



IMLA' AS AN INNOVATIVE MEMORIZATION METHOD IN QUR'AN-HADITH LEARNING

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Abstract: This research explores the dual functionality of Imla' as both a writing skill and an innovative memorization method. Employing a qualitative descriptive approach, the study delves into the utilization of Imla' in recording Quranic verses or Hadiths, extending beyond its conventional role in writing skills. The findings reveal that Imla', when integrated into the memorization process, triggers cognitive recording as the teacher recites, mirroring the stages of general Imla'. Success in this method is gauged through fluency, accuracy, and the time required for memorization. While offering advantages such as expedited memorization, the research also acknowledges limitations, emphasizing the need for careful consideration of its suitability across diverse groups and ages. The study's implications underscore the nuanced application of Imla' in educational settings, urging educators to weigh the method's benefits and drawbacks. Recommendations include tailored implementation based on learner characteristics. The research contributes to the understanding of pedagogical approaches within the Quran-Hadith subject, emphasizing the broader utility of Imla' beyond conventional writing skills. Overall, this work enriches educational discourse and provides valuable insights for curriculum development and instructional practices.

Introduction

Imla' is one aspect of writing proficiency. Imla' (spelling) is essentially one element in learning the Arabic language to express ideas in written form. Imla' is a learning method where words or phrases are orally presented and carefully prepared by the teacher. It can include phonemes, morphemes, words, sentences, expressions, aphorisms, slogans, and short poems. This model can be done by direct recitation or through recordings, and then requires students to react in written form (Tarigan, 1987). Imla' can be divided into four variations: imla' manqul, imla' mandhur, imla' ghairu al-mandhur (masmu'), and imla' ikhtibari (Munjiah, 2012).

Imla' has several benefits, including training auditory senses, spelling skills, and student comprehension, as long as the imla' materials are carefully selected (Oensyar & Hifni, 2015). Based on these benefits, Imla' can also be used as an innovative memorization method. Using Imla' as a memorization method offers significant

advantages in the memorization process. By utilizing auditory senses, pronunciation, and visualization, imla' can reinforce memory and help consolidate information into long-term memory. Therefore, using imla' as a memorization method can be an effective strategy in learning and remembering important information.

Memorization methods are classical methods that have been known and applied since the time of the Prophet Muhammad to preserve the integrity of the Quran before it was later written down during the caliphate of Usman bin Affan (Munir, 2021). Memorization is a way to record information, data, knowledge, which is then processed and stored in the brain to be recalled in the future. The ability to memorize is essential in preserving the authenticity or validity of information.

In the context of formal education, the subject of Quran-Hadith is a mandatory subject taught in Islamic educational institutions under the Ministry of Religious Affairs. Quran-Hadith is part of the Islamic Studies curriculum taught from the elementary level (madrasah ibtidaiyah) to the high school level (Madrasah Aliyah). The competency standards for Quran-Hadith subjects include the ability to memorize and understand the meanings of Quranic verses and selected Hadiths accurately (Kemnag RI, 2008). In addition, memorization methods are also used as formative and summative evaluation techniques for Quran-Hadith materials conducted in several Islamic boarding schools (Priyatna, 2017). Based on these factors, the ability to memorize becomes a skill that every student must possess.

The ability to memorize can be developed through intensive practice. It can start with light materials such as memorizing short Quranic surahs or short Hadiths and gradually progress to more complex stages such as memorizing a large quantity, long Hadiths, lengthy surahs, or the entire Quran. However, students face various challenges in the memorization process, including difficult memorization materials and differences in each student's memorization abilities. Research states that there are several inhibiting factors in memorizing the Quran, such as engaging in sinful acts, lack of motivation, impatience, and not experiencing the pleasure of the Quran (A'la al Maududi et al., 2014). Other challenges include the use of less innovative methods in memorization programs and less conducive educational environments. Additionally, time management also contributes significantly to the success of memorization programs (Barri, 2016).

To address these challenges, the Imla' program as a memorization method becomes an innovative solution in Quran-Hadith learning. This is supported by Husna's research, which states that the integration of Quran memorization in both madrasah and Islamic boarding schools allows for the effective use of the imla' method to achieve the goal of Quran memorization (Husna, 2022). Another study conducted by Islamiati states a correlation between memorization ability and imla' skills (Islamiati, 2020).

So far, several methods can be used in Quran memorization, including the wahdah method (verse by verse), kitabah (writing), sima'i (melody), Gabungan (combination), and jama'y (collective) (Al-hafidz, 1994). There are three phases in Quran memorization:

before, during, and after. In the first phase (before memorizing the Quran), certain steps need to be taken, such as setting the goal of Quran memorization, improving pronunciation and recitation, and using the same mushaf (Quranic text). The second phase (during Quran memorization) includes setting memorization targets and reviewing the memorized material. The third phase (after Quran memorization) focuses on maintaining the memorization and understanding the content of the Quran (Mubarakah, 2019).

Memorizing the Quran is different from memorizing Hadiths. The Quran is the divine speech of Allah, revealed gradually through the angel Gabriel to Prophet Muhammad with beautiful expressions, almost having its own rhyme, making it pleasant to read and easier to remember. On the other hand, not all Hadiths have beautiful and easy-to-remember word arrangements, requiring more effort to memorize. Therefore, having a strong memorization is an essential requirement for scholars and narrators of Hadiths to ensure the authenticity of the Hadiths they transmit (Nurzaeni, 2011). Based on the above discussion, this study aims to describe the concept of Imla' as an innovative memorization method in Quran-Hadith learning and examine its strengths and weaknesses in terms of student understanding.

Method

This research uses a qualitative descriptive method with a conceptual approach that studies Imla as an innovative memorization method in learning Qur'an-Hadith. This is in accordance with the aims of qualitative research, namely obtaining meaning, understanding, concepts, and developing new hypotheses or theories (Danuari & Maisaroh, 2019). Additionally, this approach gives researchers the option to investigate numerous facets of the phenomenon that are thought to be significant and pertinent. The data sources in this research are written literature including books, articles, journals and recent research reports related to imla methods and Qur'an-Hadith learning and teaching. The data in this research was collected through documentation techniques.

The collected data was analyzed using the Miles and Huberman model which went through three stages, namely data reduction, data presentation, and drawing conclusions (Miles & Huberman, 1992). Data reduction is carried out by selecting all the data obtained according to the researcher's needs. Data comes from books, articles, journals and other references related to the topic of discussion. As Rifa'i explains, data that is sorted based on concept units, themes and certain categories will provide a sharper picture of the observation results (Rifa'i, 2019).

Result and Discussion

Understanding Imla' and Memorization Methods

Imla' linguistically derives from the verb *amla-yumli-implaa'an*, which means dictation (Munawwir, 1997). Imla' is a part of the writing process in Arabic that emphasizes the form and letter posture in forming words and sentences (Hermawan, 2011). The method of Imla' is also known as the dictation method or the writing method, where the teacher recites the lesson material and the students are asked to write it down in their notebooks (F. Hasani, 2013).

There are two important elements in the activity of Imla', namely the *mumlin* and *mumlan alaih*. *Mumlin* is the person who dictates or recites, while *mumlan alaih* refers to the student or learner who is dictated to or receives the dictation. Based on the urgency of these two elements, *imla'* is also defined as the activity of reading text word by word or sentence by sentence to students and asking them to write it down (Husin & Nabawai, 1987).

The objectives of Imla' can be divided into two categories: direct objectives and indirect objectives. The direct objective of Imla' is for students to be able to write the Arabic alphabet accurately and quickly in single letters, words, and sentences. On the other hand, the indirect objectives of Imla' can be categorized as linguistic objectives, physical objectives, and attitudinal objectives. Linguistically, the objective of Imla' is to equip learners with quick thinking skills, knowledge of meanings, letter skills, structure, and varied language styles. Physically, the objective is to sharpen and strengthen hearing and visual senses because the strong sensorimotor connection between these senses will be processed by the brain and activate the hand for writing. Attitudinally, the objective is for students to be disciplined, attentive, careful, and have quick responses to calls, as well as to cultivate patience in listening to the teacher (Muhammad, 1991).

Imla' is divided into several variations that can be implemented for students according to their cognitive abilities:

1. Imla' *manqul*: Students copy the reading texts or sentences from the book or teacher's writing on the board into their notebooks.
2. Imla' *mandhur*: Students look at and study the reading texts or sentences from the book or on the board, then close the book or turn away from the board. The teacher then dictates the same reading texts or sentences.
3. Imla' *ghairu al-mandhur (masmu')*: Students write the reading texts or sentences dictated by the teacher without looking at them beforehand. While listening to the teacher's reading, the students mentally visualize the written form based on the Imla' theories taught to them, and then write it down quickly.
4. Imla' *ikhtibari*: This form of Imla' is given to students who have mastered and understood the Imla' theories well. In Imla' *ikhtibari*, there is a greater emphasis on practical exercises rather than theoretical content (Munjiah, 2012)

Memorization in Arabic comes from the verb *hafidha-yakhfadhu-hifdhan*, which means to memorize or guard (Munawwir, 1997). According to the Indonesian Dictionary,

menghafal means to attempt to internalize information into the mind in order to remember it (KBBI, 2023). Memorization is an activity where material is implanted in the brain so that it can be recalled later. It is also defined as retrieving relevant knowledge stored in long-term memory (Sa'dulloh, 2017)

The process of memorization requires all information to be well-preserved in memory. As a result, each step of the memorization process, from initial processing to recall, must be executed accurately. When information is encoded or stored incorrectly, it becomes difficult to remember or even locate in memory later on. In psychology, the activity of memorization involves two aspects. First, the three-phase aspect of memorization: 1) encoding (putting information into memory), 2) storage (retaining information in memory), and 3) retrieval (recalling information). Second, the two types of memory: short-term memory and long-term memory (Sa'dulloh, 2017).

The concept of Imla' as a Memorization Method in Quran-Hadith Learning.

The implementation of Imla' as a memorization method serves as an initial stimulus aimed at enabling students to record the recited verses of the Quran and hadiths by their teachers in their memory, which are later written in books or notes. This is in line with the description of the process of imla' according to Purwanto (1997), which involves the coordination of the affective, cognitive, psychomotor, and other sensory domains in the development of students' intelligence and skills. This means that learners correlate between hearing, coordination in the brain, the brain instructing the hand to write (psychomotor), and simultaneously visually checking if the writing is correct (Purwanto, 1997).

Among the various variations of Imla', there are two types that can be used in the memorization method, namely imla' mandhur and imla' masmu'. This is because both types utilize the correlation between the sense of sight (mandhur) and hearing (masmu') with the memory recorded in the brain, which is then manifested in written form. The process involved in Imla' utilized in the memorization method is the recording that occurs in the brain when the teacher recites a verse of the Quran or a hadith, and it is further maximized through practice memorizing the hadith that has been written on paper or in a notebook. This is in line with Nurbayan's opinion (2008) that imla' is best taught using familiar subjects, including how to read, copy, and the vocabulary. It is even more preferable if the teacher determines the reading material to be practiced in imla' in advance, so that learners can prepare themselves by reading it beforehand (Nurbayan, 2008).

There are similarities in concept and implementation between Imla' Mandhur and the wahdah method, where learners are asked to read first with predetermined repetitions. The difference lies in the activities performed afterwards. In the wahdah method, after repeated readings, the material is then memorized. As for imla' masmu', it is similar to the kitabah method, where learners are directly asked to write it on prepared paper without reading it beforehand.

Imla' Indicator as a Memorization Method

An indicator is something that can provide (become) instructions or information (KBBI, 2023). The success indicators of Imla' as a memorization method for Quranic and Hadith subjects refer to a number of criteria that can be used to evaluate the effectiveness and progress of students in learning and memorizing Islamic scriptures. Imla' is a traditional technique used in religious education to help students memorize and understand the verses of the Quran and the sayings of Prophet Muhammad Saw. Some success indicators that can be used in the Imla' method include the level of memorization accuracy, understanding of the meaning of verses, fluency in reading, and proficiency in applying religious teachings in daily life. Evaluating using these indicators helps ensure that students not only memorize mechanically but also understand and can apply the values contained in the holy texts. By measuring students' success in achieving these indicators, the Imla' method can be an effective tool in strengthening understanding and appreciation of Islamic religious teachings.

An educator can be considered successful when using this method if the learners can memorize the specified hadith or Quranic verse within the given time frame set by the teacher. The main objective of this method is the improvement of students' memorization ability in terms of time and fluency. In more detail, the indicators of Imla' as a memorization method are modified versions of the general Imla' indicators. The indicators are as follows:

1. Calculation of the repetitions of the dictated hadith or Quranic verse.
2. Time used by the learners to memorize the dictated hadith or Quranic verse.
3. Accuracy of memorizing the dictated hadith or Quranic verse.
4. Fluency in memorizing the dictated hadith or Quranic verse.

The Advantages of Imla' as a Memorization Method

Basically, Imla' is a writing method used in many languages, not only Arabic but also in Indonesian, known as "dikte," and later developed into a memorization method. The existence of a method is due to its advantages, which make it worth using and maintaining.

In general, Imla' has several advantages as a learning tool. It allows for a wide range of learning materials, trains students' independent thinking, is practical and efficient, and creates a conducive classroom environment (Gusti, 2021). These general advantages of Imla' have been adapted for its use as a memorization method for the Quran and Hadith. Its advantages include structured repetition, the use of writing, the ability to detect errors, and an improved understanding of the meanings of Quranic verses and Hadith, making Imla' a popular choice among memorizers. By using this method, memorizers can strengthen and maintain their memorization better while gaining a deeper understanding of the message of the Quran.

Another perspective comes from Muliani, who states that the advantages of Imla' as a memorization method are adaptations and modifications of its general advantages. The advantages are as follows:

1. It is a cheap and easy method to implement. It does not require complicated equipment or tools like demonstrations. "Easy" here means that Imla' relies solely on sound from the teacher or sound system.
2. The class is fully monitored by the teacher.
3. With the Imla' method, classroom organization becomes simpler, practical, and efficient as it does not require extensive and complicated preparations.
4. The classroom atmosphere remains calm, allowing students to focus without distractions, as they engage in the same activity. This enables the teacher to monitor the students collectively.
5. It trains students to use their hearing and brain processes effectively, enabling them to capture and present dictated Hadiths in written form.
6. The time required for memorization is shorter. This means that memorization does not take a long time because students receive initial stimuli during dictation (Muliani et al., 2021).

The Shortcomings of Imla' as a Memorization Method

Imla' is one of the methods used in studying the subjects of the Quran and Hadith. This method relies on direct memorization of the sacred texts of Islam. Although Imla' has been widely used in religious education, there are several shortcomings that need to be considered before choosing this method.

In general, Imla' has several drawbacks. Firstly, it promotes passive learning, where students simply receive information without actively asking questions about unclear points. Additionally, the handwriting may be poor, making it difficult to read (Gusti, 2021). These shortcomings are also evident when Imla' is used as a memorization method in Quran and Hadith studies. Muliani suggests that the implementation of Imla' as a memorization method in Islamic religious education has the following disadvantages:

1. The clarity of the teacher's voice when reciting Hadith is sometimes disrupted by the surrounding conditions.
2. It can be boring for students.
3. Unclear pronunciation by the teacher often confuses students regarding the correct pronunciation of letters or words.
4. This method cannot be used by everyone as it requires advanced skills from students, including hearing, recording, and writing, in order to effectively memorize the Hadith (Muliani et al., 2021).

In order to maximize the learning of Islamic subjects, especially the Quran and

Hadith, it is important to acknowledge the shortcomings of the Imla' method and seek a more holistic approach. Combining memorization, contextual understanding, and the practical application of religious teachings in everyday life will provide broader and deeper benefits to individuals who study them.

Conclusion

In conclusion, the article emphasizes the significance of the Imla' method, specifically in the context of memorizing Quranic verses and hadiths within the Quran-Hadith subject. Imla' serves as an essential initial stimulus, integrating affective, cognitive, psychomotor, and sensory domains to foster intellectual and skill development among students. The method encompasses various types, with isma' Mandhur and masmu' identified as effective for memorization. Key indicators for evaluating the success of the Imla' method include accuracy, fluency, and time recording during the memorization process.

However, the article acknowledges limitations, noting that Imla' may not be universally suitable for all groups or ages. Despite this weakness, its notable strength lies in accelerating the memorization process, attributed to the prompt stimulus provided to learners. This research contributes valuable insights into the multifaceted nature of memorization methods, shedding light on both their merits and limitations in the educational context. The findings offer implications for educators and curriculum developers, urging a nuanced consideration of the suitability of Imla' based on the characteristics of learners. Overall, this research enriches the scholarly discourse on effective pedagogical approaches within the Quran-Hadith subject, contributing to the broader understanding of educational methodologies.

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