

DEVELOPING AN EFFECTIVE QURAN MEMORISATION TECHNIQUE USING FUZZY DELPHI METHOD

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Abstract

The main objective of the tahfiz curriculum is to create a generation of huffaz (the memorisers of the Quran) who remember the entire Quran to preserve its content from any distortion, addition and deviation. Every student is required to memorise and remember all 6236 verses from the Quran in a stipulated period. Previous studies found that the tahfiz students in Malaysia are facing difficulties in memorising the entire Quran in the predetermined time. Most of the issues and problems faced by them because they are not exposed to an effective and systematic method in memorising the Quran. Given the serious performance issues of tahfiz students in Malaysia, research is needed to develop an effective Quran memorisation technique. For that purpose, the researchers have come out with specific techniques in memorising the Quran from books that became the primary reference in the field of tahfiz using document analysis. Next, the researchers used Fuzzy Delphi Method to validate the Quran memorisation techniques. The Fuzzy Delphi Method is applied in this research to obtain views and consensus from the experts in a structured manner. This research used document analysis and quantitative method. In conclusion, 22 memorisation techniques were drafted and approved by the experts in the field of tahfiz al-Quran education.

Keywords: Tahfiz, curriculum, memorise, al-Quran, method.

INTRODUCTION

The Quran is a Holy Book that is the reference and guide for Muslims in their daily life. It was revealed from Allah to Prophet Muhammad through the angel Jibril (al-Zurqani, 1999). It contains teachings and laws that must be learned and practised by every human being in all extents of life. Every verse in the Quran will persist until the Day of Resurrection. Its contents will always be relevant to all places and times (al-Razi, 1981).

Allah has given His assurance that the contents of the Quran will not possibly be distorted or changed by anyone. The guarantee of Allah to preserve the Quran from any distortion signals that the Quran is the greatest miracle that Allah has bestowed on Prophet Muhammad (al-Sha^crawi, n.d). Thus far, the Quran remains authentic and continues to be memorised in the hearts of the *huffaz* (the memorisers) of the Quran.

The term *tahfiz* means to preserve and to memorise. Therefore, *tahfiz* Quran means memorising the entire Quran with the intention to protect its text from any change, addition, or subtraction (al-Sayyid, 1992).

The primary objective of the *tahfiz* curriculum is to produce *huffaz* who are capable of memorising and writing the entire Quran (Shukri & al-Awratani, 2003). They are also able to remember every letter and word in the Quran with a high memory and capable of reciting and writing the entire Quran through memory without missing anything (Abdullah a.-B, 2011).

The scholars in the field of *tahfiz* al-Quran education have outlined a benchmark for determining an effective method in memorising the Quran. By matching the end-result with the method of teaching and learning the Quran, an effective parameter includes the objectives of *tahfiz* al-Quran education as follows: (1) to produce *hafiz* al-Quran that is able to memorise the entire Quran (Shukri & al-Awratani, 2003). (2) to produce *hafiz* al-Quran that is able to preserve the Quran from any distortion, addition and subtraction, (3) to provide *hafiz* al-Quran with excellent quality of Quran recitation (al-Sabuni, 2011), (4) to produce *hafiz* al-Quran with noble personality and (5) to produce *hafiz* al-Quran who understands the contents of the Quran (al-Suyuti, 2008).

PROBLEM STATEMENT

Muslim scholars have agreed that the primary objective of *tahfiz* al-Quran education is to create a generation of *huffaz* that is capable of preserving the Quran from any deviation. Therefore, many experts in *tahfiz* education suggested and put forward their methods, techniques and tips to memorise the Quran effectively. Thus, *tahfiz* students must practice the best technique in memorising the Quran to achieve the primary objectives in *tahfiz* al-Quran education.

However, previous studies found that students from Maahad Tahfiz Sains Tanah Merah in Kelantan failed to memorise 70% of the Quran as required. This resulted in the students to failing to memorise the entire Quran in the predetermined period of five years. The audit also found that the cases of the students failing to memorise the entire Quran were steadily increasing every year. The audit also shows that in 2008, 21% of the students failed to finish memorising the Quran, and the number continued to rise to 36% in 2009. In 2010, the number of the students who neglected to complete their memorisation increased to 40%. The failure of a significant number of the students in memorising the entire Quran within the prescribed period shows that the problem comes from the weakness of the memorisation technique used by them (Jabatan Audit Negara, 2010).

Another study from the Darul Quran Malaysia reported that 57.5% of respondents do not know the precise and systematic methods of maintaining their memorisations (Shahrulkarnain, 2013). This leads to a critical picture of the memorisation method that the students use in memorising the Quran.

Given the severe and worrying performance issues of *tahfiz* students in Malaysia, a study is needed to outline an effective Quran memorisation technique to achieve the goals and objectives of the *tahfiz* curriculum. The developed useful Quran memorisation technique perhaps could solve the issues and problems faced by the *tahfiz* students.

The Aim of Research

The aim of this research is to develop an effective Quran memorisation technique that has been approved and obtain expert consensus using Fuzzy Delphi Method. The advanced memorisation technique is expected to solve the problems faced by *tahfiz* institutions in Malaysia. Thus, each party involved with education *tahfiz* al-Quran as the administration, teachers, parents and students could implement the effective Quran memorisation technique to achieve the objectives of *tahfiz* al-Quran education.

METHODOLOGY

This research used document analysis and quantitative method. Document analysis method is used to identify the major techniques in memorising the Quran in an efficient

way. Selected books, journals and research related to *tahfiz* education were used in document analysis to come out with the best method in memorising the Quran. After analysing the documents, the researchers managed to come out with 33 Quran memorisation techniques which are divided into three aspects; memorisation preparation, memorisation process and memorisation revision.

While, the Fuzzy Delphi technique is used at this stage to obtain the views and consensus from the experts in a structured manner on the relevance of the newly developed standard curriculum (Ridhuan, Siraj, Hussin, Noh, & Arifin, 2014). The Fuzzy Delphi Method is a combination of the traditional Delphi Method with Fuzzy Set Theory to attain the opinions and the consensus of professional parties on a studied matter in the research (Ridhuan, Siraj, Hussin, Noh, & Arifin, 2014). To achieve that purpose, the researcher selected 14 experts in the field of memorisation of the Quran, such as *tahfiz* teachers, principals of *tahfiz* institutions, developers of *tahfiz* curriculums, judges of national and international *tahfiz* competitions and academicians.

RESULTS

Experts in *tahfiz* Quran pointed out that every *tahfiz* student should know that the process of memorising the Quran is systematically divided into three main phases as follows: Preparation for new memorisation, the process of memorising and revision of old memorisation. These three phases need to be set based on a scheduled time and should be complied with for every teaching and learning session.

The experts also pointed out that every *tahfiz* student must know what to do before memorising the Quran. Based on Table 1, all items in the aspect of memorisation preparation obtained a threshold value (d) of ≤ 0.2 , the percentage of the consensus from the experts' group for every item is more than 75%, and the defuzzification value for each item is found to exceed the α -cut value of 0.5. These indicate that the items of memorisation preparation obtained consensus from the experts.

The experts agree that every student has to do preparation before memorising the Quran. Before memorising the Quran, they are encouraged to set some verses to be memorised, recite the verses fluently with *tajwid*. They should also recite those verses to their teachers before starting to memorise them. The experts also agree that every student must find a suitable place to memorise the Quran as well as reading the translation before memorising the Quran. These preparations could ease the memorization process.

Table 1: Memorisation Preparation

Memorisation preparation			
No	Item	(d)	α -cut
1	Recite the verses fluently before memorising.	0.103	0.757
2	Recite the verses fluently with <i>tajwid</i> .	0.103	0.757
3	Recite the verses to be memorised to the teacher.	0.103	0.757
4	Stay on a schedule that had been set in memorising the Quran.	0.150	0.714
5	Set the number of verses to be memorised before memorisation.	0.150	0.714
6	Choose a suitable place to memorise the Quran.	0.153	0.700
7	Read the translation of the Quran for the particular verses to be memorised.	0.150	0.629

Experts in *tahfiz* Quran pointed out that every *tahfiz* student must know the most convenient and appropriate technique to memorise the Quran. Based on Table 2, all items in the aspect of memorisation process obtained a threshold value (d) of ≤ 0.2 , the percentage of the consensus from the experts' group for every item is more than

75%, and the defuzzification value for each item is found to exceed the α -cut value of 0.5. These indicate that the items of memorisation process obtained consensus from the experts.

The experts agree that every student must give full concentration while memorising the Quran. Verses to be memorised must be read over and over again until the students feel the verses are ready to memorise. The experts also agree that every student should use only one *mushaf* while memorising the Quran. After the verses had been memorised, the student needs to recite the verses to his friends to ensure that the verses are free from any errors.

Table 2: Memorisation Process

Memorisation process			
No	Item	(d)	α -cut
1	Repeat the verse that is being memorised until fluent before moving to another verse.	0.075	0.771
2	Recite the memorised verses to another person.	0.075	0.771
3	Give full concentration while memorising the Quran.	0.103	0.757
4	Use only one <i>mushaf</i> to memorise the Quran.	0.150	0.714
5	Pay attention to the position of the verse that is being memorised.	0.175	0.686
6	Memorise the Quran in a loud voice.	0.168	0.671

Repeating the verses that have been memorised is important. This is because the verses that have been memorised can quickly be forgotten if no revision is done. Thus, the experts strongly emphasise the process of revision of old memorisation. Based on Table 3, all items in the aspect of memorisation process obtained a threshold value (d) of ≤ 0.2 , the percentage of the consensus from the experts' group for every item is more than 75%, and the defuzzification value for each item is found to exceed the α -cut value of 0.5. These indicate that the items of memorisation process obtained consensus from the experts.

The experts agree that the verses that have been memorised must be repeated systematically. The best time to revise their memorization is in a prayer especially in the middle of the night. Every student should give attention to *mutashabihat al-lafzi* verses (similar verses in the Quran that may seem confused between each other) and mark it in the Quran, so they will not recite the Quran mistakenly at that part of the verse. The experts also agree that every verse recited with a mistake by the student should be marked to avoid the same error. Every student is encouraged to write every verse their memorised in their notebooks and always listen to other friends reciting the same verses that they have memorised to enhance the quality of their old memorization.

Table 3: Memorisation Revision

Memorisation revision			
No	Item	(d)	α -cut
1	Repeat the Quran that has been memorised as per schedule.	0.103	0.757
2	Repeat the Quran that has been memorised in prayer.	0.125	0.743
3	Pay attention to <i>mutashabihat al-lafzi</i> verses.	0.140	0.729

4	Repeat the Quran that has been memorised in the middle of the night.	0.150	0.714
5	Put remark on <i>mutashabihat al-lafzi</i> verses.	0.175	0.686
6	Listen to the recitation of the Quran that has been memorised from friends that had memorised the verses.	0.125	0.657
7	Use a small <i>mushaf</i> to repeat the Quran's recitation outside the classroom.	0.156	0.657
8	Mark on the verses that had been recited incorrectly.	0.122	0.586
9	Write the verses that have been memorised on paper.	0.150	0.629

However, it should be noted that every technique and method of memorising the Quran that has been described would not be efficient and effective unless the process of memorising the Quran is accompanied by spiritual and mental preparation. The necessary preparation include; sincerity to Allah and hope for Allah's pleasure (Zaid, 2007; Bilal, 2003); patience and having the effort to memorize the entire Quran (al-Syirbini, 1995); asking Allah in prayers for ease in the process of memorizing the Quran (al-Mulhim, 2009); always seeking forgiveness from Allah and avoiding the prohibitions set by Allah (al-Syirbini, 1995) and always practicing the commandments, while abstaining from all of His prohibitions.

Besides that, every student should practice good manners toward their teachers; always feel humble and respect their teachers. They should always consult and seek advice from their teachers and trust their credibility and knowledge. Also, *tahfiz* students should never offend the teacher; never patronise the teachers' knowledge, never distract teachers when they are busy (al-Nawawi, 1994; al-Dakhil, 2008). By practising these good manners, the process of memorising the Quran will be easier and faster.

CONCLUSION

This research has determined 22 effective Quran memorisation techniques. These techniques were formulated based on the method of analysis documents and obtain consensus from 14 experts in a structured manner using the Fuzzy Delphi Method. In conclusion, every *tahfiz* al-Quran institution should apply the most efficient technique in memorising the Quran to ensure that every student could memorise the entire Quran in the predetermined period.

By using these techniques, it is hoped that all *tahfiz* al-Quran institution could also produce *tahfiz* students who can preserve the Quran from any deviation. All *tahfiz* students should also be exposed to these techniques so that they could memorise the entire Quran in the correct way. This could solve the issues and problems faced by the *tahfiz* students due to the absence of effective Quran memorization technique.

The combination of effective techniques in memorising the Quran with high spiritual and mental preparation will, in turn, develop a holistic generation of Hafiz al-Quran. Every *tahfiz* students produced are expected to memorise the entire Quran in the predetermined period, able to recite the Quran with *tajwid*, capable of highlighting the beauty of the Quran through good manners and appearance, able to practice the commandments and leave all prohibitions mentioned in the Quran.

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