

COMPARATIVE STUDY OF TRADITIONAL AND MODERN TAHFIZ LEARNING: ANALYSIS OF EFFECTIVENESS AND ITS IMPACT ON THE SPEED OF MEMORISATION BY STUDENTS AT MADRASAH ALIYAH ASSA'ADAH

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ABSTRACT

Qur'an memorization education (tahfiz) is an essential element in the Islamic education system aimed at preserving the purity of Allah's revelation. With the advancement of technology, tahfiz learning methods have evolved from traditional teacher-student interaction models to modern approaches utilizing applications and online platforms. This study aims to analyze the effectiveness of these two methods on the memorization speed of students at MA Assa'adah Bungah Gresik. A descriptive qualitative approach was applied, using observation, in-depth interviews, and documentation for data collection. The findings indicate that the traditional method fosters discipline and emotional bonding between teachers and students, while the modern method provides time and place flexibility but requires stronger self-supervision. This research contributes to the formulation of more optimal tahfiz learning strategies for Islamic educational institutions.

Keywords: Teaching, Tradisional and modern

INTRODUCTION

The education of memorising the Qur'an is one of the important pillars in the Islamic education system, which aims to preserve the purity of Allah's revelation through memorisation,(Aini 2025) recitation, and writing of the Qur'an. The activity of memorisation,(Sya'bani 2022) which originates from the Arabic word 'hafal,' is not merely about remembering the text of the Qur'an but also an effort to preserve the sanctity of Allah's words to prevent any alterations or substitutions throughout time.

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ ۖ حَافِظُونَ ﴿٩٦﴾

With the advancement of information and communication technology, tahfiz learning methods have undergone a significant transformation.(Nugraha et al. 2025) Traditional methods, which emphasize direct interaction between teachers and students as well as strict supervision during the memorization process,(Setiawan et al. 2024) are now coexisting with modern methods that leverage technology such as mobile applications, online platforms, audio recordings, and video-based learning. (Barus 2021)

In the era of information technology progress,(Neliwati et al. 2025) tahfiz learning approaches have experienced notable changes. Previously, methods focused heavily on direct teacher-student interaction during memorization; today, digital-based methods like mobile applications,(Hakimi et al. 2024) online platforms, and audio-visual media are being implemented. This technology-based approach offers flexibility in terms of time and location, enriching learning resource alternatives. However, concerns arise regarding the effectiveness of these modern methods compared to conventional approaches, which have consistently maintained memorization quality over the years.

Traditional methods excel in fostering discipline, strengthening emotional bonds between educators and learners, and emphasizing memorization review (muraja'ah) and preservation (muhafadzah) in a structured and continuous manner. In contrast, digital methods require high student independence and intensive supervision to prevent a decline in memorization quality. A key indicator of success in the tahfiz process is memorization speed, (Rangkuti et al. 2024) which encompasses the duration to master a juz or surah and the ability to retain it over an extended period (Sri 2025)

Although several studies have examined the effectiveness of technology in general learning, research specifically evaluating its application in the context of tahfiz Al-Qur'an, particularly in formal Islamic educational institutions in Indonesia, remains limited. MA Assa'adah Bungah Gresik, an institution under the supervision of Pondok Pesantren Qomaruddin, represents one entity that blends traditional and modern approaches in its tahfiz program. This integration aims to develop a generation of Qur'anic memorizers who possess strong memorization skills while adapting to contemporary challenges.

Therefore, this research was conducted to thoroughly assess the effectiveness of these two approaches in accelerating the memorization process for students at MA Assa'adah Bungah Gresik. The findings are expected to provide practical contributions to formulating more effective and adaptive tahfiz learning strategies in the future, benefiting this institution and other Islamic educational bodies managing similar programs.

METHOD

This study employs a descriptive qualitative approach aimed at gaining an in-depth understanding of the processes and dynamics of tahfiz learning implementation within the studied educational environment (Miles et al. 2014). This approach is deemed most suitable as it captures phenomena as they naturally occur in the field. Data collection was conducted using several techniques, including participatory observation of learning activities, in-depth interviews with key informants such as the school principal, tahfiz teachers, and students, and documentation studies of memorization records, student progress reports, and relevant institutional documents.

Observations were carried out by directly monitoring learning activities both inside and outside the classroom to assess interaction processes, teaching strategies, and student responses to tahfiz activities. In-depth interviews were used to explore the perspectives, experiences, and approaches applied by educational practitioners in nurturing Qur'anic memorization in a contextual and reflective manner. Documentation served as supporting data to reinforce and confirm findings from observations and interviews.

The collected data were analyzed through three main stages as outlined by Miles and Huberman: data reduction, data display, and conclusion drawing. Data reduction involved sorting and focusing on information relevant to the research focus. (2019) Data display was presented narratively to identify patterns or relationships among findings. The final stage, conclusion drawing, was conducted inductively, considering the entirety of synthesized data. To ensure the validity and reliability of the research findings, source triangulation was employed, comparing information from various informants and data collection techniques. This triangulation aimed to reduce subjective bias and enhance the accuracy of field data interpretation (Creswell and Creswell 2017).

RESULTS AND DISCUSSION

This research was conducted at MA Assa'adah Bungah Gresik, which has implemented two approaches in tahfiz learning: traditional methods and modern technology-based methods. Findings reveal significant differences in the characteristics, strengths, and weaknesses of each method, particularly regarding their effectiveness and impact on the speed of Qur'anic memorization by students.

1. **Traditional Tahfiz Learning Method.** The traditional approach at MA Assa'adah is implemented through intensive direct interaction between tahfiz teachers and students. The process involves listening to the teacher's Qur'anic recitation step-by-step, followed by presenting memorized portions (setoran) for review and correction. This is supported by regular memorization review (muraja'ah) and preservation (muhafadzah) conducted daily. Based on observations, this method offers several advantages, including: Strong emotional bonds between teachers and students, significantly boosting motivation and discipline in learning. Direct supervision by teachers, enabling immediate correction of errors. Instilling manners (adab) in learning the Qur'an, an integral part of the educational process. (Wijaya 2024). Regarding memorization speed, students using this method tend to complete a surah or juz more quickly, influenced by direct guidance and routine evaluations from teachers. However, limitations include learning time restricted to face-to-face sessions and dependency on the teacher's presence.
2. **Modern Tahfiz Learning Method.** The modern approach at MA Assa'adah relies on technology, such as mobile applications, audio recordings, and online learning platforms. Through this method, students can access memorization materials flexibly, anytime and anywhere. They can also independently replay Qur'anic recitations and submit memorized portions via audio or video recordings. Advantages of this method include: Freedom for students to choose learning times and locations, tailored to their conditions and comfort. Enhanced self-learning ability and individualized memorization speed. Diverse learning resources through interactive applications supporting the memorization process. However, this method also has limitations, such as: High self-control required from students to remain consistent in memorizing. Reduced direct supervision, which may lead to a decline in memorization quality without personal discipline. Limited emotional interaction with teachers, potentially gradually reducing learning motivation.
3. **Comparison of Impact on Memorization Speed.** Based on data from observations, interviews, and documentation, students using the traditional method generally exhibit better speed and accuracy in memorization, with lower error rates. This is attributed to the intensity of interaction and regular corrections by teachers. Conversely, students using the modern method show variability in memorization speed. (Muslim et al. 2024) Some students complete memorization quickly due to high discipline, while others face challenges in maintaining consistency and quality due to limited supervision.

Implications of Research Findings

This study's findings indicate that each method has its own strengths. The traditional method excels in maintaining memorization quality and building student character, while the modern method stands out for its flexibility and development of self-learning skills. Therefore, an integrative

approach combining the direct guidance of traditional methods with the flexibility of modern methods is suggested as a strategic solution to enhance the effectiveness and efficiency of tahfiz learning in the current digital era.

CONCLUSION

Based on the research conducted at MA Assa'adah Bungah Gresik, it can be concluded that both traditional and modern tahfiz learning approaches have respective strengths and limitations in influencing the memorization speed of students. The traditional method demonstrates high effectiveness in instilling discipline, fostering emotional bonds between educators and learners, and maintaining memorization quality. The presence of teachers allows for immediate correction and evaluation, minimizing reading errors. This contributes to a consistently stable memorization speed and longer-lasting results with lower error rates.

In contrast, the modern method provides flexibility in learning time and location, encouraging students to memorize independently according to their own pace and abilities. However, its effectiveness heavily depends on students' self-discipline, internal motivation, and adequate guidance. Without self-control and proper support, there is a risk of declining memorization quality and difficulty in retaining it consistently. Considering the strengths of each method, an integrative approach combining the direct guidance of traditional methods with the flexibility of modern methods is recommended as a more effective strategy. This combination is believed to optimally support students' memorization achievements. These findings are expected to offer positive contributions to Islamic educational institutions in developing tahfiz learning strategies relevant to technological advancements while preserving the quality of Qur'anic memorization.

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