

**Al-Quran Learning for Elementary School, Literatur Review****Muhammad Faruq Hanafi, Sarafuddin****Pendidikan Guru Sekolah Dasar, Universitas Slamet Riyadi****[faruughanafi@gmail.com](mailto:faruughanafi@gmail.com), [sarafuddinmj11@gmail.com](mailto:sarafuddinmj11@gmail.com), [rizqiistiqomah24@gmail.com](mailto:rizqiistiqomah24@gmail.com)****LEARNING METHOD OF MEMORIZING QURAN FOR ELEMENTARY SCHOOL, LITERATUR REVIEW**

**Abstract:** *Learning and tahfidz Al-Qur'an is now becoming a good trend among Muslims today. Methods for memorizing the quran for elementary school children are very diverse, but in reality there are still many methods that are not quite right so that children get bored quickly and tend to get bored easily. Recently, several well-known tahfidz methods have appeared for elementary school children, namely the talaqi, tawazun, tabarak, and Zahrawain methods. Undoubtedly, the main path for the revival of Muslims is to return to the Quran. So it is necessary to have At-Takbir At-Tajdid (early regeneration) to give birth to a golden generation of Muslims who excel in memorizing the Al-Quran. Memorizing the Al-Quran with various methods does not wait for the child to be good at reading the Al-Quran first. Children who do not know hijaiyah letters can use existing methods to memorize elementary school children. This research focuses on the tahfidz learning method for elementary school children. The purpose of this study is to find out the implementation of the talaqi, tawazun, tabarak, and zahrawain methods. The research method used in this research is descriptive qualitative. The approach used in research on the implementation of these methods for elementary school children is a phenomenological approach by approaching existing social phenomena. In this study, the comparison of the tahfidz method is the subject. The source of this research is literature reviewed. Researchers act in collecting and analyzing data, this research is more on process than results, there are limits to the problems found in the focus of research, and also data analysis tends to be inductive. Data collection techniques using literature review. In qualitative research, data analysis is carried out during and after data collection. Data is analyzed in the form of words, sentences, narratives that are descriptive in nature. The application of descriptive analysis techniques is carried out in three ways, namely: data reduction, data presentation, and withdrawal. From the results of the research conducted, it was concluded that the zahrawain method is the most appropriate method for learning the Quran and perfecting the talaqi, tawazun, or tabarak methods. Although there are still several supporting and inhibiting factors.*

**Keywords:** *learning, Method Of Memorizing Quran For Elementary School, Quran*

**INTRODUCTION**

Al-Quran is the word of Allah which was revealed to the Prophet Muhammad SAW. The words of Allah did not come from the Prophet Muhammad SAW or his friends, but the words of Allah came directly from Allah SWT. Allah gave the name of the Qur'an according to the verse that was first revealed, namely in QS Al-Alaq verse 1 which reads:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Meaning: "Read in (mentioning) the

name of your Lord Who created" (QS Al-'Alaq: 1)

From this verse we can know that as Muslims we are asked to read it. Apart from reading it, we as Muslims are also asked to study and practice it, because the Al-Qur'an is a guide for Muslims in life. Apart from the Al-Qur'an as a guide in one's life, studying the Al-Qur'an will also gain many other advantages. The Koran is the main source of law in the Islamic religion which is strengthened by hadith. It is one of these virtues that becomes a

person's greater interest in trying to learn it. A person who is able to maintain and memorize the Al-Qur'an is undoubtedly the best choice because of his ability to maintain his memorization, as well as behaving politely and politely during the day and at night. In this case, it is like the words of the Prophet Muhammad: "The best people among you (Muslims) are those who study the Koran and practice it" (Tolchah, 2016).

After a person learns the content of the Qur'an, he can also learn the Quran by remembering it or what is often referred to as Tahfidz Al-Qur'an. According to Abdul Aziz Abdul Rauf Tahfidz or remembering is a process in repeating something by reading or listening (Subandi, 2019). The Qur'an can be performed anytime and anywhere in the world of education. Education is a very necessary thing for everyone, because with an education one will get the knowledge of such an education.

Education is one place that can be used to learn tahfidz, especially in an Islamic religious-based educational environment. Tahfidz learning in the world of education is applied at various school levels, one of which is elementary school. At the elementary school level, an educator can apply Al-Qur'an tahfidz learning for Muslim students as an effort to create a generation that is able to memorize the Al-Qur'an.

In an effort to create a generation that is able to memorize the Al-Qur'an in the world of education, educators can instill a love of the Al-Qur'an with various programs that can be prepared by their schools. In this effort, of course, support is needed from schools and educators in an effort to produce a generation of tahfidz, because in tahfidz learning not all students are able to memorize the Al-Qur'an easily,

therefore in efforts to implement it, a method is also needed that suits their needs and can be understood by students easily in learning tahfidz. Learning methods are the methods used by educators and students to achieve the learning objectives that have been prepared and determined. According to Djamarah, SB. (2006:46) a method is a method used to achieve a set goal. In learning, including tahfidz learning, it is very necessary to use the right methods so that students are able to memorize the Al-Qur'an more easily (Putri, 2020).

In this article, several methods for learning tahfidz are compiled, namely using the talaqi, tawazun, tabarak, and zahrawain methods as a comparison. With the Zahrawain method, the author tries to explore it more deeply in the discussion of the following article, hopefully this Zahrawain method can be appropriate to be applied in the world of education, namely elementary schools.

## **METHODE**

The research method used in this research is a qualitative approach, namely a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Lexy J. Moleong, 2010:4).

In this research, the author made direct observations to obtain information about how to implement Al-Quran tahfidz learning using the zahrawain method in elementary schools to obtain accurate data. The approach used is a qualitative descriptive approach, namely data is presented in the form of words, not numbers (Muhadjir, 2000:69). This research uses observation, interviews and documentation methods with the hope of being able to reveal details of how to learn tahfidz Al-Quran using the zahrawain method (Sobron, 2014: 18).

Data analysis in this research has three stages, Miles & Hubberman has three stages in analyzing qualitative data, namely: 1) Data reduction. The process of selecting, centralizing, simplifying, abstracting and transparency of data (Sukardi, 2006: 72).

Therefore, researchers streamlined the data by selecting data that was considered important and then simplifying and abstracting it. In this case, researchers process selected data and discard data, whether from observations, documentation or interviews. 2) Data presentation. It is the process of organizing data so that it is easy to conclude or analyze. Presentation of data takes the form of narrative descriptions as well as interspersed images, tables, etc. This is adjusted to data collected from in-depth interviews, observations, or documentation. 3) data verification and conclusions (Sugiyono,

2008:16). This is the third step in the analysis process. This process is a process of checking and testing the correctness of the data collected so that conclusions are obtained according to the desired research focus

## RESULTS AND DISCUSSION

### *Result*

According to Wina Sanjaya (2008: 87), method comes from the Greek "metodos", namely "metha" meaning passing, meaning path or way. Method is a way to reach a goal. In terms of methods, it is used to implement plans that have been prepared in a real activity so that targets are achieved.

In learning, a method is really needed, in order to achieve success and the goals of learning and make it easier to achieve the specified targets. Among the tahfidz methods are: talaqi, tawazun, tabarak, and zahrawain.

No	Method	Founding father	Standing place	Since	How to Implement
1	Tawazun Methode	Ustadz Marzul Fuardi	Pesantren Daarul Huffadz Indonesia	2018	How to memorize the Al-Quran using the Tawazun Method, namely 1. Read the verse you want to memorize well, tartly, and not in a hurry 2. understand, verse by verse that you want to memorize. 3. imagine, the parts that students need to imagine include: the number of pages in the Koran, which are 604 pages; one juz has 20 pages and the beginning of the juz is on the left; multiples of half a juz per 10 pages; multiples of a quarter juz per 5 pages; left and right page positions; counting the number of verses on one page; and remembering the location or position of the verse that is being memorized (Majdi Ubaid, 2014: 6). 4. memorize, and deposit.
2	Tabarak Methode	Kamil el-Laboody	Mesir	2012	This method is a combination of the talqin method, listening to recordings, the movement and gesture method as well as the method of reading verses from the Koran that will be memorized. So the method of

					<p>memorizing with the Tabarak method is that a person uses all his senses, such as hearing and sight.</p> <p>The curriculum tabarak method that is memorized begins with juz Amma starting from the letter Annaba. Consisting of 3 levels of education, levels 1 and 2 are filled with children aged 3-5 years with a target of 1 juz. Meanwhile, level 3 is generally aged 5 years and over. At levels 1 and 2, learning involves the sense of hearing or what is called auditory, then at levels 3 and beyond learning involves sight, which is usually called visual.</p> <p>Sequence of learning the tabarak method:</p> <ol style="list-style-type: none"> <li>1. Prayer at the beginning of learning</li> <li>2. Muroja'ah kubro (sheikh shuraim and sheikh sudaisy)</li> <li>3. Read new memorization</li> <li>4. New memorization mentality</li> <li>5. Take a break</li> <li>6. Rote deposits</li> <li>7. Learn hijaiyyah letters</li> <li>8. Show videos for tomorrow's memorization</li> <li>9. Closing Prayer (Hidayah, 2017)</li> </ol>
3	Talaqi Methode	Rasulullah SAW			<ol style="list-style-type: none"> <li>a. Teacher and student face each other.</li> <li>b. Students submit the memorization that has been memorized.</li> <li>c. The teacher pays attention to the student's reading of the verses thorough</li> <li>d. When an error is found, the teacher immediately gives code “ehm” or giving code with a tap.</li> <li>e. The teacher prompts reading with the sound of the first verse if the student forgets.</li> <li>f. Or correct the reading if the makharijul letters are still wrong.</li> <li>g. The teacher rereads the correct verse according to the tartil.</li> <li>h. Students repeat the verse reading according to their ability.</li> <li>i. If it is correct and correct, then you may continue to the next verse. (Hidayah, 2018)</li> </ol>
10	Zahrawain Methode	Ustadz Rudi Hartanto, S.Pd.I Al-Hafidz.	Surakarta	2019	<p>The way to memorize the Al-Quran using the zahrawain method is by repeating the reading over and over again with the help of media and teaching aids.</p> <p>How to memorize the zahrawain method using mentalqin verses 2 to 3x (Hakim, 2023):</p>

				<p>7-16). The target for memorizing a day is only 3 lines. In the Zahrawain method, the presentation of material is replaced by media, when learning, the role of the teacher is not always that of presenting the material because he is assisted by the media.</p> <p>The Zahrawain method has 4 levels, at levels 1-3 the teacher serves as a facilitator whose function is to prepare learning in the form of flash disks and television and prepare students to pay attention and imitate audio-visual learning. Level 4 uses the talaqi method by imitating the ustadz/ah who reads the verse piece by piece (Ayu Fitria, 2014).</p> <p>The zahrawain method begins with classroom conditioning and muroja'ah. In the next session, the facilitator shows a talqin video available on the Zahrawain method flash disk. After memorizing the 3 lines, students are allowed to take a break by eating milk and snacks that have been provided or memorizing 2 to 3 words (Tamrin Talabe, 2019).</p> <p>The activity continues with the facilitator listening to the students' memorization. The lesson closes by reading memorized daily prayers.</p> <p>3 stages in learning.</p> <ol style="list-style-type: none"> <li>1. The preliminary stage is the stage the teacher takes when starting the teaching and learning process. The activities carried out by the teacher in the opening are starting with greetings, then the teacher invites the toddler students to read a prayer together before studying as usual, followed by apperception by asking how the students are doing and attendance by calling the toddler students one by one. Before entering the learning material, as usual, the teacher provides motivation in the form of words of wisdom related to memorizing the Al-Qur'an. This is done to revive the enthusiasm of the students under five to be enthusiastic</li> </ol>
--	--	--	--	---

					<p>about memorizing the Al-Qur'an. Finally, the teacher invited his students to recite the memorization that had been memorized at the previous meeting. 2. The core stage is the stage that provides lessons that have been prepared by the teacher previously. Such as explaining the teaching objectives that students must achieve, preparing the main material, and concluding the results of the discussion of the main material. In this core learning, the teacher provides material in the form of verses and surahs which will be memorized by the students as well as additional material, including prayers, hadith, etiquette in daily life. 3. The closing stage is the stage the teacher takes when ending the teaching and learning process. In accordance with the theory that closing is the last subcomponent in the sequence of learning activities. This closing activity consists of two steps, namely feedback and follow-up. The feedback given by the teacher is that the toddler students are informed of the results of the process of memorizing the Al-Qur'an written in the mutabaah book, while the follow-up is that the teacher corrects the toddler students' reading so that it is more in line with the rules. In this closing activity the teacher provides conclusions and motivation for students to always memorize the Al-Qur'an and ends with a prayer and continues with greetings (Andi Prastowo, 2015: 335).</p>
--	--	--	--	--	---

From the advantages contained in the method above, it was then adopted as the Zahrawain method. In the zahrawain method there is the application of talqin which is supported by strengthening the senses and sight through audio-visual learning in the form of television,

speakers, or directly from the teacher. In the zahrawain method there is also a curriculum, namely to get to 30 juz of the Al-Qur'an divided into 10 semesters which can be taken in approximately 5 years. In each learning semester there is

also additional material, for example hijaiyyah, Arabic, and calistung.

The advantage of the Zahrawain method is that it can optimize the senses of hearing and sight displayed in audio-visual media. The Zahrawain method will be easier to apply to elementary school children because students can learn by themselves at home. Apart from being easy to learn, this method is also not boring because the target is to memorize 2-3 lines of the Koran.

The zahrawain method can also be maximized when there is a shortage of human resources who teach the Koran and will make it easier for parents to accompany elementary school children's learning at home. The Zahrawain method teaches children the correct Tajwid reading standards. (Yasbiati, 2019:37). In applying the Zahrawain method, it will be easy for elementary school children to understand because there are also educators who read it and then the students imitate it.

The Zahrawain method can be applied to classical learning where there are many students, because this method can also be applied in video form which can be seen by many students. The following is the curriculum applied at STB Zahrawain (Herdina Indrijati, 2017:30-31). The advantages of the Zahrawain Method compared to other methods include: Optimizing the senses of hearing and sight, repetition, suitable for elementary school level children, has been tested at the Zahrawain Institute & schools that collaborate with the Zahrawain Institute in Surakarta Residency, if you are not good at reading the Koran, you can read it easily. memorize and pronounce correctly, you can do it without a teacher, accompanying parents can also memorize it. According to the author's analysis, the implementation of the zahrawain method at home for the Qur'an

is by talqin, which means that the teacher models the children by imitating the reading that has been read by the asatidz/ah either directly or via audio-visual with a video of a reciter who is good at reciting the letters and tajwid, repeated. several times and memorize it divided into small verses. Murojaah can be done at home with parents using videos that have been recorded by the asatidz/asatidzah according to correct tajwid reading standards.

The supporting factors are: the existence of a clear vision and mission in learning tahfidz by producing a Koranic generation. Teachers, the teacher's ability must be good in reading the Koran. Parental support, as facilitators of murojaah Al-Quran when at home. Reward, there is appreciation from the Zahrawain Institute and parents for what students have achieved in learning tahfidz Al-Quran. The age factor, early childhood such as elementary school is the best time to memorize the Al-Quran.

The inhibiting factors in the Zahrawain method are: Lack of parental cooperation in supervising and accompanying students' murojaah when at home. Delays cause students to lag behind in the material presented. Lack of concentration, in early childhood it is still difficult to condition because the child's world is still a world of play.

The solution to overcome these inhibiting factors is by listening to murottal Al-Quran speakers not only at institutions, but when at home you need to listen to murottal audio or video or murottal Al-Quran speakers.

So even when the child is playing, the child can still record the audio of the Al-Quran murottal speaker and see the video recording of the murottal which he hears over and over again in his memory, even if accidentally. Al-Quran murottal speakers should also be played for

lullabies, although in the subconscious mind the brain will still work. So by frequently playing Al-Quran murottal speakers and recorded videos, it becomes easy for children to remember, visualize what they will memorize from the verses of the Al-Quran. three important components, namely those consisting of preliminary, core and closing activities.

Three important components, namely those consisting of preliminary, core and closing activities.

The first stage is preliminary, the stage that asatidz/asatidzah go through when starting the learning process. The activity carried out by asatidz/asatidzah in the introduction begins with a greeting, then asatidz/asatidzah invites the students to read a prayer together before starting the lesson, then apperception by asking about news and attendance. Before learning asatidz/asatidzah provides motivation related to memorizing the Al-Quran. Finally, asatidz/asatidzah guides muroja'ah along with previous memorization.

The core stage is giving lessons. Such as explaining the learning objectives that students must achieve, preparing the material, and concluding the results of the discussion of the material. This core learning asatidz/asatidzah conveys material in the form of verses and surahs that will be memorized, such as prayers, hadith, adab in daily life. The last one is the closing, namely the stage that asatidz/asatidzah

goes through when ending the learning process. In line with the theory that closing is the last subcomponent in the sequence of teaching and learning activities. The closing activity consists of two steps in the form of feedback and follow-up. Feedback from asatidz/asatidzah is that students are informed of the results of the learning process to memorize the Al-Quran which are recorded in the achievement book, while the follow-up is that asatidz/asatidzah corrects how the students read so that it is more in line with recitation.

In this closing activity, asatidz/asatidzah provides conclusions and motivation to students in memorizing the Al-Quran and closes with a prayer followed by greetings

Zahrawain Method Curriculum at STB  
Zahrawain Surakarta

Semester/Level	Juz	Supplementary Material
1	Juz 30	Hijaiyyah and Tanwin
2	Juz 29	Reciting Al-Qur'an
3	Juz 1&2	Reciting Al-Qur'an
4	Juz 3&4	Release the Reading of the Qur'an
5	Juz 5 s/d 8	Reading, Writing, and Counting
6	Juz 9 – 12	Basic Arabic



7	Juz 13 – 17	Basic Arabic
8	Juz 18 – 22	Basic Arabic
9	Juz 23 – 26	Basic Arabic
10	Juz 27 - 28+repeat Juz 30	Basic Arabic

### *Discussion*

The world of education is one place that can be used as a place for tahfidz learning. According to Law No. 20 of 2003 concerning the national education system, education is a conscious and planned effort to create a learning atmosphere from the learning process so that students are able to develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills. needed by himself, society, nation and state (Putri, 2020). In the world of education, there are various levels of education, one of which is elementary school, which is the level where tahfidz learning can be implemented in an effort to instill a love of the Al-Qur'an.

Learning is a process, namely the process of managing, organizing the environment around students to encourage students to carry out the learning process (Pane, 2017). Learning can be said to be a process of providing guidance and direction to students in carrying out the learning process. In elementary schools, a teacher can prepare and provide tahfidz lessons to Muslim students to instill their love for the Al-Qur'an and be able to care for and maintain the Al-Qur'an well.

Tahfidz Al-Qur'an consists of two words, namely tahfidz and Al-Qur'an. The word tahfidz is a form of isim Masdar from fiil madhi / from the words hafadza, yuhafidzu tahfidzan, which means to memorize or produce (Yunus, 2005). Tahfidz according to Abdul Aziz and Abdul Rauf is the process of repeating something, either by reading or listening. Memorizing the Al-Qur'an is a process of maintaining, guarding and preserving the purity of the Al-Qur'an which was revealed to the Prophet SAW, so that he can

safeguard the Al-Qur'an well. A person who can memorize the Al-Qur'an without interruption and memorizes it very well is called a hafidz/huffdz or hammalatul Qur'an (Hidayah, 2016).

Method is a very important thing to do in learning. In learning, of course, appropriate methods are needed in the tahfidz learning process. With the right method, it is hoped that learning can be directed towards achieving the desired goals. One method that can be applied in learning tahfidz is the zahrawain method which was first designed by Ustadz Rudy Hartanto whose center is in the city of Solo, Central Java. The zahrawain method is taken from the words Az-Zahrawain, namely QS Al-Baqarah and QS Al-Imran which means two shining ones (Putri, 2020). The zahrawain method is a method of tahfidzul quran that uses the talqin system which is done by repeating the reading and assisted by audio-visual media and teaching aids. This method is applied from the knowledge gained from Sheikh Ibrahim Amin Al-Misry during a visit to Indonesia.

The application of the Zahrawain method can be applied to elementary school children because the implementation of the Zahrawain method uses media, so it will make it easier for children to receive the material presented.

Children have a development that is called cognitive development in line with a theory from Jean Piaget. According to him, cognitive development consists of 4 stages, namely sensory, motor, preoperational, concrete, and formal thinking phases. From that stage, children's cognitive development from an early age is at the "preoperational" stage. Elementary school children have a strong desire for

new things and are more interested in many things. Elementary school children tend to prefer to pay attention, talk about and question everything they see and hear, especially new things. So the Tahfidz Zahrawain Surakarta Institute is here to provide answers so that elementary school level children receive proper Al-Quran learning since elementary school.

This is in accordance with the theory that it is very urgent to provide students from an early age in elementary school with appropriate, effective and efficient learning and methods. Language-based learning can mean the process, method, act of learning. Learning also means the process of managing, organizing the environment around students in the learning process. The process of learning to memorize the Al-Quran at the Zahrawain institution includes activity steps that must be gone through in the form of introduction, core and conclusion in accordance with the theory which states that the steps in learning have three important components, namely those consisting of preliminary, core and closing activities.

The first stage is preliminary, the stage that *asatidz/asatidzah* go through when starting the learning process. The activity carried out by *asatidz/asatidzah* in the introduction begins with a greeting, then *asatidz/asatidzah* invites the students to read a prayer together before starting the lesson, then *asatidz/asatidzah* provides motivation related to memorizing the Al-Quran. Finally, *asatidz/asatidzah* guides *muroja'ah* along with previous memorization.

The core stage is giving lessons. Such as explaining the learning objectives that students must achieve, preparing the material, and concluding the results of the discussion of the material. This core learning *asatidz/asatidzah* conveys material in the form of verses and *surahs*

that will be memorized, such as prayers, hadith, *adab* in daily life. The last one is the closing, namely the stage that *asatidz/asatidzah* goes through when ending the learning process. In line with the theory that closing is the last subcomponent in the sequence of teaching and learning activities. The closing activity consists of two steps in the form of feedback and follow-up. Feedback from *asatidz/asatidzah* is that students are informed of the results of the learning process to memorize the Al-Quran which are recorded in the achievement book, while the follow-up is that *asatidz/asatidzah* corrects how the students read so that it is more in line with recitation.

In this closing activity, *asatidz/asatidzah* provides conclusions and motivation to students in memorizing the Al-Quran and closes with a prayer followed by greetings (Andi Prastowo, 2015: 335).

The implementation of the Zahrawain method uses media so that children can maximize their ability to receive the material presented by the *ustadz/ah*. The zahrawain method is a method of *tahfidzul Quran* which is carried out by repeating the reading of verses and is assisted by audio-visual media and teaching aids. This is in accordance with a theory according to Scramm (Ayu Fitria, 2014) stating that 'media is a message carrier technology that can be used for learning purposes'. So learning media is a tool that functions to convey the message of learning from an *asatidz/asatidzah* to students. Primary school level children's learning is delivered through lectures. Students' brains will feel bored, so *asatidz/asatidzah* must look for new innovations so that students' learning motivation increases. If students are motivated to learn then results will increase. including by using media in the learning process. So using learning media really helps increase students' learning

motivation, in this case learning tahfidz Al-Quran.

According to Sanaky (Ayu Fitria, 2014) the purpose of learning media as a learning aid is as follows: Make it easier, increase process efficiency, maintain relevance between material and learning objectives, help concentrate on learning. So the aim of using learning media is to make it easier for asatidz/asatidzah to convey tahfidz learning material, so that the tahfidz learning process becomes efficient and helps students accept it.

According to Anderson (Ayu Fitri, 2014), audio visual media means a series of electronic images accompanied by sound elements as well as image elements conveyed via video tape. The series of electronic images are then played using a device in the form of a video cassette recorder or video player.

While Barbabara (ayu fitria, 2014) mentions that visual audio media means a way of delivering material using mechanical and electronic equipment to present visual audio messages. As its name suggests, visual audio means a combination of audio and visual. When using this media must be more complete and optimal in promoting learning Tahfidz Al-Quran for elementary school students, in addition to the visual audio media as the method used by the Zahrawain Institute on

learning tahfidz children primary school does not have certain limitations and can also replace the roles and duties of the asatidz and asatidah.

### CLOSING

Zahrawain method can be done using the hearing and vision senses assisted by visual audio media. In the media Zahrawain in its application is done repeatedly with the goal of 2-3 verses spoken first so that it will make it easier for students in the process of learning tahfidz. Zahrawain methods can be applied to elementary schoolchildren because the methods used can be easily understood by pupils. Zahrawain's method also uses the recurrence of reading with the method of taqlin which an educator can sample with the correct reading according to its tajwidth and then followed by the student. By such exposure it is known that the Zahrawain method can be applied in the learning of the Koran in primary schools because the zahrawain technique uses the appropriate method and is easily applied to the pupils either directly by educators with media such as video and other media.

### BIBLIOGRAPHY

- Andi Prastowo, Menyusun Renca Pembelajaran (RPP) Tematik Terpadu Implementasi Kurikulum 2013 untuk SD/MI (Jakarta: Prenada Media Grup, 2015), 335.
- Fitria. Ayu. 2014. *Penggunaan Media Audio Visual dalam Pembelajaran Anak Usia Dini*. Cakrawala Dini, vol. 5, no. 2, Nov 2014. Hal. 61
- HAKIM, Tio Imam. PEMBELAJARAN MENGHAFAL AL-QUR'AN DENGAN METODE ZAHRAWAIN DI SEKOLAH TAHFIDZ BALITA ZAHRAWAIN INDONESIA KLECO SURAKARTA. *ANSIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam*, 2023, 7.1: 7-16.
- Herdina Indrijati, 2017. *Psikologi Perkembangan dan Pendidikan Anak Usia Dini*, ( Jakarta: PT. Interpretama Mandiri).
- Hidayah, Nurul. Strategi Pembelajaran Tahfidz Al-Quran di Lembaga Pendidikan. *Ta'allum*. Vol 4. No 1. 2016.

- Hidayah, Nurul. 2017. *Jurnal Pendidikan dan Pembelajaran Dasar*. Terampil Vol. 4 No. 1, May 2017. Hal. 64
- HIDAYAH, Aida, et al. Metode tahfidz al-Qur'an untuk anak usia dini (kajian atas Buku rahasia sukses 3 hafizh Quran Cilik Mengguncang dunia). *Jurnal Studi Ilmu-ilmu Al-Qur'an dan Hadis*, 2018, 18.1: 51-70.
- Khairat, Jumiatul. 2020. *Perbandingan Hasil Belajar Santri Menggunakan Metode Talqin Dengan Qiro'ati Dalam Pembelajaran Al-Qur'an Materi Tajwid di Rumah Qur'an Ar-Rahman Jorong Parumpung Kabupaten Lima Puluh Kota: Program Studi Pendidikan Agama Islam*, Batusangkar: FTIK IAIN Batusangkar.
- Kinesti, Rekanita Dyah Ayu., dkk. Pelaksanaan Program Tahfidzul Qur'an Untuk Meningkatkan Bakat Minat Pada Bidang Qur'ani di SD Darul Hikmah Bandung. *Masaliq: Jurnal Pendidikan dan Sains*. Vol 2. No 4. 2022; 527-550.
- Kurniawati, Ari. 2021. *Implementasi Program Tahfidzul Qur'an Dengan Metode Tabarak dan Metode Zahrawain untuk Anak Usia Dini*. Tesis Program Pasca Sarjana. Konsentrasi Pendidikan Agama Islam: Universitas Muhammadiyah Surakarta.
- Lexy J. Moleong. 2010. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya
- Majdi Ubaid, 2014. *9 langkah Menghafal Al-Qur'an*, Solo: PT Aqwam Media Profetika
- Nurfitriani, Rahmah., dkk. Implementasi Metode Kitabah dan Metode Wahdah Dalam Pembelajaran Tahfidz Siswa Sekolah Dasar. *Pionir: Jurnal Pendidikan*. Vol 11. No 2. 2022; 2549-6611.
- Pane, Afrida., Dasopang, Muhammad Darwis. Belajar dan Pembelajaran. *Fitrah: Jurnal Kajian Ilmu-Ilmu Keislaman*. Vol 3. No 2. 2017; 2460-2345.
- Putri, Vina Nurfita. 2020. *Metode Pembelajaran Tahfidzul Qur'an dan Pelaksanaanya Pada Anak Down Syndrome Di Sekolah Qur'an dan Terapi Anak Berkebutuhan Khusus Zahrawain Indonesia Karanganyar: Program Studi Pendidikan Agama Islam*, Surakarta: FAI-UMS.
- Rosihotun, Lis. 2016. *Metode Pembelajaran Tahfidz di SD Islam Plus Masyitoh Kroya Cilacap*. Purwokerto: IAIN Purwokerto.
- Sanjaya, Wina. 2008. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group
- Shobron. 2014. *Pedoman Penulisan Tesis*. Surakarta: UMS
- Subandi. 2019. *Efektifitas Metode Ar Raihan Dalam Pembelajaran Tahfidz di Kelas VII di SMP IT ar Raihan Bandar Lampung*. Program Studi Pendidikan Agama Islam, Lampung: PPs UIN Raden Intan Lampung.
- Sukardi. 2006. *Penelitian Kualitatif-Naturalistik; Dalam Pendidikan*. Yogyakarta: Usaha keluarga
- Sugiyono. 2008. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta
- Tamrin Talabe, Metode Tahfidz al-Qur'an,( Rausyan Fikr, Vol. 15 No 1. 1 Juni 2019), hal. 168.
- Tolchah, Moch. 2016. *Aneka Pengkajian Studi Al-Quran*. Yogyakarta: LKIS Pelangi Aksara.
- Yasbiati, 2019. *Alat Permainan Edukatif untuk Anak Usia Dini*, (Tasikmalaya:Ksatria Siliwangi), h. 37.