

The Implementation of Memorization: The Ulul Albab Program

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Abstract

This article aims to review the implementation of memorization in the Ulul Albab program. The implementation of the memorization is reviewed from the aspect of time allocation and preparation of the student before executing the Quran recitation. This study involved 120 Form One students at Maktab Rendah Sains MARA (MRSM) Gemencheh. In conducting this study, some teachers of Islamic education were involved as instructors and mentors for the *Tahdhir*, *Murajaah* and *Tasmik* sessions. A pilot study found that the whole item was at a high level of reliability above 0.8. The findings show that the time allocation of students in implementing the memorization was at medium high level. While the preparation of students before implementing memorizing were at a high level. Student preparation before performing the memorization and time allocation is one of the factors that support student achievement.

Keyword: Memorization, Ulul Albab program, Tahfiz Al-Quran

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1. Introduction

Tahfiz Al-Quran Education is the earliest education in the history of Islamic education. *Tahfiz* Al-Quran Education starts since the first revelation to the Prophet Muhammad. Prophet Muhammad delivered the teaching of religious in teaching Al-Quran to his companions [1]. Allah has made it easy for people to memorize Al-Quran (Al-Qamar 54:17) and preserving its contents so that the Quran is protected from all forms of deviation and change (Al-Hijr 15:9).

The Al-Quran is the origin of Allah revealed to Sayyidina Muhammad SAW by the angel Gabriel in the form of seven letters in a pronunciation and the meaning is memorized and written in the mash of Uthmani and mutual understanding and read it and think of worship begins with the Al-Fatihah and ended with Surah An-Nas [2]. The Prophet was recognized as *Sayyidul Huffaz* who pioneered the field of the Quran *tahfiz* because it involved the *talaqqi* process of the angel Gabriel. Al-Fida' A and Izzat M [3] states that the Prophet was very committed to memorize the Al-Quran until his legs were swollen due to the many *qiyamullail* doing by reciting the Quran in prayer all night as Allah says in verses 1-4, Surah Al-Muzammil. The companions also raced to memorize, study and teach the Al-Quran to their families.

Memorizing requires strength and power of mind to people who does it. In Arabic the person who possesses a strong memory is called the *quwwatuz zakirah* (قوة الذاكرة). The power of human memory is closely related to the brain's ability to remember things. The human brain weighs only about one to one and a half kilograms, has one trillion neurons (brain cells). As seen from its anatomical structure,

the human brain is divided into several important parts of the Cerebrum which is the center of brain activity that controls the movement of feelings and memory. The cerebellum that regulates body balance, Brain Stem that connects the brain to the spinal cord, the Pituitary Glands bound to 150,000 nerves and the Hypothalamus that balance the body temperature. The largest part of Cerebrum has left and right parts. The left side is closely related to Intelligent Quotes and tends to logic, nomboats, facts, languages and arguments, while the right side is closely related to Emotion Quotes and tends to feelings, imagination, artistic and creativity. The human memory lies in the Cerebrum (the big brain) the surface covering the so-called Neocortec. This Neocortec is a part used to think, speak, hear and create. If both of these functions are activated synchronously optimally then the memory is smarter or memory longer [4].

1.1 Ulul Albab Program

In line with the thrust of the 3rd National Key Result Areas (NKRA) that widens access to quality and affordable education. The Amanah Rakyat Council has started to introduce Ulul Albab Program which is an integration education program between existing educational programs (Pure Science) and religious programs including the Tahfiz Al-Quran. The program was introduced in the MRSM education system to produce professionals, technicians and entrepreneurs who have the skills in the field of Quran-based and Al-Sunnah. It was the result of the idea of the Chairman of MARA YB. Dato 'Seri Idris bin Jusoh in line with MARA's intention to produce outstanding students not only in the academic field, but also in high standing. The

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first MRSM to implement the Ulul Albab program is MRSM Kota Putra with a total of 171 students and its current pioneer students are in Form 4. Currently there are two more MRSMs that are implementing Ulul Albab Program, namely MRSM Gemenchih which was first implemented in 2010 and MRSM Kepala Batas which started in 2011.

1.2 Problem Statement

Targets to be achieved by the Secondary Education Division (BPM) MARA is MRSM students will be able to memorizing 30 chapters when they are at Form Three. This means that each student needs to spend 10 *juzuk* a year to ensure that they will have memorized 30 chapters throughout the three years of study at MRSM. In 2009, after eight months of this curriculum is implemented in MRSM Kota Putra, total of 16.2% of the students have to memorize 8 to 11 chapters. While 78.8% had successfully memorized 4 to 11 chapters.

Based on the overall performance level of memorization, the majority of students at level C, namely a total of 116 of the 174 students Form One, 120 of 178 Form Two students, 74 from 172 students Form Three, 103 from 164 Form Four students and 73 from 173 Form Five students. This amount will be more than half of all students at MRSM Kota Putra. Hence, the study on methods of memorization, evaluation system and factors contribute to the success or weakness of the method should be done primarily to provide opportunities for students categorized in category C.

1.3 Aim

The purpose of this study is to review the level of implementation of the memorization method in Ulul Albab program. The implementation of the memorization method is reviewed from time allocation and student preparation before starting the method of memorization.

2. Literature Review

A study conducted by Ariffin [5], *Kaedah menghafal Al-Qur'an di Institusi Tahfiz Al-Qur'an di Malaysia: Kajian Perbandingan di Antara Kaedah Darul Quran, JAKIM dengan Kaedah Al-Huffaz* is a study that aims to see the difference in ability to remember the memorization of the Al-Quran between two institutions of the Quran *Tahfiz* that practice different methods namely the Darul Quran method and the Al-Huffaz method, in addition to looking at the most effective method to practice in the memorization of the Al-Quran. In order to identify the comparison of the two methods of memorization he has conducted questionnaires and testimonials of Al-Quran recitation. The data collected were processed using descriptive and inferential statistics. The t-test is used to see the difference between the Darul Quran method and the Al-Huffaz method and finds the difference in the ability of the Al-Quran memorization method used for memorization to

prove that the Al-Huffaz method is a more effective method to practice

A study conducted by Alias NM and Abdullah AH [6], *Kaedah Hafazan Al-Quran: Suatu Kajian di Maahad Tahfiz Al-Quran Wal Qiraat Addin, Tualang Sekah Daerah Malim Nawar Perak Darul Ridzuan, Johor Bahru: Universiti Teknologi Malaysia*. The study aims to memorize and revise the Al-Quran. This study uses questionnaires as instruments distributed to several randomly selected respondents and analyzed using Statistical Package for Social Science (SPSS) software. The findings show that there are various memorization and repetition methods used by Maahad Tahfiz students in accordance with their suitability and compatibility.

Next is a research study by Abdullah AHH et al. [7], *Sistem Pembelajaran dan Kaedah Hafazan Al-Quran yang Efektif: Satu Kajian di Kuala Lumpur dan Terengganu*. This research is a study to look at and study the learning system and the effective method of Al-Quran memorization in Kuala Lumpur and Terengganu. The purpose of this study is to see what is the most appropriate and effective method of learning and memorizing the Al-Quran. This study was conducted at two institutions in Malaysia namely the Kuala Lumpur Al-Quran Institute and Madrasatul Quran Kubang Bujuk, Terengganu. A total of 368 respondents consisted of students in both *tahfiz* institutions involved in the study. Instruments used in this study were through questionnaires distributed, interviews were conducted to obtain information and library research.

Based on the research conducted by Abdullah et. al. [8], *Keberkesanan Kaedah Hafazan di Pusat Tahfiz* which focuses on the method of memorizing the Al-Quran and its effectiveness in some aspects of comparison such as the education of modern and traditional *tahfiz* in Malaysia such as from educational glasses, infrastructure, location, relationship, administration, entry requirements, examinations and certification, as well as the recognition of *tahfiz* graduates from both public and private institutions. In conclusion, looking at the research conducted by Ariffin [5], it is a necessity for the writer to identify the problems or the complexities faced by the Darul Quran students to produce better and effective memorization qualities.

3. Methodology

This study was conducted in quasi experiments to review the implementation of the memorandum in Ulul Albab program. For the study of this experiment, the researcher selected random sampling taken from several populations. The researcher selected 120 Form One students. In conducting this study, some of Islamic Education teachers were involved as instructors and mentors for the *Tahdhir*, *Murajaah* and *Tasmik* sessions. Selection of MRSM Gemenchih as the location of the study was chosen because the previous memorized performance was moderate under MRSM Kepala Batas and above MRSM Kota Putera. The selection of Form One students is because students at this stage are still new in the Ulul Albab system. Furthermore they are not involved in a

large public examination such as PT3 and SPM. The research instrument used in this study is a questionnaire that has been adapted from several studies. A pilot study on 40 students found that the whole item was at a high level of reliability with cronbach's alpha values above 0.8. Descriptive analysis is used to see and describe thoroughly about respondents such as gender, groups and methods used. Scores, percentages, mean and standard deviation will also be seen in this descriptive statistical analysis.

Table 1 Mean Score Interpretation

Mean Score	Interpretation
1.00 – 1.80	Low
1.81 – 2.60	Medium Low
2.61 – 3.40	Moderate
3.41 – 4.20	Medium High
4.21 – 5.00	High

Source: Ahmad J and Meerah S [9]

4. Findings And Discussion

This study involved a Form One student at MRSM Gemench. Based on the Table 2 below, the respondent profile analysis shows the total sample is 120 people.

Table 2 The respondents' demographic profile

Profile	Demography	Frequency	Percentage (%)
Gender	Male	56	46.7
	Female	64	53.3
Memorization Group	Ulul Albab	40	33.3
	Neuro Nadi	40	33.3
Method	Jibril	40	33.3

Based on the table above, this study involved 56 male students and 64 female students. Meanwhile, for the memorization group there were group Ulul Albab (33.3%), group of Neuro Nadi (33.3%) and group of Jafiril (33.3%).

Table 3 The Level of Time Allocation Execution Memorization in Ulab Albab Program

Statement	Mean	(S.D)
Rules on MRSMs Gemench disciplining students to acquire a good memorization	4.56	0.49
Learning tables at MRSM Gemench are ideal for memorizing	4.56	0.49
Table memorized as early as 5.00am help students to memorize	4.65	0.47
Tahdhir schedule is sufficient for students to memorize 1 page daily	4.41	0.49
The tasmik period is sufficient to test the memorization	4.41	0.49
The murajaah table helps maintain the memorization	4.72	0.45
Students cannot be memorized as the daily schedule is very compact	1.09	0.29

Students use the other time to get a new memorization	5.00	0.00
Students use the other time to do murajaah	5.00	0.00
The duration of study provided is sufficient for students to memorize the entire Al-Quran	3.69	0.77
Co-curriculum schedule burdens students	1.14	0.35
The duration of the tahdhir session should be increased	4.78	0.41
The duration of the tasmik session should be increased	4.78	0.41
The duration of the murajaah sessions should be increased	4.78	0.41
Students cannot reach the target memorizing every week	2.20	0.40

The descriptive analysis in table 4.2 shows that the allocation time of execution of memorization in Ulul Albab program is in entirely moderate high. Memorizing Al-Quran verses requires a high degree of patience and discipline to achieve the target number of sentences that need to be memorized at any one time. Students are required to prepare themselves for all kinds of problems when they begin to memorize and maintain memorization by consistently repeating memorization rote. The Al-Quran memorization is too easy to lose from memory except those who really ensure its maintenance [10]. There are a variety of techniques and systems used in institutions to memorize the Al-Quran to ensure that the implementation of memorization process is orderly and systematic. The process of repetition in memorized Al-Quran verses is performed using a five-day prayer and daily remembrance to ensure that memorized Al-Quran verses are preserved. Items that have the highest mean are items using other times to get new memorization and items using other times to do murajaah were at high level. While the lowest point is the item cannot memorize because the daily schedule is very compact were at a low level.

Table 4 The Level of Students Preparation in Program Ulul Albab before Starting the Memorization

Statement	Mean	(S.D)
Nutritional care is important in strengthening the memory	5.00	0.00
Students concerned about nutrition as ways to avoid eating fish heads and sour things that can weaken the memory	4.73	0.44
Spiritual activities at MRSM Gemench help students strengthen their memorization	5.00	0.00
Students follow the daily routine of tahajjud prayers daily before embarking on tahdhir session	4.73	0.44
Students keep the senses from doing evil	4.73	0.44
Lots of entertainment such as	4.73	0.44

listening to songs, watching TV and reading magazines affects the concentration and memory of the students		
Students are really concerns about ethics before and after memorizing the Al-Quran such as prayer practices given by teachers	5.00	0.00
The learning atmosphere surrounded by the Quran memorizer helps students to memorize well	5.00	0.00
Students practice fasting on Monday and Thursday	4.73	0.44
MRSM Gemencheh provides adequate instructors to guide students	5.00	0.00
Facilities such as libraries, language laboratories, recording studios, seminar halls and dormitories quite complete and comfortable to use	5.00	0.00
Students love to hang out with the older students and teachers who have become hafiz of the Quran	5.00	0.00
Students are always asking their advice and insights on how to keep the memorization as well as asking them to review the reading memorization	4.50	0.50
Students keep themselves in a state of ablution before starting the session <i>tahdhir</i> , <i>tasmik</i> and <i>murajaah</i>	5.00	0.00
Student ensure their ablution	2.86	0.59
Total Mean	4.59	0.12

The descriptive analysis in Table 4.3 shows the students preparation in Ulul Albab program before starting memorization as a whole is in high level. While the lowest average item is the item to ensure their ablution at moderate level.

5. Conclusion

Tahfiz Al-Quran Education is the earliest education in the history of Islamic education. While the Al-Quran is the word of Allah revealed to Prophet Muhammad SAW by the angel Gabriel in the form of seven letters in a pronunciation and the meaning which was memorized and written in the *mushaf Uthmani* and ascertained *mutawatir* and read it in

accordance with the worship and started with surah Al-Fatihah and terminated with surah An-Nas. Memorizing requires strength of mind to people who do and in Arabic, someone who has a powerful memory called *quwwatuz zakirah* (قوة الذاكرة). Students preparation before making memorization and time allocation for memorizing is one of the factors that influence student achievement. Therefore, these factors need to be improved in the implementation of memorization to greater student achievement.

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