

The Ability to Memorize the Qur'an: How Does the Effectiveness of the Wahdah and Sima'i Methods?

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Abstract: The purpose of this study is to assess the effectiveness of the Wahdah and Sima'i methods in enhancing the ability to memorize the Qur'an, as well as to examine the differences in effectiveness between these two methods. This research employs a quantitative approach with a quasi-experimental design. The population in this study consists of eighth-grade students who use the Wahdah method, Sima'i method, and conventional methods. The Wahdah method is a memorization technique where the verses to be memorized are learned one by one. The Wahdah method is a memorization approach in which the verses to be committed to memory are studied individually, one at a time. The sample for the study includes eighth-grade students who are willing to complete the distributed questionnaire. The sampling technique used in this study is a probability sampling technique with the type of simple random sampling, which involves randomly selecting samples from class H, where the researcher selects two classes consisting of an experimental class and a control class. The questionnaire is designed to uncover the success of a study, with statements based on a Likert scale consisting of five response options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) to measure the attitudes, opinions, and perceptions of the participants. The instrument in this study includes statements based on the Likert scale according to the indicators proposed by Toyyib, which consist of three indicators: (1) The fluency of reading the memorized Qur'an, (2) The accuracy of applying the tajwid rules in reading the memorized Qur'an, (3) The fluency in reading the memorized Qur'an. There are 21 items in the questionnaire, which have been validated by a validator. The questionnaire was then pilot tested on a class outside the sample, after which the pilot test data was analyzed for validity. The number of valid statements identified was 14, and the questionnaire was subsequently distributed to respondents in the experimental and control classes. The data collected will undergo validity and reliability testing. Validity reflects how well the measurement instrument is able to measure what it is intended to measure and how relevant the instrument is to the measurement goals. Reliability is used to evaluate whether the data collection tool shows consistency, accuracy, stability, or reliability in revealing certain phenomena. Cronbach's Alpha is used to evaluate the consistency of the results. Normality and homogeneity tests will then be conducted to determine if the data is normally distributed and to assess whether the data has similar characteristics. To assess the significance level, this study will perform a One-Way ANOVA test to determine the significant differences between the experimental and control groups. The analysis results show that both the Wahdah and Sima'i memorization methods have a positive impact on students' memorization abilities, although not all statistical analyses reveal significant differences. This study concludes that the application of innovative memorization methods can enhance the quality of memorization skills, particularly in the subjects of Quran and Hadith.

Keywords: Wahdah Method; Sima'i Method; Ability to memorize the Qur'an

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana efektivitas metode Wahdah dan Sima'i dalam meningkatkan kemampuan menghafal Al-Qur'an, serta untuk mengetahui perbedaan efektivitas antara kedua metode tersebut. Penelitian ini menggunakan

metode kuantitatif, dengan pendekatan desain eksperimen semu (Quasi Experimental Design). Populasi yang diteliti adalah siswa kelas 8 yang menggunakan metode Wahdah, Sima'i, dan metode konvensional. Sampel penelitiannya adalah peserta didik kelas 8 yang bersedia dalam mengisi angket yang disebar. Teknik pengambilan sampel yang digunakan dalam penelitian ini yaitu teknik pengambilan sampel berdasarkan probabilitas dengan jenis simple random sampling, yaitu mengambil sampel secara acak pada kelas H, dimana peneliti mengambil 2 kelas yang terdiri dari kelas eksperimen dan kelas kontrol. Kuisioner ini dirancang untuk mengungkap keberhasilan sebuah penelitian, dengan pernyataan berbasis Skala Likert yang terdiri dari lima pilihan jawaban, yaitu Sangat Setuju (SS), Setuju (S), Netral (N), Tidak Setuju (TS), Sangat Tidak Setuju (STS) untuk mengukur sikap, pendapat, dan persepsi peserta didik. Instrumen dalam penelitian ini meliputi pernyataan berbasis Skala Likert sesuai dengan indikator menurut Toyyib yang terdiri dari 3 indikator yaitu (1) Kelancaran membaca hafalan al-qur'an, (2) Ketepatan penerapan kaidah tajwid dalam membaca hafalan, (3) Kefasihan membaca hafalan al-qur'an. Dengan pernyataan sebanyak 21 butir, yang telah melalui tahap validasi oleh validator, selanjutnya angket di uji coba pada kelas di luar sampel, kemudian hasil uji coba dilakukan uji validitas data, teridentifikasi jumlah pernyataan yang valid sebanyak 14 butir, kemudian angket disebar kepada responden dengan kelas eksperimen dan kelas control. Data yang dikumpulkan akan di uji validitas dan reliabilitas, validitas mencerminkan sejauh mana instrumen pengukuran mampu mengukur apa yang sebenarnya ingin diukur dan sejauh mana instrumen tersebut relevan dengan tujuan pengukuran yang ditetapkan. Sedangkan reliabilitas digunakan untuk mengevaluasi apakah alat pengumpul data tersebut menunjukkan tingkat ketetapan, akurasi, kestabilan, atau konsistensi dalam mengungkapkan gejala tertentu. Alpha Cronbach digunakan untuk mengevaluasi hasil yang konsisten. Selanjutnya akan dilakukan uji normalitas dan homogenitas, untuk mengetahui data berdistribusi normal, dan mengetahui apakah data memiliki karakteristik yang sama. Dan untuk mengetahui tingkat signifikan dalam penelitian ini melakukan uji *Anova One Way* untuk mengetahui hasil perbedaan signifikan antara kelompok eksperimen dan kelompok kontrol. Hasil analisis menunjukkan bahwa metode menghafal wahdah dan sima'i memberikan dampak positif terhadap kemampuan menghafal siswa, meskipun tidak semua analisis statistik menunjukkan perbedaan yang signifikan. Penelitian ini menyimpulkan bahwa penerapan metode menghafal inovatif dapat meningkatkan kualitas kemampuan menghafal, terutama dalam mata pelajaran Al-Qur'an Hadits.

Kata Kunci: Metode Wahdah; Metode Sima'i; Kemampuan Menghafal Al-Qur'an

INTRODUCTION

The memorization of the Qur'an is an effort to preserve its purity, which was revealed to the Prophet Muhammad, ensuring that no alterations or falsifications occur, and to prevent forgetfulness (Mahmud, 2024; Putri et al., 2021; Sabrina et al. 2022; Ifana, 2023; Windrianti & Sari, 2024). To memorize the Qur'an, methods and techniques are needed to simplify the process and ensure successful memorization. The method used is one of the key factors in achieving success. Many methods have been applied in pesantren, LTQ (Qur'an Learning Centers), and House of the Qur'an, such as the Talaqqi, Sima'i, Wahdah, Kitabah, and Talqin methods. ('Aini & Praptiningsih, 2023; Abdurrabbih & Fitriani, 2023; Anwar et al. 2022; Fitriani & Masitah, 2024; Qomariyah et al., 2022; Zuhri et al., 2024). However, the issue is whether these methods actually make it easier for students to memorize the Qur'an (Sumpena et al., 2021).



Whatever method is used, repeatedly reciting the verses until they are memorized without looking at the mushaf is the key. Good memorization occurs when we continue reading until the verses are firmly embedded in our memory. Even if someone has a good memory, without frequent repetition, the memorization can fade. There is no one-size-fits-all method, as each person has a different approach to memorization. The educator's role is to choose the method that best suits each student. Students should be able to read the Qur'an well, understand its meaning, and apply it in their lives (Afda et al., 2023; Demina et al., 2022; Hajar et al., 2022; Puspida et al. 2023; Rasyidi, 2024).

Based on the preliminary data collected at MTs Swasta Darul Huffaz on June 9, 2024, through observations, surveys, and interviews with the Tahfidz teachers, Mrs. Siti Aminah and Aida Rahma, several issues were identified, including: (1) Students have different understandings of the memorization methods taught. (2) Educators use conventional memorization methods, which may be one of the factors making the memorization process less interactive, causing students to become sleepy and bored due to the inappropriate choice of Qur'an memorization method. (3) The students' ability to memorize the Qur'an has not yet reached the Minimum Completion Criteria.

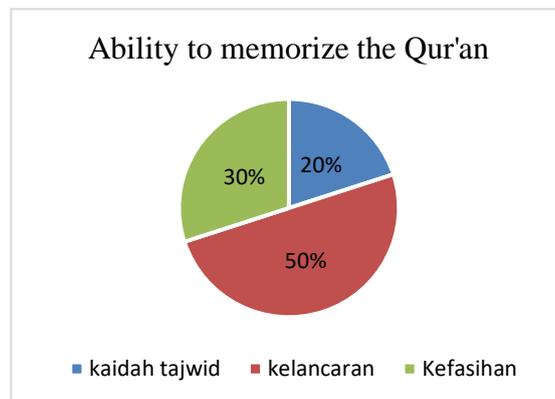


Figure 1. Graph Ability to memorize the Qur'an

The image shows a pie chart illustrating the results of the preliminary study regarding the students' ability to memorize the Qur'an based on several indicators. The indicator with the highest percentage is Fluency in reciting verses that have been memorized which stands at 50%. This suggests that many students believe that repeating the memorized verses helps strengthen their memory, preserves their memorization, and makes it easier to add new verses. On the other hand, the indicator with the lowest percentage is the rules of Tajwid, with the smallest percentage at 20%. However, many students still struggle with memorizing the Qur'an due to errors in applying Tajwid rules. This indicates that issues related to Tajwid are a factor affecting the ability to memorize the Qur'an. Other indicators reach 35%, suggesting that, despite fluency and proficiency in memorization, students still require an effective memorization method. These results highlight the need for an interactive and flexible memorization method tailored to the students' needs.

The Wahdah method is a memorization technique where the verses to be memorized are learned one by one. (Rahmadina et al., 2024). The application of the Wahdah method involves repeatedly reciting the Qur'an, making it easier for students to memorize it (Fajriyani & Murniyetti, 2022; Khafidah et al., 2020; Masyhuril, 2024; Al Qadri & Ilhamsyah, 2020; Sahfitri et al., 2023; Salsabila & Darwis, 2023). The

Sima'i method is a technique of listening to something being recited and then memorizing it. This method is believed to be highly effective for memorizers with exceptional memory, especially for visually impaired individuals or young children who are unable to read or write the Qur'an. (Afda et al., 2023; Liliawati & Ichsan, 2022; Priyono et al., 2019; Thohir et al., 2021). The application of the Sima'i method involves listening to Qur'an recitations through Murottal audio, which helps students memorize the Qur'an. Both the Wahdah and Sima'i methods are effective in memorizing the Qur'an as they assist students in memorizing more easily, thereby improving their ability to memorize the Qur'an. (Arfah, 2020; Arina, 2023; Farida et al., 2021; Liliawati & Ichsan, 2022; M 2023; Maria & Nursalafiah, 2022; Mutoharoh, 2022; Nasution, 2024; Nisa et al., 2021; Zuhri et al., 2024).

The findings from studies carried out by various expert researchers, including Kafindi, show the results of their investigations (Kafindi et al., 2021; Ikhwandi et al., 2023; Silvira & Suyadi, 2023). It reveals the potential of Qur'an memorization methods in improving students' memorization abilities. Although many studies have examined the effectiveness of Qur'an memorization methods in the context of education, the impact of these methods on students' memorization abilities remains unclear, despite numerous studies on the subject. Only a few studies have thoroughly investigated how these methods can influence students' understanding of their ability to memorize the Qur'an.

The novelty of this study lies in the use of the Wahdah and Sima'i methods, which allow students to combine memorization techniques they have previously used. Unlike previous studies that only used methods such as Baghdad, Ummi, Muroja'ah, and Talaqqi, this research introduces two new methods that have proven to be more effective. This study is important because it tests the effectiveness of these two methods in assisting with Qur'an memorization. The findings provide new insights into how memorization methods affect students' abilities. Furthermore, by identifying the most effective methods, students can memorize more quickly, easily, and accurately. This will improve learning outcomes and enhance the retention of memorized material. This study also helps create a supportive learning environment for both memorizers and educators by selecting the right methods to boost motivation and discipline in memorization.

Methods are crucial for the success of Qur'an memorization, as success or failure depends on the approach used. Without the right method, the learning process will not succeed. Methodology is an essential part of learning, following the objectives. The objective of this research is to determine the effectiveness of the Wahdah and Sima'i methods on the ability to memorize the Qur'an, and to examine the difference in effectiveness between the Wahdah and Sima'i methods in improving the ability to memorize the Qur'an. This study contributes to the field of education by testing the effectiveness of the Wahdah and Sima'i methods in assisting with Qur'an memorization, improving memorization quality, preserving its purity, and providing more effective support for both educators and students. The research findings indicate that both methods are effective in enhancing memorization abilities, and it is important to use interactive methods. This study also reminds educators to choose flexible methods tailored to the needs of students. Furthermore, this research opens opportunities to develop more creative and relevant memorization methods.



METHOD

This research utilizes a quantitative approach with a Quasi-Experimental Design, specifically employing a Posttest-Only Control-Group Design. The study was conducted with eighth-grade students at MTs Darul Huffaz, located in Bernung, Negeri Sakti District, Pesawaran Regency, Lampung Province, during the odd semester of the 2024/2025 academic year. In this context, the Wahdah and Sima'i memorization methods are treated as independent variables, representing the memorization techniques suggested by the researcher as potential methods for implementation in schools. The dependent variable in this study is memorization ability, which will be assessed by measuring the students' ability to memorize before and after applying the Wahdah and Sima'i methods.

For sampling, the study applied a probability sampling technique with simple random sampling, selecting participants randomly from class H. Two classes were chosen: the experimental group and the control group. A questionnaire was developed to evaluate the outcomes of the research, featuring statements based on a Likert Scale with five response options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). This was designed to gauge the students' attitudes, opinions, and perceptions. The study's instruments included these Likert Scale-based statements, which were derived from three indicators outlined by (muh, ishaq 2021). (1) Fluency in reading the memorized Qur'an, (2) Accuracy in applying Tajwid rules while reading the memorized Qur'an, and (3) Proficiency in reading the memorized Qur'an. The questionnaire contained 21 items, which were validated by an expert. A pilot test was conducted with a class outside the sample, and the results underwent validity testing. Following this, 14 items were determined to be valid, and the final questionnaire was distributed to the experimental and control groups.

The collected data will be tested for validity and reliability. Validity refers to the degree to which the measurement tool accurately assesses what it is intended to measure, while reliability evaluates the consistency and stability of the data collection instrument. Cronbach's Alpha will be used to assess the consistency of the results. Normality and homogeneity tests will be conducted to determine if the data is normally distributed and if both groups exhibit similar characteristics. Finally, a One-Way ANOVA test will be performed to examine whether there are significant differences between the experimental and control groups.

RESULTS AND DISCUSSION

The data obtained through the questionnaire will be analyzed to answer the research questions. The results of this study include findings on the validity and reliability of the instrument, as well as the impact of the applied method on the variables under investigation. The researcher will present the results in a systematic manner to provide a clear overview of the main findings.

The data for this study were obtained from the distribution of a questionnaire containing 21 items to the pilot class. The results of the validity and reliability tests from the pilot class were then used for the experimental and control classes.



Table 1. Description of the Validity Test Results.

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

Table 2. Description of the Reliability Test Results.

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

The Cronbach's Alpha value will be compared with the criterion that it is considered reliable if > 0.6 . The validity test results indicate that 14 items are valid and considered reliable with a value of 0.753. A study is considered reliable if the instrument used produces consistent and stable data when tested repeatedly, and is able to measure the same thing in a similar manner under different conditions. The interpretation results are as follows:

1. Normality Test

The normality test is conducted to assess whether the collected data follows a normal distribution. The data is considered to be normally distributed if the significance value is greater than 0.05. The following are the results of the normality test in this study.

Table 3. Description of the Normality Test Results.

	Kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	1.00	.105	30	.200*	.959	30	.295
	2.00	.133	30	.186	.941	30	.096
	3.00	.126	30	.200*	.973	30	.624



Based on the results of the normality test in Table 3, both the experimental and control groups are normally distributed because the condition for normal distribution is that the significance value (sig.) > 0.05. The researcher obtained significance values of 0.295, 0.096, and 0.624, which indicates that the data is normally distributed.

2. Homogeneity Test

The Homogeneity Test is used to determine whether the variances of the research populations are the same (homogeneous) or not (non-homogeneous). The data is considered homogeneous if the Sig. value > 0.05. Below are the results of the Homogeneity Test in this study:

Table 4. Description of the Homogeneity Test Results.

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.281	2	87	.756
	Based on Median	.226	2	87	.798
	Based on Median and with adjusted df	.226	2	85.823	.798
	Based on trimmed mean	.296	2	87	.744

According to the results of the homogeneity test in Table 4, the significance condition (sig) > 0.05 is met, with the researcher obtaining a sig value of 0.756. This indicates that the data variance is homogeneous, meaning that the homogeneity assumption for this study is fulfilled.

3. One-Way ANOVA Test

One-Way ANOVA is a statistical method used to compare the means of three or more groups of data to determine if there is a significant difference between these groups. This test is useful in situations where there is one independent variable (categorical) with several levels (groups) and one dependent variable (quantitative). The data is considered significant in ANOVA if the Sig. value is < 0.05.

Table 5. Description of the One-Way ANOVA Test Results.

Hasil					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	67.822	2	33.911	.653	.523
Within Groups	4516.233	87	51.911		
Total	4584.056	89			

The One-Way ANOVA test was conducted to determine whether there is a significant difference in the means among the three groups. The results showed an F value of 0.653 with a significance (Sig.) value of 0.523. Since the Sig. value (0.523) is greater than the significance level of 0.05, it can be concluded that there is no significant difference between the group means. As the ANOVA test did not reveal a significant difference, further analysis was performed using Bonferroni, an alternative nonparametric test, as presented in the following Bonferroni results.



Since the issue in the ANOVA test is not due to the memorization method but rather other factors, such as low interest in memorization, which caused the students to not reach the target, the Sig. values for each group vary. The test results showed an F value of 0.653 with a significance (Sig.) value of 0.523. Since the Sig. value (0.523) is greater than the significance level of 0.05, it can be concluded that there is no significant difference between the mean scores of the experimental and control groups.

DISCUSSION

This study uses a quantitative method to obtain measurable findings through statistical procedures. The type of research employed is Quasi-Experimental Design (Nurwandari & Hardini, 2023; Putri et al., 2023; Vrolijk & Sato 2023), Which aims to test the effect of one variable on another and examine the cause-and-effect relationship. This study involves two groups: the experimental group, which receives the treatment (Wahdah and Sima'i memorization methods), and the control group, which does not receive the treatment. The design used is a Posttest-Only Control-Group Design, involving three groups: two experimental groups and one control group.

The research results were obtained using an instrument consisting of 21 questionnaire statements that were tested for validity and reliability. The validity test indicated that several variables had significant correlations, while the reliability test, with a Cronbach's Alpha value of 0.753, showed that the instrument was sufficiently reliable. In the normality test, the data from both the experimental and control groups were normally distributed, leading to the continuation of analysis with the homogeneity test to verify that the variance between groups was homogeneous. The results confirmed that the data from all groups were homogeneous. The findings of this study suggest that the Wahdah and Sima'i memorization methods did not have a significant impact on Quran memorization ability in the Al-Quran Hadith subject at Mts Swasta Darul Huffaz Pesawaran Lampung. This conclusion is supported by the One-Way ANOVA results, where the sig. value was 0.523, indicating that the sig. value > 0.05 . As a result, H_0 is accepted, and it is concluded that there is no significant effect between the Wahdah and Sima'i memorization methods.

The Wahdah and Sima'i memorization methods are designed to support Quran memorization ability through the approach of Wahdah and Sima'i memorization techniques. (Alfani, 2024; Hasan et al., 2024; Mujahidah et al., 2022; Rosi, 2020) . However, in this study, the application of the Wahdah and Sima'i methods was not able to produce a significant effect or difference between the experimental group and the control group. The possible cause of this is the lack of interest in memorization during the research process, which resulted in students at MTs Swasta Darul Huffaz Pesawaran Lampung not being fully focused on these memorization methods. Overall, the analysis results indicate that the Wahdah and Sima'i memorization methods have a positive impact on students' memorization ability, although not all statistical analyses showed significant differences. This study concludes that the application of innovative memorization methods can improve the quality of memorization skills, especially in the Al-Quran Hadith subject.

The differences between this study and previous research are as follows: Amelya (2023) conducted the study at MTs Darul Huffaz, while the previous study was conducted at Sekolah Tahfidz Cahaya. Additionally, this study uses a quantitative



approach, whereas the previous study used a qualitative approach. The sampling technique used in this study is random sampling, while the previous study employed purposive sampling. Another difference lies in the instruments used, where this study used a questionnaire, while the previous study used interviews and observations. The results of this study, which used a qualitative method to examine the implementation of the Wahdah method in Quran memorization teaching, show that the implementation of the Wahdah method in Quran memorization teaching has been successfully applied.

The differences between this study and Parlaungan's (2022) study are as follows: This study uses two independent variables, namely the Wahdah method and the Sima'i method, while the previous study only discussed the Talaqqi method. The location of this study was at MTs Darul Huffaz, whereas the previous study was conducted at the elementary education level. The sampling technique used in this study is simple random sampling, while the previous study used a quantitative method with a quasi-experimental design. This study uses a quantitative approach to examine the impact of the Talaqqi and Wahdah methods on Quran memorization ability in elementary-aged students. Based on the data and analysis, it was found that the Talaqqi method had a 71% impact on Quran memorization ability, while the Wahdah method had a 73% impact. Overall, both methods influenced Quran memorization ability. These results indicate that the Wahdah method is 2% more effective than the Talaqqi method in improving students' Quran memorization skills.

The differences between this study and the research by Nofika Ria Nur Farida (2021) lie in several aspects. This study uses two independent variables, namely the Wahdah method and the Sima'i method, while the previous study only discussed the Wahdah method. The location of this study was at MTs Darul Huffaz, whereas the previous study was conducted at SMP Unggulan Berbasis Pondok Pesantren Amanatul Ummah. Additionally, this study uses a quantitative approach, while the previous study employed a qualitative approach. The sampling technique used in this study is random sampling, whereas the previous study used snowball sampling. Another difference is in the instruments used: this study utilized a questionnaire, while the previous study used interviews, observations, and documentation. Based on the results and discussion, the implementation of the Wahdah method at SMP Unggulan Berbasis Pondok Pesantren Amanatul Ummah follows the 3T principles: 1) Tartil, reading Quranic verses slowly and repeatedly. 2) Tahfidz, memorizing verse by verse and not proceeding to the next verse until fluent. 3) Tarqiq, repeating the memorization as many times as needed until fluent, with a minimum of 10 repetitions. The evaluation of the Wahdah method in improving Quran memorization is conducted through oral tests when students complete memorizing 1 Juz, with the recitation of the Quran from memory for the 9th-grade class, heard by the students and teachers. To enhance Quran memorization ability, there are weekly programs for memorizing the Quran from memory, monthly programs such as the Quran completion ceremony at the beginning of each month, and annual programs such as Quran memorization competitions between institutions.

This research on Quran memorization methods can be beneficial for future researchers in several ways. First, this study provides insights into the effectiveness of various methods, such as the Wahdah and Sima'i methods, which can serve as a foundation for further research to develop or compare other more innovative Quran memorization methods. Second, the findings regarding the more effective method can assist future researchers in exploring the factors that influence success in



memorization, such as teaching techniques or student characteristics. Furthermore, this study also opens opportunities to explore the application of these methods in different contexts, such as in higher education or among diverse age groups. Therefore, this research has the potential to contribute significantly to the development of more effective Quran learning methods that cater to students' needs. In this study, the researcher found that the Wahdah method is more effective than the Sima'i method in improving students' Quran memorization ability. The researcher recognizes that the success of the Wahdah method lies in its more structured approach to repeating memorization and emphasizes the importance of persistence and consistency in the memorization process. This has encouraged the researcher to think further about other factors that could enhance the effectiveness of the Wahdah method, such as the influence of the learning environment, the time spent memorizing, or motivational techniques that can be applied in teaching.

During the research on Quran memorization methods, the researcher found that, in addition to main factors such as consistency and persistence in repeating memorization, there are other important elements that influence the success of memorization, namely the role of interaction between teacher and student in the learning process. The researcher realized that more interactive methods, such as the Wahdah method, allow students not only to memorize but also to understand the meaning of each verse they memorize, which makes their memorization stronger and easier to recall. The researcher then wondered whether there is a relationship between the level of understanding and the ability to retain memorization in the long term. This finding opens the opportunity to explore further whether methods that combine understanding (such as Wahdah) with memorization reinforcement techniques (such as Sima'i) can create a more effective learning approach. This sparked the idea of developing a learning model that not only focuses on memorization but also on understanding the context of the verses being memorized to improve memory retention and the durability of students' memorization. Further research could also examine whether other techniques, such as visualization or teaching through technology (e.g., Quran memorization apps), can support or complement traditional memorization methods.

CONCLUSION

Based on the research findings, it can be concluded that the Wahdah and Sima'i memorization methods have a positive impact on students' memorization abilities, although not all statistical analyses show significant differences. This study suggests that educators consider implementing both of these methods in Quran Hadith learning, as they can enhance the quality of students' memorization. Although some analyses do not show significant differences, these methods are still effective in improving memorization overall. Future research is recommended to explore other factors that may affect the effectiveness of these methods, such as the duration of learning, student characteristics, or the use of technology. Educators are also encouraged to combine these methods with other approaches for more optimal results.

The findings of this study provide new insights into how Quran memorization methods affect students' memorization abilities. The results show that both methods, Wahdah and Sima'i, are effective in enhancing memorization skills. The Wahdah method proved to be more effective due to its intensive and structured repetition,



enabling students to memorize more quickly and retain their memorization more effectively. Meanwhile, the Sima'i method, which focuses on listening and imitating recitations, also yielded positive results, though its effectiveness was slightly lower than Wahdah. This study emphasizes the importance of selecting interactive and flexible methods according to students' needs. Both methods have their own advantages, and a combination of both or an adaptation to students' needs can improve memorization effectiveness. Additionally, this study highlights the significance of motivation and consistency in the Quran memorization process, which impacts the success of both methods. Therefore, this research opens up opportunities to develop more creative and relevant memorization methods in the future.

The method used in this study is quantitative. The approach employed in this research is a Quasi-Experimental design. The population in this study consists of 8th-grade students, including those who use the Wahdah, Sima'i, and conventional methods. The sample of this study is 8th-grade students. The instrument used in this study is a questionnaire consisting of 21 statement items, which were tested through several stages, including validity testing, reliability testing, item difficulty testing, and discriminant power testing. Data analysis was conducted through prerequisite tests, including normality testing and homogeneity testing. Finally, a hypothesis test was carried out using One-Way ANOVA to determine the significant difference between the experimental group and the control group.

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