



# INVESTIGATION: LEARNING TAHFIDZ QUR'AN FOR STUDENTS WITH SPECIAL NEEDS IN ISLAMIC-BASED SCHOOLS

Muchamad Irvan<sup>1\*</sup>, Ahsan Romadlon Junaidi<sup>1</sup>, Atifah Nur Zahidah<sup>1</sup>, Nurul Fitra Febriana<sup>2</sup>, Siti Mutmainah<sup>3</sup>

<sup>1</sup>Universitas Negeri Malang, Jawa Timur, Indonesia

<sup>2</sup>SLBN Talun Blitar, Jawa Timur, Indonesia

<sup>3</sup>MAN 2 Bojonegoro, Jawa Timur, Indonesia

\*Corresponding author, Email: muchamad.irvan.fip@um.ac.id

## Abstract

Discussions regarding the ability of children with special needs to follow tahfidz of the Qur'an often arise, "Can children with special needs memorise the Qur'an? How is the planning carried out so that children can memorise the Qur'an? How are modifications to the memorisation method applied?" This research aims to find answers to a phenomenon that occurs in Islamic-based schools which produce memorisers of the Qur'an from students with special needs. Qualitative methods were applied at all stages of this research. Data collection was carried out using interview, observation and documentation techniques, and then validity was carried out by testing the validity of the data using triangulation and member check techniques. The research results found that there was planning, implementation of memorisation using the talaqqi method, evaluation and involvement of parents in learning the tahfidz Qur'an for students with special needs.

**Keywords:** Tahfidz Qur'an, Student with Special Needs, Islamic Schools

## 1. Introduction

The Qur'an has various advantages that can be achieved by anyone who studies it. Based on the hadith narrated by Bukhari, it is stated that those who learn and teach the Qur'an are among the best people (Al-Albani, 2008), and Allah will raise their rank (Sa'adullah, 2008). This also applies to children with special needs. This is proven by the phenomenon where twins with visual impairments were able to memorise 30 juz of the Qur'an in one year by listening to recordings of the Qur'an. Furthermore, an eight-year-old student with cerebral palsy could also memorise 30 juz of the Al-Qur'an (Syamil Qur'an, 2020).

Tahfidz Qur'an, or memorising the Qur'an, is an individual process of entering verses into memory. In general, memorising the Qur'an can be done by repeating the verses to be memorised by reading them, and memorising can also be done by listening to the Qur'an recitation repeatedly from someone who is more expert and writing down the verses of the Qur'an can also help the memorisation process become more accessible to remember. Many methods can be developed for memorising the Qur'an, but the process must be adapted to the situation and conditions.

Researchers conducted a preliminary study in Malang City based on the phenomena described. Some schools have implemented the tahfidz Qur'an since their inception and have

produced students who memorise the Qur'an. As has been proven, some autistic students can memorise as many as two juz. Based on the analysis that has been carried out, it is known that the school has an inclusive education system. This means that the school involves SwSN (Students with Special Needs) in the learning process, which is integrated with regular students. Based on the results of these observations, there is a SWSN with the ASD category (*Autism Spectrum Disorder*), ADHD (*Attention Deficit and Hyperactive Disorder*), Hearing Barriers, Intellectual Barriers, Dyslexia, Social Communication Barriers, and *Cerebral Palsy*. Inclusive education provides opportunities for all students, including those with disabilities, potential and unique talents, to participate in learning in one school together (Permendiknas, 2009). This regulation is the main trigger for implementing the tahfidz learning program in the school. Of course, the implemented tahfidz Qur'an learning has differences in the context of children's learning in general. This phenomenon is the basis of researchers' interest in studying tahfidz Qur'an learning implemented for SwSN. This study aims to describe the process of learning the tahfidz Qur'an at SWSN, which can turn SWSN into a Hafiz Qur'an.

## 2. Method

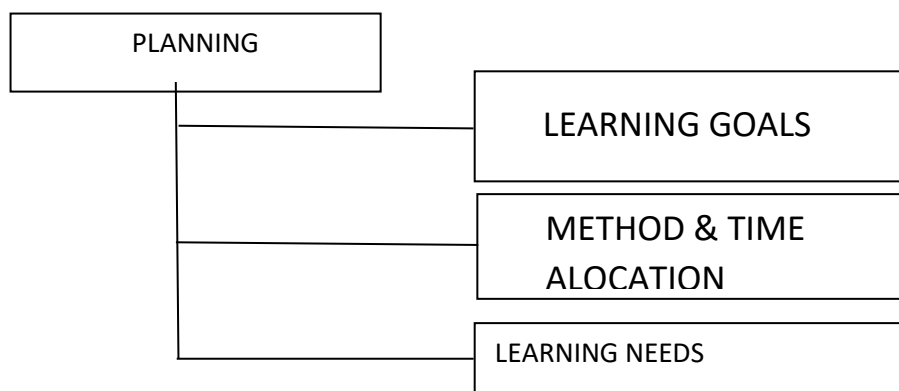
This research uses a qualitative method to describe natural conditions in the field. The research stage begins with the pre-field stage, namely formulating the problem, determining the location and carrying out permits. Then, proceed with data collection, data analysis, and reporting stages. Interviews, observation, and documentation were carried out data collection. Determining the research focus is used as a basis for developing research instruments for data collection (Sugiyono, 2017). This research was conducted at SDIT Insan Permata, where the school implements Islamic-based education. Respondents involved in this research consisted of Tahfidz Qur'an coordinators, growth and development coordinators, Tahfidz Qur'an teachers, special accompanying teachers, and parents of students.

Data analysis was carried out in 3 stages, referring to the Miles and Huberman model, which consists of data reduction by summarising and focusing the data. Then, the stage of presenting the data in the form of narrative text continues and ends with drawing conclusions based on the results of data analysis. This process is carried out and supported by valid evidence to produce credible findings. Therefore, researchers tested the validity of the data by carrying out triangulation techniques and member checking with the informants.

## 3. Result and Discussion

### 3.1. Result

SDIT Insan Permata implements an inclusive education system that serves SwSN through talent units. There are several SWSN, including Intellectual Impairment, ASD, ADHD, Hearing Impairment, Dyslexia, and Cerebral Palsy. Tahfidz Qur'an at SDIT Insan Permata consists of two groups, namely the SwSN category in the regular group, which can take part in learning in regular classes and the SwSN in the resource room, which requires an individual learning process. Learning in the resource room is more individual, whereas, in regular groups, it is carried out classically or in groups of more than 5 students. The results of data collection show the flow of learning planning, which is depicted in the following chart:



**Chart 1. Planning Flow**

Covering this process, the results of the learning needs analysis are used as the basis for selecting learning guidelines and grouping. The Qur'an tahfidz learning plan is designed individually, especially for SwSN. This is based on significant differences when compared between planning for regular students and SwSN in the regular group and SWSN in the following resource room group when depicted in diagram form:

**Table 1. Differences in the Learning Plan**

TAHFIDZ IMPLEMENTATION	
Group in the Resource Room	Regular Group
1. Listed in ILP	1. Listed in the semester program
2. Contains aspects of abilities, needs, learning plans (strategy, methods, achievement targets, indicators of completion, media, time, program)	2. Contains target achievements for one semester, monthly and weekly. And there is a monitoring journal for teachers in the semester program book

**Table 2. Differences in Learning Implementation**

LEARNING IMPLEMENTATION	
Source Room	Regular
1. Opening Activities Prayer Greetings Motivation/Apperception <i>Cereals'ah</i> regularlyindividual	1. Opening Activities Prayer Greetings Motivation/Apperception <i>Cereals'ah</i> regularlyclassical
2. Core Activities Providing Materials Application of the memorization method (Repetition of sentences 5x, individual) c. Deposit memorization	2. Core Activities Providing Materials Application of the memorization method (Repetition of verse 3x, Classical) c. Deposit memorization
3. Closing Activities Pray Greetings Reflection	3. Closing Activities Pray Greetings Reflection

Individual Learning Program (ILP) for the SwSN group in the room covers several aspects, such as abilities, needs, targets and learning objectives. Learning is carried out in a

separate room from regular classes. In general, the implementation in the two groups carried out the same activities, including 1) initial activities, 2) core activities, and 3) closing activities. In the initial activity, there are activities called muroja'ah, which are carried out jointly by teachers and students. Each SwSN, when performing muroja'ah, it is permissible to look at the letter book, but for regular students, this is not enforced. This effort aims to visual support when memorising, not only through audio and is done to make SwSN easier. Muroja'ah is done on one of the letters that has been remembered.

Core activities in tahfidz Qur'an begin by providing memorisation material by applying the same talaqqi method but with different strategies. The strategies designed at SwSN, especially in the resource room, are repeated more often than regular students. The assistant teacher also carries out the learning guidance process for SwSN, who participate in regular groups by monitoring students during learning. An assistant teacher also helps students smooth the process during class tahfidz, which is done when his friend submits his memorisation to the tahfidz teacher or out of tahfidz class. Like SwSN in the regular group, not every tahfidz class student is accompanied. For some time, an assistant teacher had other responsibilities simultaneously, so they did not accompany them, provided that students no longer needed GPK assistance. Then, it ends with the closing activity of singing the Al-Qur'an, prayer Kafaratul Majlis, reflection, and greeting.

Based on the data found, learning is designed to adjust students' characteristics, abilities and needs. These adjustments are described in the following table.

**Table 3. Learning Adjustments Between Different Disabilities**

CATEGORIES	MODIFICATION
Dyslexia	Using supporting media in the form of a letter book equipped with Latin letters Help is given at the beginning/end when depositing either a word or one or two letters
Deaf	Help is given at the beginning/end when depositing either a word or one or two letters Flexibility in pronunciation of letters
ADHD	The teacher closes the other verses so that all that is left is the memorized verse The teacher allows students to leave the class if the students have finished their deposit and when they are bored The teacher places students in front of the teacher, while regular students circle outside him
Mentally disabled	Do more repetitions Help is given at the beginning/end when depositing either a word or one or two letters
Autistic	Help is given at the beginning/end when depositing either a word or one or two letters Flexibility in pronouncing letters and short lengths
<i>Cerebral Palsy</i>	Flexibility in pronunciation of letters
Language, speech & expressive disorders	The teacher places students in front of the teacher, while regular students circle outside him Flexibility in pronunciation of letters

Evaluation is carried out to measure the fluency level of each letter or verse that students memorise. Meanwhile, every day, the teacher assesses the students' new memorisation. Meanwhile, at the weekend, a weekly evaluation is carried out. As for the end of the semester, evaluation is carried out before the Semester Exam through students' memorised deposits from the first letter to the last letter. So, if a student is currently in fourth grade and has memorised as much as An-Naba to Ad-Dhuha, the student will deposit the memorisation during the semester exam.

Evaluation is carried out by determining the indicators in the student achievement book as a guide for the teacher in the assessment. However, for SwSN, there are separate assessment indicators as follows:

- a. Independent: 95
- b. With 25% Assistance: 85
- c. With 50% Assistance: 75
- d. With 75% Assistance: 70

The assessment refers to the student's ability to memorise their memorisation because it adjusts to SwSn conditions. When making a deposit, each student needs different help, as there are students who are given help by the teacher giving feedback in the form of first or last words. When the SwSN's condition requires assistance like that or when reading cannot pronounce the letter perfectly, this is announced and considered perfect.

The school assigns every regular and SwSN student to repeat the muraja'ah by heart at home with parents and during the Dhuha prayer. For students who cannot achieve the memorisation target, the school has provided time for each student to achieve a specific memorisation target at the end of the semester. The school requires parents to make a written commitment through a letter of agreement, which can have consequences if the parents do not carry out this commitment. For SwSN students who have individual learning programs, parents are involved and ask for approval in the form of a signature so that parents know the program that SWSN will undertake. Parents are required to guide their children to repeat memorisation at home. Besides that, parents are facilitated by the Muratal Juz 30 and Juz 29 media to support assistance at home. Muratal is a tool that can be used when parents cannot mentally memorise their children because not all parents memorise every letter.

## **3.2. Discussion**

### **3.2.1.1. Learning Plan**

A learning plan is a reference for teachers in implementing learning. Planning is prepared as an initial step to carry out learning activities to achieve the objectives set. So, planning becomes a stage that must be fulfilled when carrying out learning because learning planning is designed as a basic guideline for teachers in carrying out learning activities (Jaya, 2019). Schools have a role in determining goals, learning methods, and assessment. Goal setting is done to determine the direction of learning. Goals are arranged in the form of measurable and clear targets so that there are targets that must be achieved. This target will be the focus in the next steps and learning process (Ananda, 2019). Schools set learning objectives and organize them into semester programs at each level. The semester program includes semester, monthly, and weekly targets.

Meanwhile, in SWSN, planning is prepared simultaneously with individual learning program planning. Target setting for SWSN is carried out individually by taking into account learning abilities and needs, so that target setting is carried out in line with the child's development every day. This aligns with research related to learning planning for SWSN, which states that learning planning must be adjusted to learning needs by referring to the established curriculum (Roza & Rima, 2020). On tahfidz, the school determines the use of the divorce method as a memorization method. In essence, the essence of a learning plan is to determine a process that is based on condition analysis so that learning can describe the learning conditions and the expected results (Jaya, 2019). This is in line with schools which determine the use of methods based on students' needs in the field. Learning planning formulates time allocation as one of the learning components that must be considered. Time allocation is part of learning planning designed to determine meeting schedules and implementation times (Ananda, 2019). Determining time allocation is important to achieve learning goals. The school sets a tahfidz schedule Monday to Friday with a time allocation of one hour and a different meeting schedule every day.

The school carries out a needs analysis for each registered student. Needs analysis is carried out by collecting student data to adjust the learning planning process to suit learning needs and abilities. A needs analysis can help teachers develop learning related to determining competencies, learning strategies, learning methods, and assessment (Ashari, 2021). Based on the analysis of student needs, the school makes adjustments to learning activities and assessments in the process. Because each SWSN has different abilities and characteristics, individualization is needed to achieve the expected goals (Angreni & Sari, 2022).

In line with research conducted by Suyitno et al (2022), it shows that planning is carried out by determining memorization targets, strategies and methods, learning activity programs, and learning schedules. The learning plan at SDIT Insan Permata doesn't just stop at determining the learning schedule; there is a needs analysis and adjustments to students' learning needs. This results in group placement and learning planning being carried out more specifically for several children.

### **3.2.1.2. Implementation**

Implementation of the learning plan is determined based on the analysis of student needs, namely by group placement. Schools divide into tahfidz groups by paying attention to the ability to read the Qur'an, student characteristics and learning abilities. This is included in differentiated learning because schools adapt the learning process to meet individual needs (Herwina, 2021). Differentiated learning is considered capable of helping students to achieve optimal learning outcomes (Herwina, 2021). As schools apply individualization to tahfidz groups, it proves that there are autistic students in the group in the resource room who can memorize one juz.

Learning is carried out through several stages, namely initial activities, core activities and closing activities. In implementing learning, apply planning that has been previously designed so that it becomes directed towards achieving goals in the learning process. This is in line with the definition that implementation of learning is the process of actual implementation of the plans made by the teacher (Widiyanto & Wahyuni, 2020). At the

beginning of the activity, the teacher opened with prayer, greetings and giving an apperception. The teacher provides an apperception to attract students' attention to focus on tahfidz. Apperception is an activity that can support students to absorb learning and focus on the material being studied (Satria and Kusumah, 2019). Next, the teacher and students do it murajaah to facilitate memorization that has been memorized. This is per research by Khamid et al (2021) Murajaah or repeating memorization has a good impact on fluency. Repetition of the students' memorization is carried out before entering the core of learning and is carried out classically. In line with research, it shows that schools apply the takrar method by regularly repeating to achieve the goal (Musleh et al, 2022).

Entering the core activity of learning is providing memorized material. In tahfidz, the material provided is adjusted to students' memorization achievements so that the material is in the form of Qur'anic verses. Considering that each student has different abilities to read the Qur'an, the divorce method by imitating what the teacher exemplifies is used to avoid mistakes in pronouncing the letters of the Qur'an. The divorce method has a significant influence on improving students' memorization (Haryani and Sholeh, 2019). So it is an intensive divorce method carried out until the SWSN can memorize the verses. Applying the method to students with intellectual disabilities at SDIT Insan Permata is in line with the principle of repetition shown in Ishmi's (2021) research that there is repetition related to the material provided.

The learning process is carried out by involving supporting media in the learning process, as is done by teachers with ADHD, and dyslexic students. The teacher provides media in the form of a letter book with Latin and Arabic writing which is seen when the SWSN performs and memorize sentences. This is done by involving multisensory in the learning process. In line with the research done by Hafni et al (2021), tahfidz involves various sensors in dyslexic children to improve their ability to memorize the Qur'an.

The closing activity was carried out with the teacher praying and greeting. Then, the teacher gives appreciation as a reward for using words more often. In line with this, providing rewards can increase students' enthusiasm for learning and influence learning motivation (Prasteyo et al, 2019). Series of tahfidz The Qur'an learning implementation is in line with research conducted by Umayah & Misbah (2021) which examines the implementation of tahfidz in SWSN, and shows that there are similarities in learning starting with opening activities, core activities, and closing activities to the same memorization method, namely the divorce. This is as stated in the divorce method. Until now, it has been influential to use (Laila, 2022). Aligned with the advantages of the divorce method, the teacher can monitor the student directly when the student pronounces each verse so that if the child pronounces incorrectly when he is memorizing, he can be instantly corrected by the teacher (Asy-Syahida & Rasyid, 2020).

### **3.2.1.3. Evaluation**

Evaluation is carried out to determine the achievement of student learning outcomes. The school sets indicators for fluency in memorization and attitude as a form of assessment every day. This is done to measure the level of ability, success and fluency in achieving learning objectives. This is in line with assessment, which measures student development

after participating in teaching and learning activities and is a consideration for individual student guidance (Jaya, 2019).

The assessment instruments used are verbal memorization tests or submitting memorized verses to the teacher. Ansari et al (2020) also found a similar thing in their research at SDIT Nurul Fikri Banjarmasin, who found that evaluation was carried out by depositing verses before ending learning and depositing memorization at the end of the semester. In general, when evaluating tahfidz, this is done by depositing it by rote, which is sometimes done by varying the method of depositing it, not just depositing one letter directly. Still, some carry out evaluations by continuing the verse.

The assessment of learning achievements between regular students and SWSN has different criteria, schools do this because it adapts to the students' conditions and abilities. Assessment in schools is carried out flexibly, in line with research by Natalia & Nisa (2020), which shows that there are modifications in the assessment process in inclusive schools, including several aspects such as evaluation components, evaluation methods, and graduation criteria. This is also in line with research by Fajar et al (2020), which shows that in SWSN learning, adjustments are needed in learning methods and evaluating student learning outcomes, following what the school has done in line with what the school is doing by adjusting the assessment of scores and evaluation methods where regular students do not receive assistance or indicators of completion.

#### **3.2.1.4. Parents Involvement**

Parents are the primary education for a person, and essentially, education starts at home. Every parent has a role, and every child has the right to be given learning motivation, learning facilities, and learning assistance at home (Jatiningsih et al, 2021). Because parents have an important role in the child's education process at home and school, establishing cooperation between parents and teachers is one form of parent's role that must be carried out. Likewise, in tahfidz exercise, parents have an essential role in accompanying children to repeat what they have memorized at school.

Good collaboration between parents at home and teachers at school positively impacts children's learning outcomes. Schools establish good communication by exchanging information face to face, WhatsApp and schools provide journals that can be accessed to see children's development and activities at school. By establishing good communication between the two parties, cooperation can be achieved to achieve learning goals following expectations.

In line with research by Syatina et al (2021), which shows the role of parents in children's memorization by providing guidance, motivating children, and allowing children to try and supervise. This is similar to parents' involvement at SDIT Insan Permata in the SWSN tahfidz learning. This is also supported by related research which shows a relationship between increased memorization in students, which is in harmony with the synergistic support of parents and teachers (Umayah and Misbah, 2021).

#### 4. Conclusion

Implementation of learning *tahfidz* at SDIT Insan Permata applies the talaqqi method by listening and then imitating the teacher's reading. Learning *tahfidz* The Qur'an at SWSN generally applies the same concepts as those applied to students: planning, implementation and evaluation. However, this implementation needs to be adjusted based on the capabilities, characteristics and needs of the SWSN. These adjustments can be emphasised in various aspects, such as giving repetition or remedial training, reducing memorisation achievement targets, or other aspects. The program's success emphasises parents' involvement in working together to carry out each stage of the program. Parent involvement in learning *tahfidz* Qur'an at home through muroja'ah guidance.

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