



APPLICATION OF THE “BANTER, LANYAH, 10” METHOD TO THE PROCESS OF MEMORIZING THE QUR’AN FOR BAYT TAHFIDZ AL-QUR’AN MAULANA MALIK IBRAHIM ISLAMIC STATE UNIVERSITY MALANG STUDENTS

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ABSTRACT

The background of this research is that many students have difficulty memorizing the Qur’an at university, both in adding or maintaining the memorization. The cause of this difficulty is many hours of studying on campus, assignments, and the student’s participation in campus activities such as organizations, which drains time and lowers the concentration on the Qur’an memorization process. This study aims to describe the effectiveness of the “Banter, Lanyah, 10” method in helping students to add and maintain their memorization using qualitative research methods. The subjects of this study were students in the Bayt Tahfidz Al-Qur’an UIN Malang class of 2019. Data collection was carried out using observation, interview, and test techniques. The results of this study are that more than 50% of respondents experienced an increase in memorizing repetition (murojaah) with an increase of at least two juz to be more fluent. More than 40% of respondents experienced an increase in the addition of memorization (ziyadah) with a total of more than one juz during a minimum period of 1 year. From the data obtained, it can be concluded that the "Banter, Lanyah, 10" method is an effective method for helping students memorize on the campus level.

Keywords: Memorization of Qur’an method; Banter; Lanyah; 10 Method

1. INTRODUCTION

Al-Qur'an is the last holy book revealed through the Angel Gabriel to Prophet Muhammad SAW as a guide for all people, gradually has a reward value for those who read it. Al-Qur'an is not just ordinary reading, but a collection and as the basis of all things and aspects of human life on this earth, commands, prohibitions, and procedures for carrying out things under Islamic law.

The Qur'an is also the greatest miracle owned by the Prophet Muhammad SAW. We can know about the wonders and majesty of this miracle from the provisions of the law that never go wrong, and researchers have just discovered the truth today. For example, in Surah An-Nahl verse 68, it is explained in the verse:

وَأَوْحَىٰ رَبُّكَ إِلَى النَّحْلِ أَنِ اتَّخِذِي مِنَ الْجِبَالِ بُيُوتًا وَمِنَ الشَّجَرِ وَمِمَّا يَعْرِشُونَ

"And your Lord revealed to the bees: "Make nests in the hills, in the trees, and in places made by humans."

The sentence *اتَّخِذِي* in Arabic grammatically contains the meaning of an order for women. Researchers discovered the truth in this sentence in modern times that worker bees are female bees. This verse is one of the many examples of undeniable world realities, even what exists today has been discussed long ago at the time of the revelation of the Al-Quran.

From a literary point of view, the beauty of the language of the Qur'an is the purest and can never be matched and tarnished for its purity, from the earliest times down to the present. Even in ancient times, when prominent Arab poets desperately tried to oppose by making the contents of a letter as a comparison, they were finally frustrated to the point of slandering that the Prophet Muhammad was a magician. (Issa' J Boullata, 1986; Amin al-Khuli and Nashr Hamid Abu Zaid, 2004)

This beauty was even recognized by a great poet of the Jahiliyah era named At-Tufail from the children of Daws, who at that time heard rumors of the existence of a sorcerer named Muhammad and immediately went to him, after reading the verses of the Qur'an, At-Tufail immediately said, "I am literary masters who are experts at judging which literary compositions are beautiful and which are not. But listening to Muhammad's reading, frankly I have never heard such beautiful strings of sentences...". Until finally, he converted to Islam, then returned to his people and invited them to convert to Islam too. (Abd al-Mālik Ibn Hisyām, 1955, p. 383)

The mention and content of the recitation of the Qur'an remain the same in any part of the world, which means that Allah SWT directly guards the purity of the Qur'an. His which is stated in the Al-Qur'an surah Al-Hijr verse 9:

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ

“Verily, it is We who sent down the Qur'an, and verily We have preserved it.”

This verse was revealed with dhomir "نا" which means we, in this context means Allah SWT. We can feel God's promise until now where the preservation of the purity of the Qur'an is manifested by the mushrooming of Islamic boarding schools, ma'had, and dormitories, all of which are competing to help complete the memorization of the Al-Qur'an as a whole. Also, many hifdzil qur'an musabaqahs are held, as well as scholarships dedicated to memorizers of the Qur'an.

This trend in memorizing the Qur'an is no longer a rare thing, in fact it has been completed by many underage children, such as in television shows where elementary school level children are able to show their memorization which is already fluent even if given a random question by the jury in his memorization. Methods of memorizing the Qur'an have also varied over time. There are those who have launched a 30-juz khatam program in a few months, there are those who have not pursued the speed of time in a short time but have focused on how a child is consistent with the memorization they already have, there are also those who memorize with the method of meaning or interpreting and practicing it. And, it all depends on the ability of a child.

This has actually been mentioned in the Al-Qur'an surah Al-Qamar verse 17:

وَلَقَدْ يَسَّرْنَا الْقُرْءَانَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

“And verily We have made the Quran easy for lessons, so is there anyone who takes lessons?”

In fact, memorizing the Qur'an is not something difficult, because Allah SWT has made it easy. A real example that can be seen is students who are also hafidzul qur'an in our country. The large number of students who also memorize the Al-Qur'an in the midst of their busy learning is one of the extraordinary things for education in Indonesia. How could it not be, if a child with an eye burden and tasks that cannot be said to be small, on the other hand is also able to complete his memorization. This has become an achievement that has finally invited sympathy from many parties,

especially the government, to provide awards in the form of scholarships, pocket money, and deductions from tuition fees.

However, with the motto "keeping is more difficult than memorizing", students as well as memorizing the Qur'an also experience the same anxiety and problems. It can even be said, that this case is a common thing for memorizers, especially those who have completed 30 juz. As time increases, the bustle and responsibilities also get bigger. Moreover, if a memorizer experiences a transition, for example, from those who previously could focus on memorizing in Islamic boarding schools or ma'had, because of academic demands, they have to continue their studies to the campus realm with a very different life stage. Everything has to be done independently, no friends to murojaah, have to think about finances to pay for boarding fees and other needs, lots of assignments and projects in each subject, meetings, and interactions with the opposite sex are getting easier, not to mention students who join organizations campus with all its projects. This is the cause of some memorizers who almost fail to maintain their memorization. Memories that used to be smooth, can be memorized and repeated easily, become heavy and messy, not even a few have to repeat as if they are making new memories again.

Bayt Tahfidz Al-Qur'an students also felt this at Bayt Tahfidz Al-Qur'an Maulana Malik Ibrahim Islamic State University Malang. With all the busyness of the campus and the necessity to live in ma'had for one year, which in fact, is a mixture of memorizers and non-memorizers and daily activities that are so busy, it causes the memorization that has been obtained to become a little chaotic and needs special handling. In this case, the "Banter, Lanyah, 10" method applied in Bayt Tahfidz Al-Qur'an can be a solution to help improve Al-Qur'an memorization.

Procedure for Reciting Memorized Al-Qur'an Bayt Tahfidz Al-Qur'an

Reciting Al-Qur'an activities at Bayt Tahfidz Al-Qur'an are carried out once a day, which ranges from 7 to 10 in the morning. For the target of memorizing students, is to add to the memorization of at least three chapters (for those who have not finished yet). The deposit submitted includes two models:

1. The first model, 1-11-21, by reciting the first five pages in juz one, the first five pages in juz 11, and the first five pages in juz 21, then multiples apply. If you haven't finished memorizing

or have not finished memorizing, for example, you are still on juz 22, then the deposit model is five pages juz one, five pages juz 11, and additional memorization on juz 22.

2. The second model, 1-16, is reciting the first five pages of juz 1 and the first five pages of juz 16, then multiples apply. If you haven't finished memorizing or have not finished memorizing, for example, you are still on juz 22, then the deposit model is five pages for juz one, five pages for juz 16, and additional memorization for juz 22.

Banter, Lanyah, 10 Method

The Banter, Lanyah, and 10 method are actually a combination of three units, namely 'Banter' which means hard, 'Lanyah' means smooth, and 10 which means repeated ten times.

Banter Method

The first, Banter. The meaning of loud here is not the opposite of soft or loud, which means fast, but read aloud. A student when repeating his memorization, must speak aloud, especially when presenting it to the teacher or listeners. At a minimum, the student can listen to his own voice so that he can focus on what is being read, because in Indonesian tradition, recitation of the Qur'an is usually done simultaneously by a number of students, it can be two, three, and so on according to the needs of each one.

This is in line with behavioristic language acquisition theory, cited in B. F. Skinner's classic, *Verbal Behavior* (1957). This theory describes and explains language behavior with the help of the S-R (Stimulus-Response) model. In this theory there is a relationship between a stimulus situation (S) from outside or within the organism and a reaction (R) from the organism. So effective language behavior is a form of appropriate response to a stimulus. If a certain response is stimulated repeatedly, it becomes a habit, or conditioned (Ahmad Muradi, 2018, p.150).

Someone who has memorized something, for example a song, when he listens to it either intentionally or not, will unconsciously imitate it even from the heart. It is possible, a student will be confused when depositing his memorization, because firstly, the factor of the deposit is made simultaneously, and secondly, what his friend has deposited is usually memorized. By reading aloud and at least hearing it in his own ears, a student's concentration will increase and he can control the memorization that is read or submitted to his teacher.

Lanyah Method

Lanyah means smoothly or well. In reciting or reciting memorization, a student must be fluent and ready, because if not, it will interfere with the mobility and concentration of other students' memorization. This means, before the day when the memorization deposit is carried out, students must prepare their memorization carefully, by reading it repeatedly and marking which verses are wrong or difficult to pronounce, and asking friends to listen to their memorization so that they know which verses have errors, because usually when it is memorized, a person rarely realizes if there are one or two mistakes in the pronunciation.

Individual readiness will bring individuals to be ready to respond to the situation in their own way. Slameto (2010: 113) states, “readiness is the sum total of all individual conditions that make it ready to respond or answer in a certain way to a certain situation”. The specific conditions referred to are the physical and psychological conditions, so to achieve the maximum level of readiness, physical and psychological conditions are needed that mutually support the individual's readiness in the learning process. Individual readiness as a student in learning will determine the quality of the process and student learning achievement. According to Agoes Soejanto (1991:5), the self-readiness of students is very important to success in learning activities. Students' success in carrying out readiness before attending lessons can determine student success in learning, affecting student learning achievement. The success or failure of learning depends on how the learning process is experienced by students (Dessy Mulyani, 2013, p.27).

Concerning the process of depositing memorization, most students will be calm and perfect in their implementation if they have prepared carefully in advance. On the other hand, if a student is not well prepared in memorizing, often when he gives it to the teacher, he becomes nervous because he is afraid of making mistakes in the verses he reads. So, this lanyah method directs students to always be mature in preparation so that the memorization process runs smoothly and does not disturb other friends.

10 Method

10 Method is symbolic of rote repetition. Memorization cannot stick forever, especially with the 30 chapters in the Qur'an, which cover more than a thousand verses. There are several verses in common between one letter and another. 10 Method is interpreted in two ways: rote repetition that

has not been read to the teacher, and that which has been read aloud. This method is actually more aimed at students who have not completed their full memorization of 30 juz, because it focuses on adding memorization (*ziyadah*). However, those who have completed the exam are also emphasized, to maintain the quality of memorization. This method is carried out by reciting rote memorization, which will be deposited repeatedly with a minimum of 10 times so that students can mark or remember verses on a page inherently and accurately.

Back again to the behavioristic theory of language acquisition, where a person will react to a stimulus and will become a habit if it is done repeatedly. For example, someone really likes a song from a band, so he will listen to it until he memorizes it, even though the purpose of listening is because he likes it, not just wanting to memorize it. Or, in areas where the majority are Muslim, there must be a lot of surau or prayer rooms, which call to prayer five times a day. People who listen to it over time can memorize the order of the call to prayer, even if it is women who are forbidden to recite it or maybe people who embrace other religions.

2. METHODS

The method used in this study was the qualitative method. This research was conducted to determine whether the Banter, Lanyah, 10 method, which has been applied, was an effective and promising method for memorizing the Qur'an. The object of this research was Bayt Tahfidz Al-Qur'an Maulana Malik Ibrahim Islamic State University Malang students and students of the class of 2019. The timeframe used to examine the effects of this method was one year, from June 2021 to June 2022. The research was conducted using observation and interview techniques. The method of presenting data used a descriptive qualitative method.

3. RESULTS & DISCUSSION

Information

Code A : pre-hafidzah (who have not completed 30 chapters)

Code B : hafidzah (who have completed 30 juz of Al-Qur'an)

1. Ziyadah or additional memorization of the Qur'an (for students who have not completed 30 juz of Al-Qur'an)

Table 1. The amount of ziyadah or the addition of memorization before and after using the method

Code	Ziyadah Before Using the Method (Juz)	Ziyadah ussionAfter Using the Method (Juz)	Total
A1	14	18	4
A2	19	23	4
A3	10	20	10
A4	12	15	3
A5	19	23	4

2. Murojaah or repetition of memorization that has been obtained (for students who have not completed 30 juz and those who have completed 30 juz).

Table 2. The number of murojaah improvements or rote repetitions obtained before and after using the method

Code	Improved Murojaah after Using the Method (Juz)
A1	4
A2	4
A3	7
A4	3
A5	5
B1	3
B2	2
B3	1
B4	5
B6	5

From the results obtained, it is known that:

- 1) For ziyadah or additional memorization of verses of the Qur'an, five objects are pre-khotimat or have not completed memorizing 30 juz perfectly. Obtained results: get 3 juz as much as 10%, 4 juz as much as 60%, and 10 juz as much as 10%
- 2) For murojaah or rote repetition, there are 11 objects which are a mixture of pre-khotimat and khotimat. The results obtained: expedite 1 juz by 9%, 2 juz by 9%, 3 juz by 18.2%, 4 juz by 18.2%, 5 juz by 27.3%, and 7 juz by 9%

From the results of research that has been done, it can be concluded that:

- 1) Using the Banter, Lanyah, 10 method, the Bayt Tahfidz Al-Qur'an students of UIN Malang experienced the addition of more than 3 juz (minimum amount) by 80%
- 2) Using the Banter, Lanyah, 10 method, Bayt Tahfidz Al-Qur'an students of UIN Malang experienced smooth memorization which had obtained more than 3 chapters of 54.5%

Thus, it can be concluded that the Banter, Lanyah, 10 method is the right method to help memorize a student, especially for those who study at universities.

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