

The Use of Digital Media in Supporting Qur'an Tahfiz Learning at SD Islam Al Falah Bukittinggi

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Abstract

The aim of this study is to analyze the role of digital media in supporting Al-Qur'an tahfiz learning at SD Islam Al Falah Bukittinggi. In the digital era, the use of technology in tahfiz learning has become essential to enhance the effectiveness of memorization processes and students' comprehension. This study employs a descriptive qualitative approach, using observation, interviews, and documentation with teachers, students, and school officials. The results indicate that the use of digital media, such as tahfiz applications, instructional videos, and interactive platforms, helps increase students' motivation and interest in memorizing the Al-Qur'an. Additionally, digital media enriches learning methods and facilitates independent access to materials. However, this study also identifies several challenges, such as limited facilities and teachers' knowledge in optimally utilizing technology. Based on these findings, it is recommended to strengthen technological support and provide training for teachers to improve the effectiveness of Al-Qur'an tahfiz learning through digital media.

Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis peran media digital dalam mendukung pembelajaran tahfiz Al-Qur'an di SD Islam Al Falah Bukittinggi. Di era digital, penggunaan teknologi dalam pembelajaran tahfiz menjadi sangat penting untuk meningkatkan efektivitas proses hafalan dan pemahaman siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan metode observasi, wawancara, dan dokumentasi terhadap guru, siswa, dan pihak sekolah. Hasil penelitian menunjukkan bahwa penggunaan media digital, seperti aplikasi tahfiz, video pembelajaran, dan platform interaktif, membantu meningkatkan motivasi dan minat siswa dalam menghafal Al-Qur'an. Selain itu, media digital juga memperkaya metode pembelajaran dan mempermudah akses mandiri terhadap materi. Namun, penelitian ini juga mengidentifikasi beberapa tantangan, seperti keterbatasan fasilitas dan pengetahuan guru dalam memanfaatkan teknologi secara optimal. Berdasarkan temuan ini, disarankan untuk memperkuat dukungan teknologi dan memberikan pelatihan kepada guru guna meningkatkan efektivitas pembelajaran tahfiz Al-Qur'an melalui media digital.

INTRODUCTION

Qur'an Memorization Learning (Tahfiz) in Islamic elementary schools has now become a primary focus, especially in elementary education in Indonesia. With the growing need for education that emphasizes both academic and spiritual aspects, many Islamic educational institutions are striving to design programs that support Qur'an memorization from an early age. At SD Islam Al Falah Bukittinggi, tahfiz learning has become a central focus to build religious character and strengthen Islamic values among students.

However, in this digital era, traditional tahfiz methods face several challenges, such as limited student attention, differences in learning styles, and a lack of innovation in teaching that hinders memorization achievement. To address these challenges, digital media is being introduced as an alternative solution that is expected to enhance students' interest and effectiveness in memorizing the Qur'an. Digital media, such as tahfiz audio-visual applications, interactive videos, and educational software that support verse memorization techniques, can aid in improving students' memorization achievements. This digital technology aligns with the learning style of the current generation, which tends to be more responsive to visual and interactive content.

Previous studies have shown that digital media in learning can facilitate understanding, increase motivation, and ease memorization. However, the use of digital media for tahfiz at the elementary school level still requires further study on its effectiveness, particularly in the context of Islamic schools that aim to preserve tradition while adapting to technological advancements.

This study aims to analyze the use of digital media on tahfiz learning at SD Islam Al Falah Bukittinggi, to provide insights into the contribution of digital media in enhancing students' memorization and aligning teaching methods with the needs of the digital era. Through this research, it is hoped that an effective, adaptive, and relevant tahfiz learning model for students in the technological era can be developed

METHODS

This research was conducted at SD Islam Al Falah Bukittinggi, West Sumatra Province. The research period lasted from September 1, 2024, to November 10, 2024. This study used a qualitative method. Qualitative research is a type of research conducted in a natural setting to interpret phenomena that occur by involving various available methods, producing new findings that can be obtained in a narrative manner. (Ali et al., 2022) Qualitative research is a specific tradition in social sciences that fundamentally relies on human observation, both within their natural settings and in their own terminology. (Albi Anggito, 2018) Data were collected by distributing questionnaires to students designated as samples. In addition, brief interviews with several tahfiz teachers were conducted to obtain additional information regarding the implementation of digital media in learning activities. Observations were also conducted to supplement data on the use of digital media in the classroom. The data were analyzed descriptively to describe the characteristics of the respondents and identify patterns in the use of digital media in tahfiz learning. This descriptive analysis includes calculations of frequency, percentage, mean, and standard deviation.

RESULT AND DISCUSSION

A. Tahfiz Learning

The term *tahfiz* originates from Arabic, meaning "memorization." The word *memorize* has its root in *hafal*, which in Arabic is *hafidza-yahfadzu-hifdzan*, essentially the opposite of forgetting, meaning to always remember and rarely forget. *Tahfiz Al-Qur'an* consists of two words, *tahfiz* and *Al-Qur'an*, where *tahfiz* means memorization. Memorization is defined as the process of receiving, recalling, storing, and repeating responses acquired through observation. Meanwhile, the *Qur'an* is the word of Allah, which is the primary source of our creed. In absolute terms, the Qur'an is the most noble and sublime speech. Since it comes from Allah, the Qur'an holds a high and special place of reverence. (Faizah & Sya'bani, 2021)

On the surface, *tahfiz* learning appears only as a process of remembering and repeating recited phrases. However, *tahfiz* is more than that; it involves the memorization of Qur'anic verses that engage the brain in processing knowledge and concepts. This memorization process requires a strong stimulus. In addition to memorizing words and verses, a *hafiz* (one who memorizes the Qur'an) needs a conceptual map linking words, phrases, and their meanings. The numerous pages in the Qur'an require *hafiz* to be selective in structuring their memorization concepts, especially because of *mutashabihat* phrases, which are similar phrases or phrases with similar wording. (Hidayati, 2021).

B. Planning for Tahfiz Al-Qur'an Learning

According to the results of observation, interviews, and documentation conducted by the researcher, before starting the learning process, the teacher first prepares a plan. This learning plan serves as a guide for teachers to achieve the expected learning goals.

Learning planning is a preparatory activity carried out regularly by teachers before starting the teaching process. A lesson plan outlines the steps that will be taken during the teaching and learning process. (Khairi *et al.*, 2023)

Lesson planning is the process undertaken by the teacher to guide, assist, and direct students in gaining learning experiences and achieving predetermined instructional objectives. This process includes organizing materials, selecting media, methods, instructional approaches, and assessments in line with the allocated time. To design good lesson plans and conduct an effective and efficient learning process, teachers need to understand key components in lesson preparation, such as analyzing students' needs, setting goals, choosing relevant strategies, and establishing evaluation criteria. (Khairi *et al.*, 2023)

From the above definitions, it can be concluded that lesson planning is the process of designing steps to achieve learning objectives, taking into account appropriate materials, methods, media, and evaluation. The purpose of learning evaluation is to create an effective learning experience that supports the achievement of student competencies. In *tahfiz* learning, lesson planning is crucial, as it helps students memorize and recall the Qur'an systematically and effectively, optimizing their memorization abilities

C. Implementation of Tahfiz Learning at SD Islam Al Falah Bukittinggi

In implementing *tahfiz* learning, the chosen method is essential. A method is considered effective and appropriate if it successfully achieves the intended objectives. Likewise, in memorizing the Qur'an, a good method can have a significant impact on the *tahfizul Qur'an* process, ensuring success in memorization. For instance, the *Wahdah* method involves memorizing one verse at a time. The *Sima'i* method is carried out by listening to the verses to be memorized. The *Takrir* method is commonly used by Qur'an memorizers to transfer information from short-term memory to long-term memory through repetition. Lastly, the *Talaqi* method involves reciting the memorized verses to a teacher who is also a Qur'an memorizer.

At SD Islam Al Falah, *tahfiz* learning activities take place daily, with children being guided by classroom teachers and assistant teachers each morning for about 30 minutes to memorize and review their memorization. Additionally, each class is scheduled to study with a *tahfiz* teacher once a week, and on Fridays, students focus on religious activities, including *muhadharah* sessions where students review and recite previously learned memorization.

In the classroom, children recite their memorization to the *tahfiz* teacher during each *tahfiz* learning session. The teacher often uses the *Talaqi* method. To track the children's memorization, the *tahfiz* teacher uses a communication book to record their progress, placing initials in the book each time a student submits their memorization.

D. The Influence of Digital Media Application on Quran Tahfiz Learning

According to the *Kamus Besar Bahasa Indonesia* (Indonesian Dictionary), influence is defined as a force that arises from something, such as a person or object, which contributes to shaping a person's character, beliefs, or actions. (Hartoni & Arifmiboy, 2024) According to Louis Gottschalk, influence is defined as a powerful impact that shapes human thought, both individually and collectively. (Babadu, 2021)

The use of digital media in teaching *tahfiz* (Quran memorization) brings various positive influences that can support the process of memorizing and understanding the Quran. First, digital media, such as Quran memorization apps, educational videos, and interactive platforms, provide students with easier access to learn anytime and anywhere. Memorization apps equipped with features like automatic repetition, *tajwid* (pronunciation rules), and memory checking help improve students' memorization quality more quickly and accurately.

Second, the use of digital media encourages students to be more independent and active in learning, as they can access various additional materials available online. Digital media also makes it easier for teachers to deliver more varied and engaging content, making the learning process less monotonous and more enjoyable.

However, the application of digital media also poses challenges, such as the risk of distractions due to the abundance of content on the internet and the lack of direct interaction between teachers and students. This requires proper supervision so that the use of digital media can be optimized in *tahfiz* learning.

DISCUSSION

The research on the Influence of Digital Media on Tahfiz Learning at Al Falah Islamic Elementary School in Bukittinggi shows that digital media has a positive impact on students' ability to memorize the Qur'an. Based on data collected through observation, interviews, and documentation, it was found that the use of digital media such as memorization applications, Qur'an audio, and video increases students' motivation and interest in learning Tahfiz.

Digital media provides easy access for students to review their memorization, improve *tajweed*, and learn the correct pronunciation of letters outside of class hours. This allows students to practice independently and set their study time according to their needs. Additionally, digital media supports the memorization methods applied by teachers, such as *Wahdah*, *Sima'i*, *Takrir*, and *Talaqi*. With learning applications, students can easily listen to correct recitations and repeat them as needed, strengthening their memorization.

The research findings also indicate that digital media facilitates teachers in effectively monitoring and recording students' memorization progress. The digital applications or records used to track memorization progress provide clear information about each student's abilities, helping teachers adjust their teaching methods to individual student needs.

Although there are challenges, such as limited technical skills among some teachers and students, the positive impact of digital media on Tahfiz learning is significant. It is also important for teachers to monitor digital media usage to prevent students from being distracted by irrelevant content.

Overall, this research confirms that the integration of digital media in Tahfiz learning at Al Falah Islamic Elementary School in Bukittinggi can enhance motivation, effectiveness, and efficiency in the Qur'an memorization process. With digital media, students have a more engaging learning experience, supporting their success in achieving their memorization targets.

CONCLUSION

This study aims to examine the role of digital media in supporting the Al-Qur'an tahfiz learning process at SD Islam Al Falah Bukittinggi. The findings indicate that digital media plays an important role in improving the quality of tahfiz learning at this school. The use of digital media, such as tahfiz applications, instructional videos, and interactive platforms, has successfully increased students' motivation and interest in memorizing the Al-Qur'an, as well

as enriching their learning experience. Technology enables students to more easily access tahfiz materials, both inside and outside the classroom, which in turn enhances the effectiveness and efficiency of the learning process.

Specifically, tahfiz applications allow students to track their memorization progress, while instructional videos provide visualizations that aid in understanding tajwid and the correct way to read the Al-Qur'an. Interactive platforms also offer students the opportunity to practice memorizing independently, increasing their engagement in learning and strengthening their understanding of the Al-Qur'an's content.

However, the study also identified several challenges in implementing digital media, including the limitations of technological facilities at the school and the lack of understanding and technical skills among teachers in optimizing the use of digital media. Some teachers still face difficulties integrating technology with the traditional teaching methods they commonly use in tahfiz instruction.

Additionally, while digital media can enhance student motivation, there is a need for improved quality and quantity of technology training for teachers so they can manage and use digital media more effectively. The development of learning tools more suited to the needs of tahfiz education is also an important aspect for the school to consider.

Based on these findings, it is recommended that the school strengthen its technological infrastructure by providing more adequate equipment and organizing training and workshops for teachers on how to use technology in tahfiz learning. Further support from the school, parents, and the government is also necessary for digital-based tahfiz learning to be more effective and widespread across all classes.

Overall, digital media has proven effective in supporting Al-Qur'an tahfiz learning at SD Islam Al Falah Bukittinggi, but its success greatly depends on the understanding, skills, and facilities available. Therefore, cooperation from all related parties is essential to maximize the potential of technology in the field of Islamic education.

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