



IMPLEMENTATION OF THE HAFANSA METHOD IN QUR'AN MEMORIZATION AMONG SEVENTH-GRADE STUDENT

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ABSTRACT

This study examines the implementation of the Hafansa Method for Qur'an memorization among seventh-grade students at SMP Muhammadiyah Plus Klaten Utara. The Hafansa Method combines effective techniques such as One Day One Ayah (ODOA), talaqqi, takrir, muroja'ah, and sima'i in a systematic way to enhance ease of application. This qualitative study uses interviews, observations, and documentation for data collection. Findings show that the method improves students' memorization abilities, although challenges remain, such as differences in students' backgrounds and motivation. Supporting factors include school support, learning media, and competitive activities that boost student enthusiasm. In conclusion, the Hafansa Method has a positive impact on students' memorization skills but requires continuous guidance to achieve optimal outcomes. In addition to improving memorization, this strategy encourages students to be more active and motivated in the memorization process. The findings offer an alternative for teachers to overcome monotonous teaching methods and serve as a reference for developing instructional methods that adapt to students' needs and environments. This study also motivates teachers to continuously enhance their professional skills by creating more creative and effective teaching strategies.

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1. INTRODUCTION

The Qur'an, as the final and complete holy book, was revealed by Allah to His prophet. Prior to this, Allah also revealed divine scriptures to other prophets, such as the Zabur to Prophet Dawud, the Torah to Prophet Musa, and the Gospel to Prophet Isa. In addition to these books, Allah also sent revelations in the form of scrolls, as given to Prophet Musa and Prophet Ibrahim (Syukran, 2019).

The Qur'an serves as a guide and a legal foundation for humanity to achieve happiness in both this world and the hereafter. From the time of Prophet Adam to Prophet Muhammad, Allah's messengers were entrusted with conveying His teachings and commands. Through the Qur'an, humans receive guidance on how to organize their lives and attain both worldly and eternal bliss. As stated in the Qur'an: "Indeed, it is We who sent down the Qur'an, and indeed, We will be its guardian" (Al-Hijr: 9). This verse emphasizes that Muslims must read, write, and memorize the Qur'an to preserve its exact wording and letters.

Reciting the Qur'an brings benefits and blessings in both this life and the afterlife. One of its rewards is the multiplied merit for each letter recited. Abdullah bin Mas'ud narrated that the Prophet Muhammad (PBUH) said that one good deed is multiplied tenfold. Tahfidz is the act of memorizing something until it can be recited without looking at the text. Memorizing the Qur'an means internalizing its verses so that they can be correctly recited repeatedly. The word "hafiz" means "memorizer," and those who memorize the Qur'an are called huffaz (Hidayah, 2016).

Qur'an memorization is not limited by age or social status. Many huffaz come from both young and adult groups. Remarkably, early Islamic scholars, besides their vast knowledge and extraordinary intelligence, had already completed the memorization of the entire 30 chapters (juz) of the Qur'an at a young age (Nasyifa, 2021). Scholars such as Imam Shafi'i, Imam Ghazali, and Imam Hanafi believed that memorizing the Qur'an does not waste time or cause boredom, anxiety, or fear but rather makes life easier (Rahmawati, 2020).

Allah facilitates Qur'an memorization for His devoted servants, granting them rewards and elevating their ranks. Those who sincerely memorize the Qur'an for His sake are promised a place in Jannah (Paradise). The more verses a person memorizes, the higher their status in Paradise (Yasto & Fatimah, 2023).

Memorizing the Qur'an comes with many challenges, both internal and external, especially in today's era of globalization and modernization. Despite these obstacles, Qur'an memorization remains a recommended act of worship. For Muslims who wish to memorize it, Allah provides ease in the process (Kamelia, 2020). The variety of memorization methods available today is one of the ways Allah makes it easier for His servants to memorize the Qur'an. Thus, an appropriate and effective tahfidz learning method is essential to facilitate memorization.

To achieve success, the method, or what is commonly referred to as "technique", plays an important role, as it is an integral part of the learning system and determines whether a goal is achieved. There are many techniques that can be used to discover the most effective method for memorizing the Qur'an and helping huffaz in their memorization journey. Memorizing the Qur'an requires a tahfidz method that organizes memorization systematically, as it involves repeating verses in

small portions until they are stored in memory. The existence of tahfidz methods has significantly improved memorization. In the current Society 5.0 era, various Qur'an memorization techniques can be found through social and print media. Additionally, several tahfidzul Qur'an procedures are applied in both formal and informal educational institutions (Salma, 2022).

As discovered in this study, SMP Muhammadiyah Plus Klaten Utara implements the Hafansa Method in its Tahfidz classes across all grade levels. The Hafansa Method is a Qur'an memorization technique that combines and simplifies commonly used methods, such as takrir (repetition), talaqqi (direct transmission), and muraja'ah sima'i (listening review). This method integrates the existing techniques into a structured system, aiming to provide comfort, ease, and effectiveness in Qur'an memorization (Yasto & Fatimah, 2023).

Rasjidi, an Islamic reformist figure, argued that Islamic education must adapt to contemporary challenges using a more systematic and knowledge-based approach, including in Qur'anic studies. Therefore, in the context of Islamic modernism in Indonesia, the Hafansa Method can be considered an innovation in tahfidz education. This method seeks to integrate commonly used memorization techniques into a structured system to enhance comfort, ease, and effectiveness in Qur'an memorization. As a result, huffaz can internalize Islamic values more profoundly (Ardiyansah & Azani, 2022).

The aim of this research is to analyze the implementation of the Hafansa Method in Qur'an memorization among seventh-grade students at SMP Muhammadiyah Plus Klaten Utara. The study focuses on understanding how the Hafansa Method is applied in the memorization process, identifying challenges and supporting factors that affect its success. Additionally, this research aims to evaluate the strengths and weaknesses of the Hafansa Method to enhance the effectiveness of tahfidz learning. It is hoped that the findings of this study will contribute to the development of more optimal Qur'an memorization strategies within school settings.

2. RESEARCH METHODS

The approach used in this study is qualitative and was conducted at SMP Muhammadiyah Plus Klaten Utara. The data presented is qualitative, based on research findings without intervention. The qualitative approach aims to explain phenomena occurring in the surrounding environment and analyze them naturally.

The data collection technique in this study involved gathering information through interviews. According to Estherberg, an interview is an interaction between two or more people to exchange information and ideas through a question-and-answer process to gain a deeper understanding of a topic. Therefore, this research conducted in-depth interviews with the Principal, Tahfidz Coordinator, Tahfidz Teachers for seventh-grade students, and the seventh-grade students themselves.

Information was also obtained through observations, which involved directly observing events in the field to gather relevant data about the studied phenomenon. The research findings consist of qualitative data, including interviews, observations,

analysis, documentation, and supporting archives or photographs collected from the school.

3. RESULTS AND DISCUSSION

3.1 Implementation of the Hafansa Method in the Memorization of the Qu'ran by Seventh-Grade Student at SMP Muhammadiyah Plus Klaten Utara

Memorizing the Qur'an is a highly noble activity in the eyes of Allah Subhanahu wa Ta'ala. Unlike memorizing dictionaries and books, memorizing the Qur'an requires precision in tajwid and fluency in pronunciation. Therefore, an accurate method is needed in Qur'an memorization, such as the Hafansa Method applied at SMP Muhammadiyah Plus Klaten Utara to facilitate students in memorizing the Qur'an.

The Hafansa Method is a simple strategy for memorizing the Qur'an. Ustadz Puguh Handriyasto, the coordinator of Tahfidz and the initiator of the Hafansa Method, stated that this method was born out of public concern regarding the need for an effective Qur'an memorization method. As a response to this concern, he created the Hafansa Method (Memorizing the Qur'an in a Modest Way), which emphasizes comfort and the absence of coercion in the memorization process. In Haryani research, the talaqqi method can strengthen memory sharpness and accuracy in makhraj and tajwid, so that it can make it easier for students to memorize (Haryani, 2019). This method is tailored to each individual's ability, acknowledging that every person has unique strengths and capacities in memorizing the Qur'an. The goal is for everyone to achieve Qur'anic memorization while enjoying the journey toward this accomplishment. The Hafansa Method combines several proven techniques for remembering Qur'anic verses, such as Talaqqi, Takrir, Muroja'ah, Sima'i, and ODOC. These techniques are implemented in a structured yet simple system, making it accessible to anyone willing to memorize the Qur'an with sincerity and determination (Primaresty, 2023).

Based on observations, interviews, and visual data documentation, researchers concluded that the implementation of the Hafansa Method for seventh-grade students at SMP Muhammadiyah Plus Klaten Utara follows several stages. First, the delivery of tahsin and tajwid material. According to Ustadz Puguh Handriyasto, S.Pd.I, "The initial stage of the Hafansa Method begins with the delivery of tahsin and tajwid material in a structured manner during the tahfidz lessons for seventh-grade students in the first semester." Competent ustadz and ustadzah convey the material in groups, and students practice pronunciation according to the rules they learn.

The second stage is conveying the urgency of memorizing the Qur'an and motivating students. This involves providing encouragement and advice on the importance of engaging with the Qur'an through reading and memorization. Motivation is given at the beginning of the tahfidz class before the memorization session starts. Additional activities such as tasmi', daurah tahfidz, munaqosyah tahfidz, and tahfidz graduation ceremonies further enhance students' enthusiasm. The role of ustadz and ustadzah is crucial in this stage, as their motivation

significantly impacts students' dedication and ultimately optimizes their memorization results.

The third stage is setting memorization targets. These targets are determined on a daily, weekly, monthly, and even annual basis, tailored to students' individual capabilities. Ustadz and ustadzah guide students in setting realistic targets, ensuring that memorization goals become both a motivation and an achievement for them.

The fourth stage involves the implementation of the One Day One Ayah (ODOA) or One Day One Colour (ODOC) method, where students memorize one verse or one color-coded section per day based on their abilities and targets. This method is carried out from Monday to Thursday, from 07:40 to 09:40, in each class. The school provides Hafansa Qur'ans, which feature five different colors on each page to aid memorization. Using a consistent mushaf has been proven effective in forming memory patterns and reinforcing retention, as switching to a different mushaf can make recall more challenging.

The final stage involves the application of Talaqqi, Takrir, and Muroja'ah Sima'i methods. Talaqqi is based on how Prophet Muhammad (PBUH) received revelations from Angel Jibril, where students listen to correct recitations before repeating them. This is done in small groups of 6 to 10 students, guided by tahfidz instructors. Takrir, meaning repetition, is the continuous practice of verses until memorization is achieved. Students repeat their verses independently, recite them to peers, and then formally present them to ustadz or ustadzah for evaluation. Muroja'ah Sima'i follows as a reinforcement stage, ensuring that previously memorized verses are retained. Without regular review, memorized verses risk being forgotten. Muroja'ah sessions are conducted during tahfidz classes, before the Zuhur and Asar prayers, and during tahfidz exams.

According to interviews with Principal Ustadz Sudarwanto, S.Pd.I, Tahfidz Coordinator Ustadz Puguh Handriyasto, S.Pd.I, and Tahfidz instructor Ustadz Shindid Gunagraha, the Hafansa Method has yielded significant results. Its uniqueness lies in the integration of full-time formal education with tahfidz activities, including a boarding system for some students. The success of this method is evident in students' ability to memorize the Qur'an according to their capacities while enjoying the learning process. In one semester, most students successfully memorized at least half a juz, while some exceeded this target. The highest achievement among seventh graders reached six juz, an extraordinary feat for beginners. Interviews with students also confirm the positive impact of the Hafansa Method. Zakka and Rahman, for instance, shared that they were able to memorize the Qur'an fluently and comfortably according to their abilities, with Zakka memorizing two and a half juz and Rahman memorizing four and a half juz within a semester.

Not only do student interviews highlight the effectiveness of the Hafansa Method, but testimonials from parents also provide further evidence of its positive impact. Rini Sulistyawati, a parent, expressed that studying at MPlus has allowed her child to enhance Qur'anic memorization, develop talents, actively participate in

organizations, and improve both academic and religious knowledge, all under the guidance of friendly ustadz and ustadzah. Additionally, school records indicate that four seventh-grade students won awards in MTQ competitions, further proving the effectiveness of the Hafansa Method in improving students' memorization abilities.

The success of the Hafansa Method is supported by a comfortable school environment and the absence of forced memorization targets. The school provides additional schedules beyond regular tahfidz sessions to strengthen students' memorization. These efforts align with the school's vision of nurturing individuals who are faithful, pious, well-mannered, accomplished, and globally aware. Moreover, it supports the school's mission of creating effective learning processes, enhancing academic and non-academic achievements, and helping students recognize and develop their potential optimally (Riska, 2024).

3.2 Inhibiting and Supporting Factors in the Implementation of the Hafansa Method in the Qur'an Memorization of Seventh-Grade Students at SMP Muhammadiyah Plus Klaten

The implementation of the Hafansa Method encounters both inhibiting and supporting factors. Inhibiting factors are conditions that slow down or obstruct the execution of an activity, while supporting factors help maintain the smooth running of the process.

Based on interviews with the Tahfidz Coordinator, Ustadz Puguh Handriyasto, S.Pd.I, and the Tahfidz teacher, Ustadz Shindid Gunagraha, several inhibiting and supporting factors were identified in applying the Hafansa Method to seventh-grade students at SMP Muhammadiyah Plus Klaten Utara. The inhibiting factors include differences in students' backgrounds, where some require more intensive guidance due to a lack of discipline and motivation. The solution to this challenge is grouping students from the beginning and providing regular motivation and advice. Additionally, the students' lack of awareness regarding their memorization targets is another obstacle, necessitating closer teacher supervision to optimize their progress. Furthermore, some students struggle with low enthusiasm for memorization due to a lack of motivation and understanding of its importance, which requires continuous encouragement and guidance. The varied ability to retain information among students also presents a challenge in implementing this method (Ridwan, 2022).

On the other hand, several supporting factors facilitate the smooth application of the Hafansa Method. Internal factors include the students' enthusiasm for memorizing the Quran. The foundation's support is also crucial, as it grants the school the necessary permission and flexibility to implement this method. The availability of supportive media, such as the Hafansa Quran, Tahfidz report cards, academic calendars, and certificates for ninth-grade students completing the program, further enhances the memorization process. External factors also contribute, such as Quran memorization (MTQ and MHQ) competitions that allow students to compete at district, regional, and even national levels. Additionally, legal recognition supports the

program's success, as the school has obtained official recognition from the Ministry of Law and Human Rights, ensuring legal protection and enhancing its reputation in the community (Syukron, 2019).

The combination of these inhibiting and supporting factors ensures that the Hafansa Method is effectively implemented for seventh-grade students at SMP Muhammadiyah Plus Klaten Utara. With a comfortable learning environment and without coercion, students can memorize the Quran effectively. They can reach their memorization targets under the guidance of Tahfidz mentors, and some even exceed their initial goals.

The application of the Hafansa Method in seventh-grade students at SMP Muhammadiyah Plus Klaten Utara has both advantages and disadvantages. One of its key strengths is that it provides students with the freedom and comfort to memorize the Quran at their own pace. This method is also flexible and can be applied to a wide range of learners, from children to adults. However, its main weakness is that it may be ineffective if students are not committed, as dedication and consistency are crucial for successful Quran memorization. Additionally, the lack of detailed explanations or socialization regarding the step-by-step process of the Hafansa Method poses a challenge in its implementation.

4. CONCLUSION

The implementation of the Hafansa Method at SMP Muhammadiyah Plus Klaten Utara has been carried out effectively through systematic stages, including tahsin, tajwid, motivation, target setting, and methods such as ODOC/ODOA, talaqqi, takrir, and muraja'ah sima'i. This program has significantly improved students' Quran memorization, with most students adding at least half a juz per semester, and some even reaching six juz. This success is supported by adequate school facilities and a comfortable, non-coercive learning method, despite challenges such as differences in students' backgrounds, lack of awareness of memorization targets, low motivation, and varying levels of comprehension. The solutions implemented include student grouping, intensive mentoring, and continuous motivation. Other supporting factors include students' enthusiasm, foundation support, ease of the method, learning media, and MTQ and MHQ competitions that enhance students' motivation. Additionally, the school's legal recognition further strengthens the method's credibility.

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