

THE IMPLEMENTATION OF QUR'AN READING AND WRITING METHOD TO ENHANCE MEMORIZATION SKILLS IN ISLAMIC SENIOR HIGH SCHOOLS

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Abstract

This study examines the implementation of the Qur'an Reading and Writing Method (QRWM) to enhance students' memorization skills at MAS Tarbiyah Waladiyah. Using a qualitative descriptive approach, data were collected through observation, interviews, and documentation. The QRWM combines reading, listening, and writing activities that engage visual, auditory, and kinesthetic senses to strengthen memory. Findings show that the method is applied through group recitations, verse-writing exercises, and repetition, with teachers serving as guides, correctors, and motivators. Students who regularly read and write Qur'anic verses achieve faster and more accurate memorization, improved letter recognition, and higher confidence in recitation. The method also cultivates discipline and positive study habits, reinforcing students' spiritual commitment and the overall quality of Qur'an learning.

Keywords: *Qur'an Reading and Writing, Memorization, Islamic Education*

Abstrak

Penelitian ini mengkaji implementasi Metode Baca Tulis Qur'an (MBTQ) dalam meningkatkan kemampuan hafalan siswa di MAS Tarbiyah Waladiyah. Menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui observasi, wawancara, dan dokumentasi. MBTQ menggabungkan kegiatan membaca, mendengar, dan menulis yang melibatkan aspek visual, auditori, dan kinestetik untuk memperkuat daya ingat. Hasil penelitian menunjukkan bahwa metode ini diterapkan melalui kegiatan membaca bersama, latihan menulis ayat, dan pengulangan hafalan, dengan guru berperan sebagai pembimbing dan motivator. Siswa yang rutin membaca dan menulis ayat memiliki hafalan lebih cepat, ketelitian tinggi, serta percaya diri saat menyetorkan hafalan. Metode ini juga menumbuhkan disiplin dan kebiasaan belajar positif yang memperkuat semangat spiritual serta kualitas pembelajaran Al-Qur'an.

Kata Kunci: Baca Tulis Qur'an, Hafalan, Pendidikan Islam

Introduction

The Qur'an is the holy book that serves as the ultimate guide for Muslims. Each of its verses contains divine instructions, teachings, and guidance that must be studied and practiced by every believer (Rahman, 2021). Reading, writing, understanding, and memorizing the Qur'an are not merely acts of worship but also essential processes for developing students' moral and spiritual character. Therefore, Qur'anic learning holds a central position in Islamic educational institutions (Human, 2015). However, students' abilities in reading and writing the Qur'an remain varied; some can read fluently but struggle with writing, while others find memorization challenging. This condition reveals a gap between the ideal concept of Qur'anic learning and its practical implementation in schools (Misbah, 2017).

Moreover, Qur'anic instruction in many Islamic schools still focuses on cognitive repetition of memorization without applying interactive or multisensory learning approaches. In modern pedagogy, multisensory learning—which integrates visual, auditory, and kinesthetic elements—has proven to be more effective in improving comprehension and memory retention (Basri & Chasanah, 2023; Yusnani, 2024). Consequently, there is an urgent need to implement Qur'anic teaching methods that not only emphasize verbal memorization but also incorporate reading and writing activities as cognitive reinforcement tools.

Several previous studies have shown that the Qur'an Reading and Writing Method (QRWM) is effective in improving students' ability to read and write Arabic script. Misbah (2017) emphasized that the method helps students understand the structure of Qur'anic wording and correct pronunciation. Similarly, Syafii (2018) found that combining reading and writing strengthens students' retention of memorized verses. However, most of these studies focus mainly on technical reading and writing skills rather than examining their direct impact on Qur'an memorization.

Nurhadi (2019) highlighted that repeated writing exercises help students distinguish between similar Arabic letters, thereby minimizing memorization errors. Yet, that study did not explore how consistent reading and writing practices affect long-term memorization retention. Meanwhile, Basri and Chasanah (2023) investigated the Tajdid method at the junior high school level and found improvements in reading fluency, but their research did not specifically address the effectiveness of reading and writing methods on memorization skills at the senior Islamic high school level.

A more recent study by Yusnani (2024) confirmed that the Qur'an Reading and Writing (BTQ) program improves students' Qur'anic literacy but still focuses primarily on reading ability. On the other hand, an international study by Khalid and Ali (2022) demonstrated that integrating visual and kinesthetic activities in Qur'anic learning can enhance memorization retention through multisensory activation. Thus, a research gap remains in empirically

investigating how the reading and writing method affects memorization performance among students at Islamic senior high schools.

The novelty of this study lies in its comprehensive analysis of the implementation of the Qur'an Reading and Writing Method (QRWM) to strengthen students' memorization skills at the Islamic senior high school level. Unlike prior studies that focused only on reading or writing, this research examines the integrated process of reading, writing, and memorizing as a unified Qur'anic learning approach. This multidimensional perspective connects cognitive and psychomotor aspects, allowing for deeper and longer-lasting memorization.

Furthermore, this study presents insights from both teachers and students to evaluate the success of QRWM from pedagogical and learner perspectives. Therefore, it not only describes the method's application but also analyzes its broader impact on memorization accuracy, reading precision, and students' spiritual development within the Islamic educational environment.

This study aims to analyze the implementation of the Qur'an Reading and Writing Method (QRWM) in improving students' Qur'an memorization at MAS Tarbiyah Waladiyah. Specifically, it seeks to identify the steps taken by teachers in applying the method, examine its influence on students' memorization ability, and assess its contribution to discipline formation and spiritual motivation among learners.

The central argument of this research is that the Qur'an Reading and Writing Method serves as an effective pedagogical approach for enhancing Qur'anic memorization because it integrates three sensory processes—seeing, hearing, and writing—which collectively strengthen memory retention of verses and their structure. Under the guidance of teachers who act as both motivators and spiritual mentors, the reading and writing of Qur'anic verses not only improves memorization ability but also cultivates perseverance, discipline, and love for the Qur'an (Syafii, 2018; Khalid & Ali, 2022; Yusnani, 2024).

This research is significant as it contributes to the development of more effective Qur'anic teaching strategies in Islamic educational institutions. Its findings are expected to serve as practical guidance for teachers in designing interactive and integrative learning methods that enhance memorization skills. Moreover, it enriches the body of Islamic education literature by emphasizing the importance of integrating reading, writing, and memorization practices to form a Qur'anic generation that is intellectually capable, spiritually strong, and morally upright (Rahman, 2021; Basri & Chasanah, 2023; Nurhadi, 2019).

Method

This study employed a qualitative descriptive approach to obtain a deep understanding of how the Qur'an Reading and Writing Method (QRWM) was implemented to enhance students' memorization skills at MAS Tarbiyah Waladiyah. The qualitative approach was chosen because it enables the researcher to describe, interpret, and analyze educational phenomena in a natural setting without manipulation, thereby revealing the actual learning process as it occurs in the classroom (Sugiyono, 2021; Creswell, 2018).

The research was conducted at Madrasah Aliyah Swasta (MAS) Tarbiyah Waladiyah, an Islamic senior high school that integrates Qur'an reading and writing activities as part of its regular learning program. The participants of this study consisted of Qur'an and Hadith teachers and students who actively participated in QRWM activities. Informants were selected using a purposive sampling technique, which allows the researcher to choose individuals who possess relevant experience and direct involvement with the object of study.

Data were collected through observation, in-depth interviews, and documentation. Observations were carried out to examine classroom activities related to reading, writing, and memorizing Qur'anic verses, focusing on the interaction between teachers and students, teaching strategies, and students' responses. In-depth interviews were conducted with selected teachers and students to explore their understanding of the implementation steps, challenges encountered, and perceived benefits of the method. Documentation techniques were employed to gather additional evidence, including lesson plans, memorization records, and Qur'an reading-writing guides used by the institution.

The collected data were analyzed following the interactive model proposed by Miles, Huberman, and Saldaña (2014), which includes three major components: data reduction, data display, and conclusion drawing. Data reduction involved sorting and selecting essential information relevant to the research objectives. Data display was presented in the form of narrative descriptions to illustrate the implementation process systematically. Finally, conclusion drawing was conducted by identifying recurring patterns and relationships that explain how the QRWM contributes to the improvement of students' memorization abilities.

To ensure the validity and trustworthiness of the findings, triangulation of sources and techniques was applied. Source triangulation was conducted by comparing data obtained from teachers, students, and school documents, while technique triangulation combined the results of observations, interviews, and documentation. These steps ensured that the data were credible, consistent, and could be verified across multiple perspectives (Creswell, 2018).

Results and Discussion

Implementation of the Qur'an Reading and Writing Method

The implementation of the Qur'an Reading and Writing Method (QRWM) at MAS Tarbiyah Waladiyah was designed as a regular program mandatory for all students. The school set a specific schedule to ensure that this activity did not interfere with general subjects. It was usually conducted in the morning before classes began or in the afternoon after school hours. The chosen schedule was adjusted to students' conditions so that they remained fresh and ready to learn. With a structured timetable, students had consistent opportunities to review both their reading and writing exercises.

The Qur'an teachers served as the main facilitators of the activity. Each session began with a collective prayer to create a calm and solemn atmosphere. The teacher then led the reading of short verses selected according to students' abilities. The verses were recited slowly and repeated several times. Students were asked to follow the teacher's recitation aloud so that any errors could be clearly identified. The teacher paid close attention to the pronunciation of specific letters that were often mispronounced. Through this consistent practice, students' reading abilities improved gradually over time.

Writing activities formed an essential part of the method. After reading, students were instructed to copy the verses they had studied into their notebooks. The teacher carefully reviewed each student's writing. Those who made mistakes in forming letters were guided to make corrections. Repetitive writing exercises helped students recognize the differences between similar letters, such as *ba*, *ta*, and *tsa*, which often caused confusion. Through regular writing practice, students became more precise in distinguishing letter forms, which also strengthened their memorization of the verse structure (Yusnani, 2024).

The teacher's role extended beyond providing examples and corrections. Teachers also acted as motivators who continually inspired students. Every time a student successfully read or wrote correctly, the teacher gave words of praise. Such simple encouragement fostered students' confidence. Teachers also reminded students that these activities were not merely school tasks but acts of worship that brought divine reward. This understanding helped students view their efforts as spiritually valuable rather than merely academic.

Students' responses to the QRWM activities varied. Most students showed high enthusiasm because they felt the method helped them memorize verses faster. Some initially struggled due to unfamiliarity with the routine, but through consistent guidance from teachers, they gradually adapted and improved. Students who mastered reading more quickly often assisted their peers, creating a supportive and collaborative classroom environment.

The school administration provided full support for the program. The principal ensured that each Qur'an teacher had a clear teaching schedule and

sufficient learning materials. Reading guides, whiteboards, and practice sheets were always available. The school also emphasized that the Qur'an Reading and Writing program was an integral part of character development. Such institutional support ensured the program's continuity and effectiveness, making it more than a formal requirement but a genuinely meaningful learning practice.

The benefits of the QRWM implementation were clearly visible. Students who previously struggled with reading began to read with better *tajwīd* accuracy. Errors in pronunciation gradually decreased, and students who were once unable to write Arabic letters correctly could now copy verses neatly. These improvements extended beyond reading and writing to memorization performance. Students found it easier to memorize verses as they became accustomed to reading accurately and writing attentively.

This program also instilled discipline. Students who regularly followed the QRWM schedule became more organized in managing their study time. They learned to arrive punctually, maintain focus, and follow teachers' instructions. This discipline positively influenced their overall learning behavior. Teachers noticed significant changes in students' attitudes—they became more serious, responsible, and respectful. Thus, the Qur'an Reading and Writing Method not only developed reading and writing skills but also nurtured good character and moral discipline.

The classroom atmosphere during QRWM sessions differed from that of other lessons. Teachers acted not only as instructors but also as spiritual mentors. Students felt closer to their teachers due to the constant attention given to their recitations and writings. This close relationship made it easier for students to accept guidance and corrections. Teachers patiently approached students who made mistakes and demonstrated the correct pronunciation or writing technique. Such interaction created a warm and engaging learning environment in which students felt comfortable and motivated.

Over time, the Qur'an Reading and Writing activities became a hallmark of MAS Tarbiyah Waladiyah. Parents observed significant improvement in their children's ability to read and memorize the Qur'an, which they recognized as a tangible result of the program. Consequently, public trust in the school increased, as the institution demonstrated a serious commitment to Qur'anic education. Therefore, the implementation of QRWM at MAS Tarbiyah Waladiyah has not only served as a program but has become part of the school's identity, distinguishing it from other educational institutions.

Teachers' Steps in Implementing the Qur'an Reading and Writing Method

Teachers bear great responsibility in guiding students to read, write, and memorize the Qur'an effectively. Their role extends beyond delivering lessons—they are educators who nurture students' love for the Holy Qur'an from an early age. Mastery of Qur'anic reading and writing at MAS Tarbiyah Waladiyah is not merely an academic goal but a form of character formation.

Teachers strive to create a structured, patient, and engaging learning environment so that students do not feel burdened. Students' enthusiasm is greatly influenced by the teacher's teaching approach. When teachers show sincerity, gentleness, and exemplary behavior, students respond positively and learn more effectively. Therefore, every instructional step must be carefully designed—from the introduction phase to the final stage of strengthening memorization.

The study identified several crucial steps teachers take to ensure the effective implementation of QRWM. Each step serves a distinct purpose, forming a coherent learning sequence that facilitates student progress.

a. Introducing Verses Slowly and Clearly.

Teachers begin with short and familiar surahs such as *Al-Fatihah*, *Al-Ikhlās*, or *An-Nas*. They recite the verses clearly and slowly, following the rules of *tajwīd*. Students repeat the recitation together and then individually to ensure proper articulation. Frequent repetition helps the verses become embedded in students' auditory and verbal memory. During this phase, teachers correct pronunciation errors related to vowel length and articulation, which gradually enhances students' reading fluency.

b. Demonstrating Qur'anic Writing.

Teachers write the verses on the board in large, clear script or distribute worksheets for students to copy. Each student writes the verses carefully in their notebooks, and the teacher reviews every result to ensure accuracy. Many students initially confuse similar letters such as *ba*, *ta*, and *tsa*, or *ha* and *kha*. Teachers not only correct these mistakes but also model the correct way to write them, sometimes asking students to rewrite until they achieve precision. This repetitive writing activity helps strengthen visual memory and reinforces letter recognition.

c. Providing Repetitive Reading and Writing Exercises.

Repetition is key to success in Qur'anic learning. Even students who read and write correctly are encouraged to repeat exercises to improve fluency and memorization. Teachers often use the "read-copy-repeat" technique, where students read a verse, copy it, and then recite it from memory. This process trains reading, writing, and memorizing simultaneously, emphasizing patience and consistency as essential elements in mastering the Qur'an.

d. Giving Motivation and Encouragement.

Motivation plays a vital role in sustaining students' enthusiasm. Teachers remind students that reading and writing the Qur'an is not only a school task but also an act of worship that brings spiritual reward. Students are encouraged to view each letter they read as a source of divine merit. Teachers also provide positive reinforcement, such as praise, extra credit, or public acknowledgment for students who make progress. This recognition increases students' motivation and confidence.

e. Providing Individual Guidance.

Although activities are conducted in groups, teachers pay attention to individual differences. Some students grasp the lessons quickly, while others require more time. Teachers approach struggling students with patience, offering personal assistance and repeated practice. This one-on-one mentoring helps ensure no student is left behind and strengthens students' confidence to ask questions and correct mistakes.

Overall, the teachers' systematic approach to implementing the Qur'an Reading and Writing Method at MAS Tarbiyah Waladiyah is both structured and compassionate. Each step not only trains technical skills in reading and writing but also cultivates discipline, patience, and love for the Qur'an. Teachers serve as both educators and spiritual guides, imparting not only knowledge but also moral example.

The Role of the Qur'an Reading and Writing Method in Enhancing Students' Memorization

The findings revealed that implementing the Qur'an Reading and Writing Method at MAS Tarbiyah Waladiyah had a significant positive impact on students' memorization skills. Initially, many students struggled to memorize certain verses, often hesitating or mispronouncing words during recitation. However, after being accustomed to reading and writing the verses first, these difficulties gradually diminished.

Repeated reading familiarized students with the structure and sequence of the verses. Through continuous repetition, their tongues became more fluent, and their recitation smoother. Meanwhile, writing verses on paper helped reinforce their memory. By writing, students encoded the verses not only through hearing and sight but also through motor activity, as their hands traced each letter.

Teachers at MAS Tarbiyah Waladiyah confirmed that students who regularly participated in QRWM sessions completed their memorization targets faster than those who did not. Before memorizing, students were typically asked to read the verses with *tartil* and write them several times. This simple routine proved effective—students developed a clearer understanding of word order, reducing confusion during memorization. For example, a student who wrote a verse five times often found that the verse had already been memorized unconsciously. Consequently, when reciting to their teachers, they did so with greater accuracy and confidence.

The QRWM also trained students to be more careful in their memorization. Many memorization errors occur when students fail to distinguish similar letters, such as *ha* and *kha*. Writing practice helped them differentiate these letters more precisely, thus minimizing mistakes. As a result, their recitations became more accurate and aligned with *tajwid* rules.

In addition to strengthening memorization, this method also fostered students' confidence. Those who consistently read and wrote verses before

memorizing felt more prepared and less anxious when reciting in front of teachers or peers. Several students who were previously hesitant could later recite fluently after adopting this method (Basri et al., 2023).

Furthermore, the implementation of QRWM contributed to a more organized learning atmosphere. Students developed the habit of reading and writing before memorization, ensuring a gradual and structured process. Teachers could also monitor students' progress more effectively through their written work and memorization performance.

In conclusion, the Qur'an Reading and Writing Method significantly supports students at MAS Tarbiyah Waladiyah in improving their Qur'an memorization. Reading and writing activities are not merely routine exercises but strategic learning tools that enhance cognitive retention. With consistent practice, students can memorize the Qur'an faster, more accurately, and with deeper understanding.

Conclusion

The implementation of the Qur'an Reading and Writing Method (QRWM) at MAS Tarbiyah Waladiyah was conducted regularly and systematically with full support from teachers and the school administration. The structured schedule, consistent teacher guidance, and adequate learning facilities enabled students to read more fluently, write Arabic letters accurately, and develop a strong sense of learning discipline. The findings indicate that the combination of reading and writing practices enhances students' accuracy, patience, and motivation in learning the Qur'an.

Teachers played a central role by guiding students through a series of structured steps, including reading practice, writing exercises, repetition, motivational support, and individualized assistance. These pedagogical strategies not only strengthened students' technical literacy but also fostered confidence and a deep affection for the Qur'an as a moral and spiritual foundation.

The Qur'an Reading and Writing Method proved to significantly improve students' memorization skills. Verses that were repeatedly read and written became easier to recall, as the process engaged visual, auditory, and kinesthetic aspects simultaneously. Consequently, students' memorization became stronger, more precise, and longer-lasting. Moreover, the method promoted character values such as discipline, diligence, and spiritual responsibility. Overall, QRWM is not only effective in enhancing memorization but also in shaping students into religiously grounded, skillful, and morally upright individuals.

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