

**Implementation of the Sima'i Method  
to Improve memorization of Short Letters in the Qur'an  
in Early Childhood in RA Masyithoh Pesalakan Batang**

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**ABSTRAK**

Pembelajaran menghafal surat-surat pendek merupakan salah satu upaya lembaga pendidikan anak usia dini yang berbasis agama Islam dalam memberikan program pembelajaran untuk menanamkan rasa kecintaan anak pada kitab suci Al-Qur'an. Metode sima'i dirasa tepat diterapkan pada program menghafal surat-surat pendek untuk anak usia dini karena sistemnya yang sederhana dan efektif. Tujuan penelitian ini adalah mengetahui implementasi metode sima'i untuk meningkatkan hafalan surat-surat pendek pada anak usia dini di RA Masyithoh Pesalakan Batang. Penelitian ini dilakukan karena menerapkan program pembelajaran menghafal Al-Qur'an pada anak usia dini tentunya harus menggunakan metode yang sesuai dengan perkembangan usia anak. Dalam penelitian ini, metode yang digunakan adalah jenis penelitian lapangan dan pendekatan penelitiannya yaitu deskriptif kualitatif. Peneliti mengamati secara langsung, melakukan observasi, wawancara dan mengambil dokumentasi untuk menggambarkan variabel yang berkenaan dengan masalah yang diteliti. Berdasarkan data dan hasil analisis peneliti, bahwa RA Masyithoh Pesalakan sudah cukup bagus dalam menerapkan pembelajaran tahfidz menghafal surat-surat pendek menggunakan metode sima'i ini. Meskipun dalam pelaksanaannya masih terkendala oleh durasi waktu dan kemampuan siswa sehingga perolehan hafalan belum maksimal.

**Kata kunci:** Hafalan Surat-surat Pendek, Metode Sima'i.

**ABSTRACT**

*Learning to memorize short letters is one of the efforts of Early Childhood Education Institutions based on Islam in providing learning programs to instill children's love for the holy book of the Qur'an. The sima'i method is considered appropriate to be applied to short letters memorization programs for early childhood because of its simple and effective. The purpose of this study was to determine the implementation of the sima'i method to improve the memorization of short letters in the Qur'an in early childhood in RA Masyithoh Pesalakan Batang. This research was conducted because applying a learning program to memorize the Qur'an in early childhood, of course, must use methods that are in accordance with the child's age development. In this study, the method used is the type of field research and the research approach is descriptive qualitative. Researchers observe directly, make observations, interviews and take documentation to describe variables related to the problem under study, namely in the form of words. Based on the data and the results of the researcher's analysis, that RA Masyithoh Pesalakan is quite good in applying tahfidz memorization learning short letters use this sima'i method. Although in its*

*implementation it is still constrained by the duration of time and the ability of students so that the acquisition of rote memorization has not been maximized.*

**Keywords:** *Memorization of Short Letters, Sima'i Method*

## INTRODUCTION

Early childhood is an important period of positive stimulation in it. Especially in religion so that the future of early childhood has a personal reflection of faith and piety in Allah SWT. Religious education is commonly applied both in the world of formal and informal education, but most religious education, especially those related to the holy verses of the Quran, is in non-formal institutions.

Early childhood is the time when the child quickly memorizes anything from every word listened to like clear plain water when given a colored liquid it will be mixed as well as the catchability of early childhood. The sanctity of the holy verses of the Quran needs to be instilled early in children in various ways. The way we can maintain the purity and sanctity of the Quran is one of them by memorizing verse by verse and maintaining the memorization. And for those who already have the ability to maintain the Quran are required to teach or practice to others fellow Muslims so as not to be cut off until any time. The same is true for early childhood, the next generation in the future.

Providing education and early childhood instruction of the Quran is essential. As parents or educators Muslims are obliged for us to instill their love in the holy book. Therefore, one of the ways that can be applied to early childhood who cannot be fluent in reading the Quran is to teach them to memorize the holy verses of the Quran. Quran with the right method for their developmental age. Of course, the verses or letters in the Quran that we can introduce to children from an early age are short

letters that are often read every day, for example when performing prayers. So that starting from short letters, children will be accustomed to loving the holy verses of the Quran and it is not impossible to be able to continue to memorize other letters with longer verses until finally being able to memorize the Quran. As we already know that early childhood (between zero and eight years) is not yet required to be able to read and write, so in applying memorization learning to children, the appropriate method is used. Really it is difficult to instill or teach children to memorize the Quran.

As one way to instill a child's love for the Quran, Islamic kindergarten institutions usually apply the method of memorizing short letters every day. One method that can be applied to learning to memorize short letters for early childhood is the *sima'i* method. The *sima'i* method is a method of memorization by listening to a teacher or recording aids in the process of memorization. Of course, this is done repeatedly until the child or student can correctly imitate what he hears. For this reason, the author examines the implementation of the method *sima'i* in order to improve the memorization of short letters in early childhood in RA Masyithoh Pesalakan Batang.

Researchers certainly look at previous studies that have relevance so that analyzing the data obtained will be easier. Some of them is the first research in the form of a thesis by Syaiful Azhar Siregar with the title "Application of the Takrir and Muraja'ah Methods in Quran Learning at SD Shafiyatul Amaliyah Education Foundation Medan". The

second is a study in the thesis entitled "Optimization of the Ability to Memorize the Qur'an (Juz Amma) in Early Childhood through the Baghdadi Method in Bias Kindergarten Yogyakarta" compiled by Ninin Nur'aini in 2017.

The third is a thesis entitled "The Influence of Qur'an Memorization Activities on the Spiritual Intelligence of Santri at the Islamic Boarding School of Tahfidzul Qur'an Children (PPATQ) Raudhatul Falah Bermi Gembong Pati" by Dina Fitriyani in 2016. The fourth is the result of research by Aida Hidayah. Published in Journals Study of the Sciences of the Qur'an and Hadith with the title "The Tahfidz Method of the Qur'an for Early Childhood (Study of the Secret Book of Success of 3 Little Hafizh Quran Shakes the World)" in 2017. The last is the results of Teguh Arafah Julianto's research in a journal entitled "Methods of Memorizing and Understanding the Qur'an for Early Childhood through the ACQ Cue Movement" in *IQRO: Journal of Islamic Education*, 2020.

Based on several previous studies that have relevance to this study, it shows the existence of similarities and differences. Broadly speaking, the similarity lies in the focus of the research, which is about the method of memorizing the Qur'an, while the difference is that each of the studies above has different methods of memorizing the Qur'an.

The Qur'an and of course the location of the study are also different. While in this study focused on the implementation of the sima'i method to memorize short letters in the Qur'an in RA Masyithoh Pesalakan Batang.

## **RESEARCH METHODS**

The method used is a type of field research (field research) with a descriptive qualitative research approach. The researcher observes firsthand the object under study, conducts interviews and collects documentation. So that researchers only describe variables related to the problem in the form of words instead of numbers.

The purpose of this study is to find out the interest of students in learning memorization of short letters in the Qur'an at RA Masyithoh Pesalakan Batang, to know the application of the sima'i method in the process of memorizing short letters of the Qur'an at RA Masyithoh Pesalakan Batang, and to find out the factors of progress and obstacles in the process of memorizing short letters using the sima'i method at RA Masyithoh Pesalakan Batang.

## **DISCUSSION**

### **1. The Virtues of Memorizing the Qur'an**

There are so many virtues and benefits for people who want to memorize the Qur'an. They are not only glorified by God in the hereafter, but also in the world. In the hereafter, they were certainly guaranteed to go to heaven with the prophets and martyrs (the martyrs). While in the world, they will be glorified by God by being elevated to the highest degree. This is as stated in the following hadith of the prophet:

"From the Prophet Saw., he said, to the qari'-qari'ah and hafiz-hafizah will be commanded, read it and ascend to heaven. Read the Qur'an in a tartil as you read it in the world, for thy position is at the end of the verse you read." (HR. Abu Dawud, Tirmidzi, and An-Nasa'i).

## 2. Memorizing the Qur'an for Early Childhood

One of the implementations of appropriate educational programs for children from an early age is to implement a program of memorizing the Qur'an. Memorizing the Qur'an can be done from the time of the womb. This can be done by listening to the recitation of the Qur'an read by his parents or by turning on the murottal of the Qur'an from mp3. Memorizing the Qur'an is an activity related to the work of brain memory. So it can be concluded that the most ideal age for memorizing the Qur'an is from as early as possible. In addition to the child's brain being developed, the mind in early childhood is still clean because it has not thought about worldly affairs. Therefore the Qur'an will be easy to learn and memorize and attach to the child.

In essence, early childhood likes things that are full of fun, are done together and can create crowds. For this reason, in the application of learning to memorize short letters in the Qur'an, it must also be able to make children excited and able to receive learning well. As applied in RA Masyithoh Pesalakan which applies the *sima'i* method in learning to memorize short letters by jointly in one class begins with the teacher as a tutor or guide who starts in teaching rote memorization. With this, the child became more enthusiastic because they could jointly recite the verses in a short letter in a loud voice. In addition to being seen based on psychological aspects as described above, researchers also analyzed in terms of the benefits obtained both for the students themselves and the school related to the size of the

interest that participants have educated in memorizing short letters. the task of arousing the interest of the child in learning at school is not only from a teacher.

However, parents are an important part of encouraging children to be enthusiastic in participating in every learning at school and achieving the desired goals. As is the case in the learning of memorization short letters, in addition to teachers at school who guide children in learning to memorize, parents also have a mandatory task to be able to arouse children's interest and enthusiasm so that the memorization that has been learned and obtained at school can still be strengthened by doing *muroja'ah* while at home.

For example, when performing prayers congregation with parents, children can repeat their memorization in *roka'at* prayer. The more memorization repetitions that are done, the smoother the memorization will be. This certainly affects children's interest when participating in *tahfidz* learning in the classroom, because they feel that they are more capable so that there is no shame and are more enthusiastic in memorizing with their friends and teachers.

### 1. Benefits and Learning Objectives of Memorizing Short Letters

From the data that researchers have found, it can be analyzed that the learning of memorization of short letters in RA Masyithoh Pesalakan Batang has many benefits. children who are accustomed to hearing and even willing to memorize short letters earnestly then they will have a stronger brain memory than children who do not memorize the holy verses

of the Qur'an earnestly. The earnest child in memorizing the Qur'an as a process of entering information into the brain's memory, it greatly affects the function of the two senses that it has, namely sight and hearing.

Another purpose is that the learning of tahfidz memorization of short letters applied to early childhood educational institutions can be a provision for children when entering the level of basic education or non-formal education, for example islamic boarding schools.

## 2. Tahfidz Learning Time Allocation Short Letters

The time used in learning to memorize new verses in short letters is about three to five minutes, while for repetitions it only lasts one to two minutes in the opening activities in the classroom. Memorization is carried out jointly by imitating the teacher's memorized readings as a guide in memorization. To the teacher's new memorization gives material two to three verses per letter. As for the muroja'ah, the teacher gives material from the beginning of the verse to the verse that has been memorized by doing repetitions up to two to three times. With this allocation of time, it is obviously very lacking. Because in teaching something to early childhood is different from the teaching that is done there is a teenager. In early childhood it should take more time and be more focused in providing learning, especially those related to rote memorization so that teachers must be able to adjust to the time and conditions that exist.

## 3. Learning Materials for Memorizing Short Letters

In the provision of memorization materials, the teacher limits it from the letter of An-Naas to the letter of Al-Alaq. Then in addition to the opening session, the application

of tahfidz learning is also carried out when carrying out prayer practices every Friday. And students are only taught one roka'at prayer but with a complete reading on each of their prayers. So that in the reading of the short letter after the opening letter (Surat Al-Faatihah), students only taught to read Al-Ikhlaash's letter because of the lack of time allocation. Based on this, the researcher analyzed that the provision of tahfidz learning materials was less than optimal and not in accordance with the existing curriculum. So there needs to be a special evaluation, for example, with additional class hours outside the existing KBM hours. As well as the existence of parenting for parents to continue to apply the discipline of children while at home is related to learning tahfidz that has been obtained at school.

## 4. Learning Strategies for Memorizing Short Letters

The sima'i method means to listen. In this case listening to the readings of the teacher properly and correctly is then twisted repeatedly by the student. The strategy that used in tahfidz learning using this sima'i method is by repetition strategy and forward strategy per person. For the repetition strategy, that is, every day students repeat the memorization that has been learned on the previous day together. As for the forward strategy per person, students are encouraged to remember and repeat the memorization of memorized short letters that have been memorized by advancing to In front of the class, so that it can be shown directly to the teacher and his friends.

## 5. The Sima'i Method of Improving the Memorization of Short Letters

Based on the data obtained by researchers, the application of the *sima'i* method in normal times of learning in schools as usual can increase the quantity of memorization of short letters. However, during the current covid-19 pandemic situation that requires learning in schools replaced with an online system (learning from home) so that the quantity of memorization of short letters decreased. Meanwhile, in terms of the quality of memorization readings of short letters according to the researcher's analysis, it is considered unsatisfactory because in this case the teacher is not able to teach students to be able to recite the reading of verses of the Qur'an according to the *makhorijul* of the letters and the law of *tajwid*. This is because the teacher does not pay attention to whether or not the reading of the short letter is memorized. The teacher only hopes that students can memorize smoothly every letter taught. But in other conditions, when the school will hold a *tahfidz* competition, the teacher tries to guide his students so that they can memorize short letters by paying attention to the *makhorijul* letters and his *tajwid*, as well as more vigorously rehearsing the rhythm of the memorization of short letters to be contested.

Based on the aforementioned data, it can be analyzed that in the application of *tahfidz* learning should also pay attention to the quality of memorization readings, because in any case in reading the verses of the Qur'an should be in accordance with the rules *makhorijul* letters and laws of *tajwid* exist. Although a person does not know the theory of the legal rules of reading, he is still required to recite the reading properly and correctly.

6. Progress and inhibiting factors in the Implementation of the *Sima'i* Method to Improve memorization of Short Letters

Factors that support or progress from the success rate of memorization are factors from the outside and from within the child. Based on the data obtained, it can be analyzed that among the factors from outside the child, namely the first, the motivation of the teacher as a child guide in the memorization process is considered important, because when at school students will be more following the rules of the teacher so that what is said by the teacher is not impossible to absorb in the minds and hearts of the students who hear it, even the students will imitate what the teacher does. In this case, the motivation of the teacher is needed so that in the process of memorization students become more interested and excited. Then the second factor from outside the child is parental support. For this factor, it is considered very important to be accepted by every child as a student at school.

The inhibiting factor in the application of the *sima'i* method to *tahfidz* learning in addition to coming from within the child also comes from the teacher as the organizer of the *tahfidz* program. Factors that come from within the child include that the first one lacks discipline in going to school, whether it is not leaving or leaving not on time. The next inhibiting factor from within the child is the functioning of the sense apparatus less than perfect vision, hearing and taste. As it is known that the *sima'i* method is a method of seeing at the same time listening and reproducing what was heard. Then the function of the sense apparatus, namely the eyes, ears and mouth, must be good. If the function of the three sense tools is not optimal, it is possible that the child will have difficulty in absorbing information (input) and transferring return that information (output).

## **CONCLUSION**

Memorizing the Qur'an is an activity related to the work of brain memory. So it can be concluded that

the most ideal age for memorizing the Qur'an is from as early as possible. In addition to the child's brain being developed, the mind in early childhood is still clean because it has not thought about worldly affairs. Therefore the Qur'an will be easy to learn and memorize and attach to the child. In applying the program of memorizing short letters must use appropriate methods, one of which is the *sima'i* method. The *sima'i* method is considered effective and appropriate for the developmental age of the child who has not been able to write and read fluently. This is because the *sima'i* method is a method of memorization by hearing memorization from a person the teacher directly, then the student imitates it correctly repeatedly. The *sima'i* method applied in RA Masyithoh Pesalakan Batang is for rote learning new and *muroja'ah* or repetition. The *tahfidz* program is carried out every day during the opening session. The time used is not too long because you have to adjust to other learning programs. The short letters given are from Al-Faatihah, An-Naas to Al-Alaq. However, in its implementation, students can usually only complete memorization at the end of the semester until the *al-Maa'un* letter. Thing of course, because the duration of time used is not optimal, so the level of energy decreases, because the learning system is different and less than optimal. That's why here researchers give a little advice, especially to the organizers of the *tahfidz* program to improve the quality of their learning. For example, by increasing study hours outside of core study hours. So that the *tahfidz* program can be carried out more effective and possible the result will be more

satisfactory. Then to the guardians of the students are expected to continue to support the *tahfidz* program held by the school and always encourage children to be more active in memorizing short letter.

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