

Address : Tuesday Block No. 76 Rt/Rw 01/003
Jatitengah Village, Jatitujuh District, Majalengka
Regency, West Java


Email : arjjournal@gmail.com


Contact : 0821-4250-1527


Available at:

<https://journal.nahnuinisiatif.com/index.php/ARJI>

Volume 7 Number 2 Year 2025

 **DOI : 10.61227**

 **E-ISSN : 2775-0787**

 **P-ISSN : 2774-9290**



976 – 991

Qur'an Memorization Ability: A Research Study on the Effectiveness of the Wahdah Method

Artikel dikirim :

2025-05-18

Artikel diterima :


2025-06-08

Artikel diterbitkan :

2025-06-17

 Syifa Adilla Zahra^{1*}, Nur Aditiya², Refty Ani Arum Daty³
Nurilmi Hidayah⁴, Putri⁵, Nurul Azizah⁶

 1,2,3,4,5,6 Universitas Islam Negeri Raden Intan Lampung

 Email Correspondence : syifaadilla204@gmail.com

Kata Kunci:

Metode Wahdah; Kemampuan
Menghafal Al-Qur'an.

Abstrak: Metode memegang peranan penting dalam keberhasilan menghafal Al-Qur'an. Keberhasilan atau kegagalan dalam menghafal sangat bergantung pada metode yang digunakan. Tanpa metode yang tepat, proses belajar menghafal tidak akan berhasil. Metode adalah bagian penting dalam pembelajaran setelah tujuan. Penelitian ini ingin mengetahui apakah metode Wahdah efektif membantu siswa kelas VIII dalam menghafal Al-Qur'an dengan lebih baik. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen semu (quasi-eksperimental). Penelitian ini dilaksanakan di kelas VIII MTs Darul Huffaz pada semester pertama tahun ajaran 2024/2025. Pemilihan sampel dilakukan secara acak dengan teknik simple random sampling dengan kelompok eksperimen dan kelompok control. Alat yang digunakan dalam penelitian ini adalah angket model Likert. Data dianalisis menggunakan uji validitas, reliabilitas, normalitas, homogenitas, dan uji t. Hasil analisis menunjukkan bahwa metode Wahdah efektif dalam membantu siswa meningkatkan kemampuan hafalan mereka. Penelitian ini menyimpulkan bahwa penggunaan metode menghafal yang inovatif seperti Wahdah berpotensi meningkatkan kualitas hafalan Al-Qur'an, khususnya dalam pembelajaran Al-Qur'an Hadits. Penelitian ini berkontribusi dalam dunia pendidikan dengan membuktikan efektivitas metode Wahdah dalam menghafal Al-Qur'an. Metode ini terbukti meningkatkan kualitas hafalan, menjaga kesuciannya, dan memberikan dukungan efektif bagi pendidik dan peserta didik. Temuan menunjukkan pentingnya menggunakan metode interaktif yang sesuai dengan kebutuhan siswa untuk mencapai hasil

menghafal yang lebih cepat, mudah, dan akurat. Penelitian ini membuka peluang pengembangan metode menghafal yang lebih kreatif dan relevan, serta membantu menciptakan lingkungan belajar yang mendukung dengan meningkatkan motivasi dan disiplin siswa dalam menghafal Al-Qur'an. Selain itu, penelitian ini membuka peluang untuk mengembangkan metode menghafal yang lebih kreatif dan relevan. Menciptakan lingkungan belajar yang Mendukung Dengan memilih metode yang sesuai, lingkungan belajar akan menjadi lebih mendukung, baik bagi penghafal maupun pendidik. Siswa akan lebih termotivasi dan disiplin dalam menghafal, yang pada gilirannya akan meningkatkan hasil belajar mereka.

Keywords:

Wahdah Method; Ability to memorize the Qur'an

Abstract: Method plays an important role in the success of memorizing the Qur'an. The success or failure of memorization depends largely on the method used. Without the right method, the process of learning to memorize will not be successful. Methods are an important part of learning after the goal. This study wants to find out whether the Wahdah method is effective in helping grade VIII students in memorizing the Qur'an better. This study uses a quantitative approach with a quasi-experimental design. This research was carried out in grade VIII MTs Darul Huffaz in the first semester of the 2024/2025 school year. Sample selection was carried out randomly using a simple random sampling technique with an experimental group and a control group. The tool used in this study is the Likert model questionnaire. The data were analyzed using validity, reliability, normality, homogeneity, and t-test. The results of the analysis showed that the Wahdah method was effective in helping students improve their memorization skills. This study concludes that the use of innovative memorization methods such as Wahdah has the potential to improve the quality of Qur'an memorization, especially in learning the Qur'an Hadith. This research contributes to the world of education by proving the effectiveness of the Wahdah method in memorizing the Qur'an. This method has been proven to improve the quality of memorization, maintain its purity, and provide effective support for educators and learners. The findings show the importance of using interactive methods that suit students' needs to achieve faster, easier, and more accurate memorization results. This research opens up opportunities for the development of more creative and relevant memorization methods, as well as helping to create a supportive learning environment by increasing students' motivation and discipline in memorizing the Qur'an. In addition, this research opens up opportunities to develop more creative and relevant memorization methods. Creating a Supportive Learning Environment By choosing the appropriate method, the learning environment will become more supportive, both for memorizers and educators. Students will be more motivated and disciplined in memorization, which in turn will improve their learning outcomes.

Copyright © 2025 authors

Available at : <https://journal.nahnuinisiatif.com/index.php/ARJI/article/view>



DOI : 10.61227



P-ISSN : 2774-9290



E-ISSN : 2775-0787



This is an open-access article under the CC BY-NC-SA 4.0



This work is licenced under a [Creative Commons Attribution-nonCommercial-shareAlike 4.0 International Licence](https://creativecommons.org/licenses/by-nc-sa/4.0/)



INTRODUCTION

Memorizing the Qur'an is considered a profound source of knowledge and a divine gift from Allah, manifesting as exceptional memory and intelligence. This ability enables those who have memorized the Qur'an to achieve greater accomplishments than others, even when they are of the same age and intellectual capacity. This is because Qur'an memorizers are accustomed to training their memory and exercising careful thought as they match and compare the verses of the Qur'an. (Alfian Nurul Khoirulloh & Husna Nashihin, 2023; Maulidin & Jamil, 2024; Wulandari Wangi Ni Kadek, 2024). Effective memorization of the Qur'an depends on methods that facilitate learning. Each individual has a unique learning style, so methods should be tailored to their abilities and preferences. There is no perfect method; each has its strengths and weaknesses. Therefore, successful memorization requires time and consistent practice. (Akhmar et al., 2021; AriniJunita & Widawarsih, 2021; Kusumastuti et al., 2022; Putri et al., 2024; Salamah, Muh. Haris Zubaidillah, n.d.).

Memorization is the act of internalizing material so that it is stored perfectly in the mind or brain, allowing it to be recalled easily whenever needed. (Engkizar et al., 2022; Farida et al., 2021; Gani, 2024; Mumtazah et al., 2023; Nurchayani et al., 2023; Rohmatin & Ifana, 2023). The ability to memorize the Qur'an refers to an individual's capacity to commit each verse of the Qur'an to memory. (Imam Wahyudi, 2022; Komarodin, 2023; Nadimin et al., 2024; Sundari, Teguh Budiwarso, Woro Retnaningsih, 2025; Zahra et al., 2025; zheihan aisyah achmad, Ajat Rukajat, Undang Ruslan, 2022).

An initial study conducted at MTs Swasta Darul Huffaz on June 9, 2024, through observations, questionnaires, and interviews with Tahfidz teachers, Mrs. Siti Aminah and Aida Rahma, identified several issues. First, students demonstrated varying levels of understanding regarding the memorization methods taught. Second, teachers continued to employ conventional memorization techniques, making the learning process less engaging and often causing students to feel sleepy and bored. Third, the majority of students' Qur'an memorization skills had not yet met the Minimum Mastery Criteria (MMC).

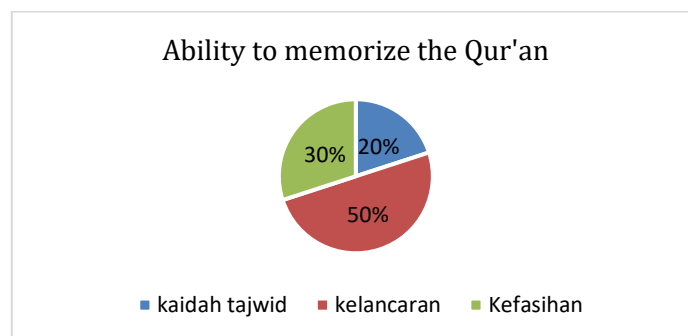


Figure 1. Graph of Ability to Memorize the Qur'an

Figure 1 presents a pie chart illustrating the preliminary findings regarding students' ability to memorize the Qur'an, assessed through various indicators. The highest indicator is fluency in memorization, accounting for 50%. This suggests that many

students find repetition helpful in strengthening memory, maintaining retention, and facilitating the memorization of new verses. In contrast, the lowest indicator is mastery of tajweed rules, at 20%. Many students still struggle with tajweed, which poses a significant obstacle to effective memorization. Another indicator reached 35%, indicating that although students may be relatively fluent and articulate, they still require memorization methods that suit their learning styles. These findings highlight the importance of using interactive and flexible methods tailored to students' individual needs.

The Wahdah method is a technique for memorizing Qur'anic verses one by one. To effectively memorize each verse, it is repeatedly recited ten, twenty times, or even more until the verse is easily retained. (Fajriyani & Murniyetti, 2022; Maria & Isnaeni Nursalafiah, 2022; Masyhuril, 2024; Safrina, 2025; Sari & Rizal, 2025). The Wahdah method is effective in assisting students to memorize the Qur'an, as it facilitates recalling previously learned verses and enhances memory retention. With improved memory, students are better able to maintain their memorization, thereby improving their overall memorization ability. (Fajri et al., n.d.; Islamiyah et al., 2024; Mila, 2023; Muthi et al., 2025; Rosmiarni et al., 2023; Sirriyah & Kurniawaty, 2024)

Several studies have shown that Qur'an memorization methods have the potential to enhance memory skills. However, despite numerous studies on the effectiveness of these methods in education, their specific impact on students' memorization abilities remains not fully clear. To date, only a few studies have conducted an in-depth examination of how these methods affect students' comprehension and overall memorization abilities. (Ikhwandi et al., 2023; Kafindi et al., 2021) This study presents a novel contribution by introducing the Wahdah method, which allows students to integrate previously used memorization techniques. Unlike earlier research that relied solely on methods such as Baghdad, Ummi, Muroja'ah, and Talaqqi, this study introduces a new approach that has demonstrated greater effectiveness. The significance of this research lies in its evaluation of how much the Wahdah method assists students in memorizing the Qur'an. The findings provide fresh insights into the influence of memorization methods on students' performance. By identifying the most effective technique, students can memorize more quickly, accurately, and retain the material for a longer period. Furthermore, this study supports the development of a more supportive learning environment for both students and teachers by promoting methods that enhance motivation and discipline in the memorization process.

The selection of an appropriate method is crucial for the success of Qur'anic memorization, as learning outcomes are heavily dependent on the strategies employed. Without the right approach, the memorization process may fail. This study examines the effectiveness of the Wahdah method in facilitating Qur'an memorization. The findings indicate that this method significantly enhances memorization quality, preserves the authenticity of the Qur'anic text, and supports the overall learning process. Furthermore, the research emphasizes the importance of adopting interactive and flexible methods

tailored to students' needs, while encouraging the development of more creative and contextually relevant memorization techniques.

METHOD

This study employs a quantitative approach using a quasi-experimental design, specifically the posttest-only control group format.

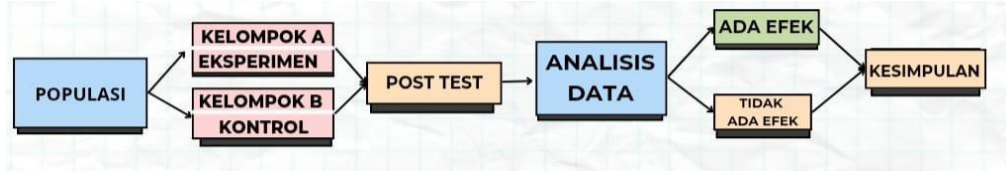


Figure 2.
Quasi Experimental Design

This study was conducted in the eighth grade of MTs Darul Huffaz, located in Bernung, Gedung Tataan District, Pesawaran Regency, Lampung Province, during the first semester of the 2024/2025 academic year. The Wahdah memorization method was utilized as the independent variable and proposed as a reference method for Qur'an memorization in schools. Meanwhile, students' memorization abilities, assessed before and after the implementation of the Wahdah method, served as the dependent variable in this research.

To assess the effectiveness of the intervention, a questionnaire was developed using a five-point Likert scale, with response categories: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). This instrument aimed to explore students' attitudes, perceptions, and viewpoints. The construction of the questionnaire was guided by a set of indicators formulated by Toyyib, encompassing the following dimensions: (1) fluency in reciting memorized verses, (2) accuracy in applying tajwid rules, and (3) clarity and articulation in the recitation of memorized verses. (toyyib muh, syahid ishaq, 2021). A total of 21 statements were validated by expert validators and then tested in a class outside the research sample. After the trial phase, a validity assessment was conducted, confirming that 14 statements met the required validity criteria. The validated questionnaire was then administered to both the experimental and control groups for data collection.

The data collected from the study were carefully analyzed to ensure both validity and reliability. Validity refers to how accurately an instrument measures what it is supposed to measure, while reliability refers to the ability of the instrument to produce consistent results over repeated use. To check internal consistency, Cronbach's Alpha coefficient was used. Normality and homogeneity tests were also conducted to examine the data's distribution and the consistency of variances across groups. Afterward, an independent samples t-test was done to test the research hypothesis and determine whether the independent variable had a significant effect on the dependent variable. The Wahdah method consists of several steps: (1) Recite each verse ten times or more to build a memory pattern. This helps children memorize the verses both visually and verbally.

(2) Once a verse is memorized, move to the next verse, using the same technique, and continue within the set time. (3) After memorizing all the verses on a page, the next step is to memorize the correct sequence of verses. (4) The final step is to recite and review all the verses on that page repeatedly until they are fully mastered.

RESULTS AND DISCUSSION

The data were collected using a structured questionnaire and analyzed to meet the research objectives. This study aims to assess the validity and reliability of the questionnaire and evaluate the impact of the methodology on the variables studied. The results are presented clearly to facilitate understanding. A set of 21 questionnaire items was tested with a pilot class, and the validity and reliability results from this group were used to implement the questionnaire in both the experimental and control groups.

The research findings may be presented in the form of formulas, tables, charts, or images, as illustrated in the following example.

Table 1. Description of Validity Test Results

No Soal	Rtabel	Rhitung	Keterangan
1	0.3494	0.454	Valid
2	0.3494	0.167	Tidak Valid
3	0.3494	0.448	Valid
4	0.3494	0.698	Valid
5	0.3494	0.262	Tidak Valid
6	0.3494	0.598	Valid
7	0.3494	0.512	Valid
8	0.3494	0.037	Tidak Valid
9	0.3494	0.547	Valid
10	0.3494	0.413	Valid
11	0.3494	0.108	Tidak Valid
12	0.3494	0.769	Valid
13	0.3494	0.720	Valid
14	0.3494	0.603	Valid
15	0.3494	-0.064	Tidak Valid
16	0.3494	0.680	Valid
17	0.3494	0.069	Tidak Valid
18	0.3494	0.785	Valid
19	0.3494	0.594	Valid
20	0.3494	0.320	Tidak Valid
21	0.3494	0.477	Valid

Finding the critical r value (r table) in research typically involves the following steps:

1. Determine the significance level: Identify the desired level of significance (α), which is commonly set at 0.05.
2. Calculate the degrees of freedom (df) based on the sample size (n) and the statistical test used.
3. Consult the r -value table: Refer to the appropriate Pearson correlation coefficient table that aligns with the calculated degrees of freedom and the chosen significance level.
4. Identify the critical r -value: Locate the critical value of r in the table that corresponds to the given degrees of freedom and significance threshold.

This critical r -value serves as a reference point to evaluate whether the observed correlation between two variables is statistically significant. If the computed correlation coefficient (r calculated) exceeds the critical r -value from the table, the relationship between the two variables is considered statistically significant or valid.

Table 2. List of R Table

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Table 3. Description of Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.753	21

Referring to the table above, the obtained Cronbach's Alpha value is evaluated against the accepted threshold, indicating that an instrument is considered reliable when its coefficient exceeds 0.6. The analysis reveals that 14 items are deemed valid, and the resulting reliability coefficient is 0.753. An instrument is classified as reliable if it consistently produces stable results across multiple administrations and continues to measure the intended construct under varying conditions. Based on these findings, the interpretation of the results is presented as follows:

Normality Test

A normality test was conducted to determine whether the obtained data follow a normal distribution. If the significance value exceeds 0.05, the data are considered to be normally distributed. Below are the results of the normality test conducted in this study:

Table 4. Description of Normality Test Results

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	y	Statistic	df	Sig.	Statistic	df	Sig.
x	1.00	.138	30	.151	.954	30	.220
	2.00	.167	30	.032	.947	30	.139

a. Lilliefors Significance Correction

Based on the normality test results presented in Table 3, the data from both the experimental and control groups demonstrate a normal distribution. This conclusion is drawn from the criterion that data are considered normally distributed when the significance value (p-value) exceeds 0.05. In this study, the significance values were 0.220 and 0.139, respectively, thereby confirming the assumption of normality for both groups.

Homogeneity Test

A homogeneity test was conducted to determine whether the variances among the data groups are equal (homogeneous) or different (heterogeneous). If the significance value (p-value) exceeds 0.05, the data are considered homogeneous. The results of the homogeneity test in this study are as follows:

Table 5. Description of Homogeneity Test Results
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
x	Based on Mean	.401	1	58	.529
	Based on Median	.297	1	58	.588
	Based on Median and with adjusted df	.297	1	57.708	.588
	Based on trimmed mean	.394	1	58	.533

Based on the homogeneity test results presented in Table 4, the data meet the assumption of homogeneity as the significance value (Sig.) is greater than 0.05. With a Sig. value of 0.529, the variances across groups are considered homogeneous, thus confirming that the assumption of equal variances holds in this study.

Independent Samples T- Test

The independent samples t-test is a statistical procedure used to compare the mean values between two distinct groups. Its purpose is to determine whether the observed difference in means is statistically significant or if it could have occurred due to random variation.

Table 6. Description of Independent Samples T-Test Results

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
x	Equal variances assumed	.401	.529	2.036	58	.046	6.26667	3.07727	.10685	12.42649
	Equal variances not assumed			2.036	57.781	.046	6.26667	3.07727	.10635	12.42698

The results of the independent samples t-test indicate a significance value (Sig.) of 0.046, which is below the threshold of 0.05. Therefore, the alternative hypothesis (H_1) is accepted, while the null hypothesis (H_0) is rejected. This finding suggests that the Wahdah method has a statistically significant impact on students' Qur'an memorization abilities in this study.

DISCUSSION

This study employs a quantitative method. Quantitative research is a type of research conducted in a systematic, planned, and structured manner. It is often referred to as a traditional method because it has long been used and is widely practiced in the field of research. Quantitative research is used to investigate social issues by testing theories composed of measurable variables, which are quantified using numerical data

and analyzed statistically to determine the validity of the theory. (Ali et al., 2022; Asrulla et al., 2023; Asy'ari et al., 2023; Candra Susanto et al., 2024; Firmansyah et al., 2021). This study employed a quasi-experimental design to investigate the effect of the Wahdah memorization method on students' Qur'an memorization abilities. Two groups were involved: an experimental group exposed to the Wahdah method, and a control group that received no intervention. The design utilized was the Posttest-Only Control Group Design, where data were collected only after the intervention was administered. Research data were obtained from 21 questionnaire items that had been previously tested for validity and reliability. Validity analysis revealed significant correlations among variables, while reliability assessment yielded a Cronbach's Alpha coefficient of 0.753, indicating good internal consistency. Normality tests confirmed that data from both groups followed a normal distribution. Homogeneity tests showed equal variances between groups. The results indicated that the Wahdah memorization method had a significant effect on students' Qur'an memorization abilities at MTs Swasta Darul Huffaz, Pesawaran, Lampung. This conclusion is supported by the Independent Samples T-Test, which yielded a significance value of 0.046, less than the standard threshold of 0.05.

This study differs from previous research in several aspects. It was conducted at MTs Darul Huffaz, whereas the earlier study took place at Sekolah Tahfidz Cahaya. This research employed a quantitative approach, while the previous one used a qualitative approach. The sampling technique applied in this study was random sampling, whereas the earlier study used purposive sampling. The instruments employed in the two studies also varied; the present research made use of a questionnaire, whereas the prior study collected data through interviews and observational techniques. Nevertheless, both studies indicate that the Wahdah method has been successfully implemented in Qur'an memorization learning. (Amelya et al., 2023).

This study differs from previous research in several aspects. It specifically investigates the Wahdah memorization method, whereas earlier studies focused on the Talaqqi method. The current research was conducted at MTs Darul Huffaz, in contrast to earlier studies conducted at the elementary school level. Additionally, this study employed a simple random sampling technique, whereas previous research utilized a quantitative approach with a quasi-experimental design. The aim of this study was to explore the impact of the Wahdah and Talaqqi methods on students' Qur'an memorization skills. The analysis revealed that the Talaqqi method contributed to a 71% improvement, while the Wahdah method resulted in a 73% improvement. These findings suggest that the Wahdah method had a slightly greater influence, exceeding the Talaqqi method by 2%. (Parlaungan et al., 2022).

Research on Qur'an memorization techniques holds significant potential for future scholarly inquiry. This study provides valuable insights into the effectiveness of specific methods, such as the Wahdah approach, which can serve as a reference point for developing or evaluating alternative strategies in Qur'anic memorization. Additionally,

the findings contribute to a broader understanding of factors influencing memorization outcomes, including instructional methods and individual learner characteristics.

The research also highlights the potential application of these techniques across various educational settings, including higher education levels and diverse age groups. The results indicate that the Wahdah method demonstrates greater effectiveness compared to other memorization approaches, largely due to its structured nature, emphasizing repetition and consistency. This suggests that future investigations should consider additional elements that could enhance the method's impact, such as the learning environment, duration of practice, and motivational strategies embedded in the instructional process.

Furthermore, the study emphasizes that successful memorization is influenced not only by consistent practice and repetition but also by the quality of interaction between teacher and student. Approaches that foster greater engagement, like the Wahdah method, appear to support learners not only in memorizing verses but also in grasping their meanings, thereby reinforcing retention and improving recall. These findings underscore the importance of developing memorization frameworks that integrate comprehension with reinforcement techniques.

Future studies are encouraged to explore complementary methods, such as the use of visualization or digital tools (e.g., Qur'an memorization applications), to determine whether such innovations can enhance or support traditional memorization practices. The findings of this study on memorization methods demonstrate a positive impact on students' memory retention and cognitive abilities. The research reveals that students who memorize a greater number of Qur'anic chapters (juz) tend to have stronger memory capabilities compared to those who memorize fewer.

Moreover, memorizing the Qur'an not only influences academic performance but also contributes significantly to character development and social intelligence. This research offers a significant contribution to the educational field by assessing the efficacy of the Wahdah method in supporting Qur'an memorization. It enhances not only the quality of memorization but also the preservation of its sacred nature, while providing practical benefits for both teachers and learners.

The findings demonstrate that both the Wahdah method and traditional approaches contribute positively to the development of memorization skills, underscoring the value of interactive teaching methods. Additionally, the study highlights the importance of adopting adaptable instructional strategies that cater to the diverse needs of individual learners. It paves the way for the creation of more innovative and contextually appropriate memorization techniques.

The outcomes present new perspectives on how specific methods influence students' memorization performance. By identifying the most efficient strategies, students are able to memorize content more effectively, with increased speed, accuracy, and long-term retention, ultimately enhancing their overall learning outcomes. Additionally, this research advocates for the development of a supportive and motivating learning environment. It reinforces the role of appropriate pedagogical approaches in

cultivating learner discipline and fostering greater engagement in the memorization process.

CONCLUSION

This study demonstrates that the Wahdah method is effective in enhancing students' ability to memorize the Qur'an. This method emphasizes the regular repetition of verses, which aids in strengthening long-term memory retention. Additionally, motivation and consistency play crucial roles in the memorization process. Consequently, the Wahdah method can expedite memorization and improve students' recall abilities.

However, implementing this method requires more time compared to other techniques. Therefore, it is essential to create a supportive learning environment by selecting methods that maintain students' motivation and engagement throughout the memorization process.

REFERENCES

- Akhmar, I. A., Lestari, H., & Ismail, Z. (2021). Metode Efektif Menghafal Al-Qur'an Bagi Siswa Madrasah Ibtidaiyah: *El-Mujtama: Jurnal Pengabdian Masyarakat*, 1(1), 1–20. <https://doi.org/10.47467/elmujtama.v1i1.261>
- Alfian Nurul Khoirulloh, H., & Husna Nashihin. (2023). Strategi Menghafal Al-Qur'an Santri Pondok Pesantren TahfidzulQur'an Griya Qur'an 3 Klaten. *Attractive : Innovative Education Journal*, 5(2), 863.
- Ali, M. M., Hariyati, T., Pratiwi, M. Y., & Afifah, S. (2022). Metodologi Penelitian Kuantitatif dan Penerapannya dalam Penelitian. *Education Journal*.2022, 2(2), 1–6.
- Amelya, A., Eramahi, E., & Oktavia, G. (2023). Implementation of the Wahdah Method in Learning Quran Tahfizh. *Ahlussunnah: Journal of Islamic Education*, 2(1), 1–7. <https://doi.org/10.58485/jie.v2i1.185>
- AriniJunita, J., & Widawarsih, W. W. (2021). Strategi dan Metode Menghafal Al Quraan di Pondok Tahfidz Darul Itqom Lombok. *Jurnal Penelitian Keislaman*, 17(2), 171–190.
- Asrulla, Risnita, Jailani, M. S., & Jeka, F. (2023). Populasi dan Sampling (Kuantitatif), Serta Pemilihan Informan Kunci (Kualitatif) dalam Pendekatan Praktis. *Jurnal Pendidikan Tambusai*, 7(3), 26320–26332.
- Asy'ari, A., Maulidya Makalao, D. A., & Irawan, I. (2023). Analisis Metode Penelitian Kuantitatif Dalam Manajemen Pendidikan Islam. *Tadbir: Jurnal Manajemen Pendidikan Islam*, 11(2), 152–175. <https://doi.org/10.30603/tjmpi.v11i2.3796>
- Candra Susanto, P., Ulfah Arini, D., Yuntina, L., Panatap Soehaditama, J., & Nuraeni, N. (2024). Konsep Penelitian Kuantitatif: Populasi, Sampel, dan Analisis Data (Sebuah Tinjauan Pustaka). *Jurnal Ilmu Multidisplin*, 3(1), 1–12. <https://doi.org/10.38035/jim.v3i1.504>
- Engkizar, E., Sarianti, Y., Namira, S., Budiman, S., Susanti, H., & Albizar, A. (2022). Five Methods of Quran Memorization in Tahfidz House of Fastabiqul Khairat Indonesia. *International Journal of Islamic Studies Higher Education*, 1(1), 54–67.

- <https://doi.org/10.24036/insight.v1i1.27>
- Fajri, A. A., Kamil, M. S., & Aulia, R. (n.d.). *Instruction , Technology & Social Sciences*. 3(2024), 11–20.
- Fajriyani, V. K., & Murniyetti, M. (2022). Penggunaan Metode Wahdah Dalam Pembelajaran Tahfidzul Quran. *An-Nuha*, 2(3), 564–571. <https://doi.org/10.24036/annuha.v2i3.233>
- Farida, N. R. N., Ma`arif, M. A., & Kartiko, A. (2021). Implementation of the Wahdah Method in Improving Students' Ability to Memorize the Qur'an. *Nazhruna: Jurnal Pendidikan Islam*, 4(3), 518–530. <https://doi.org/10.31538/nzh.v4i3.1084>
- Firmansyah, M., Masrun, M., & Yudha S, I. D. K. (2021). Esensi Perbedaan Metode Kualitatif Dan Kuantitatif. *Elastisitas - Jurnal Ekonomi Pembangunan*, 3(2), 156–159. <https://doi.org/10.29303/e-jep.v3i2.46>
- Gani, R. A. (2024). Learning Methods of Tahfizh Al-Qur'an in Improving the Quality of Memorization of Visually Impaired Santri in Islamic Boarding Schools. *Jurnal Impresi Indonesia*, 3(7), 550–571. <https://doi.org/10.58344/jii.v3i7.5296>
- Ikhwandi, M. R., Kusaeri, K., Baihaqi, M., Muthohharoh, N. M., & A'la, B. A. (2023). Implementation of the Poetry Method in Assessment the Tahfidz Al-Qur'an Learning in Indonesia. *Al-Wazan: Journal of Arabic Education*, 1(2), 221–233. <https://doi.org/10.58223/al-wazan.v1i2.73>
- Imam Wahyudi, U. H. (2022). *P-Issn E-Issn Pengaruh Metode Muroja ' Ah Terhadap Kemampuan Menghafal Al-Qur ' an Juz 30*. 7(1), 11–19.
- Islamiyah, W., Among, A., Muslim, U., & Sulawesi, I. S. (2024). *Volume 21 Nomor 2 2024 Wahdah Islamiyah And the Shift In Religious Education Affiliations Among Urban Muslim Communities In South Sulawesi And Gorontalo*. 9903, 233–244. <https://doi.org/10.28918/jupe.v21i2.8849>
- Kafindi, K., Sumardjoko, B., Kasturi, T., & Fatimah, M. (2021). Method of Memorizing Al-Qur'an for Lansia in the Istiqomah Taklim Assembly Giwangan Umbulharjo, Yogyakarta City. *Profetika: Jurnal Studi Islam*, 22(1), 1–8. <https://doi.org/10.23917/profetika.v22i1.14761>
- Komarodin, K. (2023). Implementasi Program Tahfidz Al Qur'an dalam Meningkatkan Kemampuan Menghafal Al-Qur'an. *BASICA Journal of Arts and Science in Primary Education*, 3(2), 135–152. <https://doi.org/10.37680/basicav3i2.4586>
- Kusumastuti, T., Fatkhurrohman, M., & Fatchurrohman, M. (2022). Implementasi Metode Menghafal Qur'an 3T+1M Dalam Meningkatkan Kualitas Hafalan Santri. *Al'Ulum Jurnal Pendidikan Islam*, 2(2), 259. <https://doi.org/10.54090/aujpai.v2i2.3>
- Maria, A., & Isnaeni Nursalafiah, I. (2022). Pengaruh Penggunaan Metode Wahdah Terhadap Kemampuan Menghafal Surah Al-Fiil dan Al-Lahab Pada Anak Berkebutuhan Khusus (Tunagrahita Ringan) di SLB B C YGP Cibatu. *Jurnal Masagi*, 1(1), 4. <https://doi.org/10.37968/masagi.v1i1.193>
- Masyhuril, N. (2024). *Penerapan Metode Wahdah Dalam Meningkatkan Hafalan Al-Qur ' an Siswa Sma Ar-Rahman Medan Helvetia*. 9(1), 166–174.
- Maulidin, S., & Jamil, M. A. (2024). *Pengaruh menghafal al- qur'an terhadap peningkatan*

aspek kognitif. 1(2).

- Mila, M. (2023). Jurnal Dirosah Islamiyah Jurnal Dirosah Islamiyah. *Dirosah Islamiyah*, 5(3), 676–687. <https://doi.org/10.17467/jdi.v5i3.3689>
- Mumtazah, F., Sutiono, S., & Oktapiani, M. (2023). the Effect of Tahfidz Qur'an Program on Students Ability To Memorize the Al-Qur'an. *Al-Risalah*, 14(2), 569–583. <https://doi.org/10.34005/alrisalah.v14i2.2782>
- Muthi, M., Restyani, D., & Ahmad, M. (2025). *Wahdah Method for Madrasa Teacher Professionalism : Is it Effective for Improving al-Qur ' an Reading Skill ? 1*, 45–55.
- Nadimin, Thamrin, A., Amir, A., Zahrah, N. I., & . A. (2024). Obesity Affects the Ability to Memorize the Quran of Santriwati at Darul Aman Islamic Boarding School. *International Journal of Religion*, 5(10), 5174–5179. <https://doi.org/10.61707/54ftf840>
- Nurchayani, F., Rusdin, R., Idhan, M., & Azma, A. (2023). The Role of Memorizing the Qur'an in Developing the Character of Students. *International Journal of Contemporary Islamic Education*, 5(1), 15–24. <https://doi.org/10.24239/ijcied.vol5.iss1.67>
- Parlaungan, P., Hafsa, H., & OK, A. H. (2022). The Effect of Using Talaqqi and Wahdah Methods Against Students' Ability to Memorize Al-Qur'an (Basic Education Level). *Jurnal Basicedu*, 6(6), 9803–9810. <https://doi.org/10.31004/basicedu.v6i6.4155>
- Putri, M., Khotimah, K., & Faliani, E. (2024). *Efektivitas Metode Talaqqi Menghafal Al- Qur ' an di MI / SD : Review Jurnal. 18(2)*, 309–318.
- Rohmatin, S., & Ifana, N. (2023). *Journal of Islamic Education and Ethics The Influence of Al-Qur ' an Memory Level and Learning Motivation on Student Academic Achievement. 1(2)*, 109–124.
- Rosmiarni, R., Ariani, S., Mawaddah, S. M., & Nurdin, R. (2023). Implikasi Metode Wahdah terhadap Kekuatan Hafalan Al-Qur'an Santri Dayah Modern Darul Ulum. *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*, 13(1), 54. <https://doi.org/10.22373/jm.v13i1.17432>
- Safrina. (2025). *Efektivitas Penerapan Metode Wahdah dalam Memperlancar Hafalan Al-Qur ' an Studi di Ma ' had Daarut Tahfizh Al-Ikhlash. 2(1)*, 28–37.
- Salamah, Muh. Haris Zubaidillah, A. (n.d.). *Metode Menghafal Al ' quraan Di Pondok Tahfidz Madinatul Qur'an Banjarmasin. 02(01)*, 31–44.
- Sari, R. K., & Rizal, E. (2025). *Motivasi Siswa dalam Menghafal Al-Qur ` An Menggunakan Metode Wahdah di Rumah Tahfidz Tuo Surau Jorong Ladang Tibarau Nagari membentuk generasi yang religius . Selain mengajarkan kemampuan menghafal Al-Qur ' an digunakan untuk mendorong siswa (Siti Zuba. 2.*
- Sirriyah, F., & Kurniawaty, R. (2024). *Penerapan Metode Wahdah Dalam Meningkatkan Kualitas Hafalan Al Qur ' An Santriwati Pondok Pesantren Salafiyah Darusilmi Bintan. 4(1)*, 457–463.
- Sundari, Teguh Budiwarso, Woro Retnaningsih, M. (2025). *Examining Memorizing Al-Qur'an Ability Towards Vocabulary Mastery and Reading Comprehension at the*

- Eighth Graders of SMP ABBS Surakarta*. 6(6), 1646–1659.
- toyyib muh, syahid ishaq, qomariyah nurul. (2021). pembentukan kemampuan menghafal surah al fatimah pada anak usia. *Al Ibroh*, 6(2), 31.
- Wulandari Wangi Ni Kadek, F. D. A. I. G. (2024). Jurnal Inovasi Pendidikan. *Jurnall Inovasi Pendidikan*, 6(1), 52–61.
- Zahra, S. A., Azizah, N., Syafe, I., Anwar, S., & Yusnita, E. (2025). *The Ability to Memorize the Qur ' an : How Does the Effectiveness of the Wahdah and Sima ' i Methods ?* 5, 26–40.
- zheihan aisyah achmad, Ajat Rukajat, Undang Ruslan, W. (2022). *Pengaruh Metode Talaqqi Terhadap Peningkatan Kemampuan Menghafal Al-Qur'an Peserta Didik Kelas Al-Qur'an Tpq Darussalam*. 5(1), 282–301.