rays. Therefore, to memorize the Qur'an must be serious with a sincere desire to realize this noble goal.

The process of memorizing the Quran is often called Tahfizh Quran. Tahfizh Quran is a process of memorizing by repeating something, either by reading or listening so that the reading can be remembered in memory without looking at the Quran. Tahfizh Al-Quran can be followed by all people, including students with visual disabilities. A student with a visual disability is a child with vision conditions that include half seeing, low vision, or farsightedness. Educational needs to student with visual disability include concepts development, improving listening skills, and developing study and research skills (Nsagha, 2018). The problem that arises in society today is that many of them think that it is very difficult to memorize the Quran for a student with a visual disability. Many do not believe that student with a visual disability is also able to memorize the Quran. Lack of education makes people think that way. Whereas Allah has guaranteed ease for anyone who wants to memorize the Qur'an. Besides that, each child has individual strengths, personality, and experiences so particular disabilities will impact differently on individual children (Kamble & Gaikwad, 2021).

There is a community that is engaged in community service for children with special needs. The community is called the Social Inclusive Education Project (SIEP). In this community, there is a student with a visual disability who has the potential to memorize the Quran. In addition, the child can read the Quran well and the voice is quite melodious. The child had memorized short chapter names such as An-Nas, Al-Falaq, Al-Ikhlās, and An-Naba. It just needs to be improved in the pronunciation of the chapter's name, the length of the short reading, recitation, and the tone of voice. Therefore, it is necessary to have the right method and make it easier for a child to memorize the Quran. One method of memorizing the Quran is the 2T+1M method. This 2T+1M method is a method consisting of Talqin or Tasmi, Tikrar, and Murajaah. Talqin means a volunteer who reads the Quran to be followed by his students with visual disabilities. The tasmi means a student with a visual disability reading the Quran to be heard by the volunteer. Tikrar means repeating the reading until it is memorized. Murajaah which means after memorizing, repeat the reading. This training uses the Zoom Meeting application and is guided by SIEP volunteers.

Based on the description above, this is the background of our interest in research about Al-Quran Memorizing Training using the 2T+1M Method for Students with Visual Disability Through the Zoom Application.

2. METHODS

The method section describes the research methods used including research design, research subjects, and research procedures.

2.1. Research Design

The methodology in this study is qualitative descriptive. The goal of descriptive research is to describe a phenomenon and its characteristics (Nassaji, 2015). This study aims to provide an overview of the memorization of Al-Quran for the student with a visual disability by using the 2T+1M method. This method can be used online or on-site when the training is delivered to the student.

2.2. Research Subjects

This research was conducted on one teenager with a visual disability at the age of 18. Based on the observation, he has basic knowledge of reciting and memorizing Al-Quran.

2.3. Research Procedures

This research is more concerned with what rather than how or why something has happened. Therefore, observation and interview tools are often used to gather data. Data can be collected using different methods such as through observation and interview. In this study, the author uses interactive techniques that include observation and interviews. Observations were made to describe the ways of the process of 2T+1 M training delivered to the student with visual disabilities. The ideas and ways of delivering the 2T+1M method to the student with visual disabilities can be used as a reference for teaching students with visual disabilities about how to exalt their memorization skills and also the number of the verses both online by using Zoom App or meet in person. Interviews were conducted with the student's mother.

The author uses Miles and Huberman models to analyze data in this study. This analysis technique has three stages, namely data reduction, data presentation, and concluding/verification. The data validation is measured using the data triangulation method by comparing answers between participants and the experiences of fellow researchers who collect data.

3. RESULTS AND DISCUSSION

3.1. Overview of the 2T+1M Method of Training for Student with Visual Disability

Before conducting the research, the researcher gave permission first to the mother of a student with a visual disability with the initials E. In addition, the researchers conducted an interview with the mother about the condition and potential of E and tested the memorization of the Quran E before the training. This is done so that we know the ability before being given training. This training is conducted by SIEP volunteers. SIEP (Social Inclusive Education Project) is a service program in the field of education that is intended for children with special needs in rural areas. SIEP volunteers conduct online training for E using the Zoom Application.

This training uses the 2T+1M method. This method consists of talqin or tasmi, tiktir, and murajaah. The talqin method is carried out by volunteers reading the Quran followed by E. While tasmi E reads the Quran and volunteers listen to the reading of the Quran E. The tiktir method means repeating the reading of the Quran that has been read. Given until E can memorize the verse. The murajaah method means that after the participant can memorize, then E repeats the reading until he memorizes it. This training was carried out for 9 meetings, guided by volunteers, and accompanied by a mother from E. The chapter name that E memorized was An-Naziat verses 1 to 46. The following is an overview of the training at each meeting:

3.1.1. First Training

The first training was carried out on May 29, 2021, with a target of memorizing 5 verses in An-Naziat. The volunteer reads first An-Naziat verses 1 to 4 then followed by E. E repeating the reading of each verse 10 times. When there is an incorrect reading, the volunteer makes corrections to reading E. When reading E is correct, the volunteer continues to use the murajaah method. Then the volunteer guides E to memorize verses 1 to 5 repeatedly. At the first meeting, E began to be able to communicate well with the volunteer. However, he has not been able to maintain the memorization that has been memorized and has not been able to pronounce the reading of the Quran with the correct lafadz according to the rules of recitation.

3.1.2. Second Training

The second training was held on May 30, 2021, with a target of memorizing 5 verses. Before adding to the memorization of verses 6 to 10, E performs murojaah first by repeating the memorization of verses 1 to 5 of chapter name An-Naziat. After the murojaah, the volunteer reads first An-Naziat verses 6 to 10 then followed by E. E repeating each verse 10 times. When there is an incorrect reading, the volunteer makes corrections to reading E. When reading E is correct, the volunteer continues to use the murajaah method. Then the volunteer guides E to memorize verses 6 to 10 repeatedly. In the second meeting, E was able to listen to the reading of chapter name An-Naziat exemplified by the volunteer and was able to repeat the previous memorization. However, E has not been able to pronounce the reading of the Quran with the correct lafadz according to the rules of recitation.

3.1.3. Third Training

The third training was conducted on June 2, 2021, with a target of memorizing 5 verses. Before adding to the memorization of verses 11 to 15, E did murojaah first by repeating the memorization of verses 1-10 of chapter name An-Naziat. After the murojaah, the volunteer first read An-Naziat verses 11 to 15 then followed by E. E repeating the reading of each verse 10 times. When there is an incorrect reading, the volunteer makes corrections to reading E. When reading E is correct, the volunteer continues to use the murajaah method. Then the volunteer guides E to memorize verses 11 to 15 repeatedly. At the third meeting, E seemed to have difficulty memorizing verse 12 because it was slightly longer than the other verses, so he had to memorize this verse longer. However, E began to calm down while attending the training and was able to repeat his previous memorization.

3.1.4. Fourth Training

The fourth training was carried out on June 19, 2021, with a target of memorizing 5 verses. Before adding to the memorization of verses 16-20, E performs murojaah first by repeating the memorization of verses 1-15 of chapter name An-Naziat. After the murojaah, the volunteer reads first An-Naziat verses 16-20 then followed by E. E repeating each verse 10 times. When there is an incorrect reading, the volunteer makes corrections to reading E. When reading E is correct, the volunteer continues to use the murajaah method. Then the volunteer guides E to memorize verses 16-20 repeatedly. At the fourth meeting, E was able to repeat what he had memorized. Although sometimes they are confused with other verses. However, there are still some verses that have not been read with the correct pronunciation and rules of recitation.

3.1.5. Fifth Training

The fifth training was carried out on July 4, 2021, with a target of memorizing 5 verses. Before adding to the memorization in verses 21 to 25, E performs murojaah first by repeating the memorization in verses 1 to 20 of chapter name An-Naziat. After the murojaah, the volunteer reads first An-Naziat verses 21 to 25 then followed by E. E repeating the reading of each verse 10 times. When there is an incorrect reading, the volunteer makes corrections to reading E. When reading E is correct, the volunteer continues to use the murojaah method. Then the volunteer guides E to memorize verses 21 to 25 repeatedly. At the fifth meeting, E was calmer in memorizing the Quran, listening to volunteer instructions, starting to be able to read with correct pronunciation and tajwid rules.

3.1.6. Sixth Training

The sixth training was carried out on July 10, 2021, with a target of memorizing 5 verses. Before adding to the memorization of verses 26 to 30, E performs murojaah first by repeating the memorization of verses 1 to 25 of chapter name An-Naziat. After the murojaah, the volunteer reads first An-Naziat verses 26 to 30 then followed by E. E repeating the reading of each verse 10 times. When there is an incorrect reading, the volunteer makes corrections to reading E. When the reading E is correct, the volunteer continues to use the murojaah method. Then the volunteer guides E to memorize verses 26 to 30 repeatedly. At the sixth meeting, E was able to recite the recitation of the Quran with the correct pronunciation according to the rules of recitation. However, E began to forget his memory. Seen when some verses are confused with other verses. This is because E has more and more memorization.

3.1.7. Seventh Training

The seventh training was conducted on July 17, 2021, with a target of memorizing 5 verses. Before adding to the memorization of verses 31 to 35, E performs murojaah first by repeating the memorization of verses 1 to 30 of chapter name An-Naziat. After the murojaah, the volunteer reads first An-Naziat verses 31 to 35 then followed by E. E repeating the reading of each verse 10 times. When there is an incorrect reading, the volunteer makes corrections to reading E. When the reading E is correct, the volunteer continues to use the murojaah method. Then the volunteer guides E to memorize verses 31 to 35 repeatedly. At the seventh meeting, the volunteer strengthened the memorization that E had had by doing murojaah continuously. Until finally E was able to recall the verses he had memorized.

3.1.8. Eighth Training

The eighth training was conducted on July 25, 2021, with a target of memorizing 5 verses. Before adding to the memorization of verses 36 to 40, E performs murojaah first by repeating the memorization of verses 1 to 35 of chapter name An-Naziat. After the murojaah, the volunteer reads first An-Naziat verses 36 to 40 then followed by E. E repeating the reading of each verse 10 times. When there is an incorrect reading, the volunteer makes corrections to reading E. When the reading E is correct, the volunteer continues to use the murojaah method. Then the volunteer guides E to memorize verses 36 to 40 repeatedly. At the eighth meeting, E seemed to have difficulty memorizing the 40th verse because it was quite long, so he had to memorize it longer by dividing the verse by 2x by dividing the memorization of the verse. At the end of the training, the volunteer reminded E to keep on memorizing and correcting verses that were still not fluent.

3.1.9. Ninth Training

The ninth training was conducted on August 1, 2021, with a target of memorizing 5 verses. Before adding to the memorization of verses 41 to 46, E performs murojaah first by repeating the memorization of verses 1 to 40 of chapter name An-Naziat. After the murojaah, the volunteer first read An-Naziat verses 41 to 46 then followed by E. E repeating each verse 10 times. When there is an incorrect reading, the volunteer makes corrections to reading E. When reading E is correct, the volunteer continues to use the murajaah method. Then the volunteer guides E to memorize verses 41 to 46 repeatedly. At the end of the meeting, E was able to finish memorizing Surah An-Naziat from verses 1 to 46 with the correct pronunciation and rules of recitation. E only needs to repeat the memorization of each verse so that the memorization that has been owned is not lost and confused with other verses when read.

Al-Quran memorization training using the 2T+1M method conducted by the SIEP community became a forum for E to develop his potential. E is a student with a visual disability in Subang Regency. A student with a visual disability is a term for individuals who have impaired vision function. E is a student with a visual disability who is in the total blind group. The blind group is divided into three categories, namely:

- (i) Total blind (totally blind), this term is used to designate someone who has no vision at all or has no vision at all, but may still have light perception, that is, can still distinguish the presence or absence of light;
- (ii) Lack of vision (low vision), those who have limitations in seeing at a distance but can see objects at a certain distance
- (iii) Limited vision (visually limited), someone who has vision problems when seeing objects in general conditions.

Ananda E has participated in 9 training sessions to memorize the Quran using the 2T+1M method independently with volunteers. The teaching and learning process for blind students must have special services both in the media and in the learning process (Rohmah et al., 2021). From the training, Ananda E has finished memorizing An-Naziat from verses 1 to 46. In addition to being able to memorize the entire verse in An-Naziat, E was able to improve makhrojul, tajwid, reading length and short readings, reading sounds, and being calmer when reciting An-Naziat. This is in line with what E's mother said which stated that E had progressed in memorizing the Quran, especially in chapter name An-Naziat. At first, E felt nervous because he had just met new people. However, when he met several times, E had started to calm down while memorizing.

The 2T+1M method also makes E remember his memorization even more because it is repeated 10 times in each verse. One method of memorizing the Qur'an that can strengthen memorization is *tikrar* which is one of the 2T+1M methods. In addition, E also began to be able to read verse by verse correctly because every verse that was wrong in pronunciation would be corrected by the volunteer. The process is called *talqin* which means to dictate or give an example to be imitated.

The murojaah activity made E able to memorize the chapter name An-Naziat. Although there are still verses that are sometimes reversed. However, the overall memorization of E has progressed. The murajaah method is a solution to always remember our memorization or preserve and maintain the smooth memorization of the Quran without murajaah, our memorization will be damaged. One thing that concerns the effective application of the murajaah method by the teacher is to add the weight of patience and tenacity to each of his students in repeating with this method because repeating becomes tired quickly (Solong & Jazimi, 2020). Besides that, there are two kinds of Murajaah methods (Rahmi, 2019), namely:

- (i) Murajaah by looking at the Mushaf (Bin Nazhar). This method does not require concentration that drains the brain. Therefore, the compensation is to be prepared to read as much as possible; and
- (ii) Murajaah without looking at the manuscripts (Bil Ghaib). This method is enough to drain the brain, so it gets tired quickly. Therefore, it is natural that it can only be done once a week or every day with a small number of juz. It can be done by reading alone inside and outside the prayer, or together with friends.

When attending the training for 9 meetings, E experienced many developments in memorizing, namely being able to listen to verse by verse read by volunteer, being able to repeat the reading of the Quran with a calm attitude, being able to repeat the reading of each verse with correct pronunciation and tajwid rules, and able to retain the memorization that has been memorized previously. However, it must be acknowledged that this training experienced obstacles when implementing it. The obstacle is because this volunteer training is carried out online through the Zoom application, which results in an unstable network several times and intermittent sound. In line with this, (Tsuroya, 2020) revealed that one of the obstacles when direct deposit remotely is that the network is not always stable, which results in delays, so if there is memorization that is wrong, it is difficult for us to make repairs immediately. However, students are unique, stay motivated, and achieve the goal of learning to memorize the Koran in understanding the use of Zoom (Manullang *et al.*, 2021).

4. CONCLUSION

Al-Quran memorization training is carried out by volunteers from the SIEP (Social Inclusive Education Project) community through the Zoom Meeting application. The chapter name that is memorized is An-Naziat verses 1 to 46. The training was carried out for 9 meetings by applying the 2T+1M method, namely Talqin or Tasmi, TIKRAR, and Murajaah. The Talqin or Tasmi method is applied when the volunteer reads verse by verse which will be memorized E with the correct pronunciation and rules of recitation. The TIKRAR method is applied when E repeats a verse that has been exemplified by the volunteer 10 times. The Murajaah method is applied when E repeats what he has memorized. During the Quran memorizing training using the 2T+1M method, the student with a visual disability with the initial E was able to listen to verse by verse read by the volunteer, was able to repeat the reading of the Quran with a calm attitude, was able to repeat the reading of each verse with correct pronunciation and tajwid rules, and able to maintain the memorization that has been memorized previously.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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