



Vol. 1, No. 1, September 2023, pp. 34-44

INTERNATIONAL JOURNAL OF

POST AXIAL

FUTURISTIC TEACHING AND LEARNING

<https://journal.amorfati.id/index.php/postaxial> | ISSN 3025-7549

Implementation of the Sabaq, Sabqi, Manzil Methods in Improving the Quality of Memorizing Qur'an Learning in Class V Salafiyah Ula Islamic Center Bin Baz Bantul

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Article History:

Received:

04-07-2023

Revised:

22-08-2023

Accepted:

25-09-2023

Keywords:

Implementation, Sabaq method,

Sabqi method, Manzil method

Improving, Quality

Memorizing, Qur'an Learning.

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Abstract:

The research focuses on the significant role of Sabaq, Sabqi, and Manzil methods in the Tahfizul Qur'an learning process. These methods are essential in helping individuals achieve their desired targets in Qur'an memorization while ensuring consistency. Several educational institutions widely adopt these popular methods. The study's main objectives are twofold: (1) to comprehend how the implementation of Sabaq, Sabqi, and Manzil methods occurs in the Tahfizul Qur'an learning process at Class V Salafiyah Ula Islamic Centre Bin Baz during the Academic Year 2022/2023, and (2) to determine the effectiveness of these methods in the same setting. The research follows a qualitative approach with data collected through observations, interviews, and documentation. The implementation of the Sabaq, Sabqi, and Manzil methods in the Tahfizul Qur'an learning process comprises five stages: planning and preparation, implementation, monitoring, evaluation, and reflection. The findings indicate that the effectiveness of these methods at Class V Salafiyah Ula Islamic Centre Bin Baz during the Academic Year 2022/2023 is satisfactory. Though some students haven't achieved their targets, the application of these methods has successfully increased students' engagement with the Qur'an compared to previous approaches. Additionally, the methods contribute to maintaining balanced memorization of both new and previously learned verses of the Qur'an. In conclusion, the study highlights the crucial role of the Sabaq, Sabqi, and Manzil methods has proven to be a valuable tool in enhancing students' interaction and understanding of the Qur'an.

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Introduction (مقدمة)

To achieve the desired results in memorizing the Qur'an, it is necessary to implement methods that are effective and efficient to the fullest extent (Najib 2018). The Qur'an is a fundamental competency for a Muslim to attain a comprehensive understanding of Islamic knowledge (Assa'idi 2021). Therefore, serious efforts are required to introduce proven ways or methods that can actively, independently, integratively, continuously (Aisyah 2020), and qualitatively support the tahfiz (memorization) education program of the Qur'an (Arifin et al. 2023). One example of an alternative method widely used today is the Sabaq, Sabqi, and Manzil Method, also known as the SSM method. To utilize this method in Qur'an memorization activities, we must repeat the memorization based on disciplined timing (Farida, Maarif, and Kartiko 2021), as this is the primary key to success and can be applied to enhance our Qur'an memorization abilities, provided we are supported by enthusiasm, aspirations, and determination.

The Sabaq, Sabqi, and Manzil methods are widely used alternatives today to enhance the quality of Quran memorization learning (Suharyat, Muthi, and Hadiyanto 2022). When applying these methods in Quran memorization activities, the key to success lies in repeating the memorization based on disciplined timing, which can be employed to improve students' Quran memorization abilities as long as they are supported by enthusiasm, aspirations, and determination. These methods have proven to be effective and efficient in accelerating the Quran memorization process with structured and systematic learning patterns (Shodikin 2023).

Many educational institutions have adopted the Sabaq, Sabqi, and Manzil methods due to their high success rates in improving students' memorization quality (Insanni, Hidayah, and Abdullah 2023; Muhammad 2022; Putri 2021; Rozi and Mufron 2022; Shodikin 2023; Susanto 2021). In their application, discipline and consistency are required to carry out the repetition of memorization periodically and regularly (Nazri, Majid, and Abdullah 2017). A sense of responsibility towards Quran memorization and support from a conducive educational environment also plays a crucial role in the success of these methods (Malla 2018). By implementing the appropriate and effective methods, it is hoped that the Quran memorization process can be facilitated with optimal results as expected (Ni'amissa'adah, Sya'adah, and Thobroni 2022). This memorization process using these methods also provides benefits for students' mental and spiritual development, helping them strengthen their connection with the holy book and enhance their understanding of Islamic teachings (Lubis 2019).

One of the schools that has long been implementing the Sabaq, Sabqi, and Manzil methods is Salafiyah Ula Islamic Centre Bin Baz (SU ICBB). This elementary school has graduated many hafiz and hafizah (those who have memorized the Qur'an) children. Several students from SU ICBB have also achieved significant success by becoming champions in Qur'an memorization competitions. Salafiyah Ula Islamic Centre Bin Baz has six levels of classes, namely Class I, Class II, Class III, Class IV, Class V, and Class VI. During the initial observation, the researcher received information from Ustadz Yusuf, the curriculum coordinator at SU ICBB, that among the six levels of classes, the implementation of the Sabaq, Sabqi, and Manzil methods is more optimal in Class V. This is due to at least two factors: First, compared to students in Class IV and below, Class V students have been applying the SSM method for a longer period, making them more mature in their memorization. Second, compared to Class VI, Class V students are more psychologically focused, as Class VI students have their attention divided with upcoming school graduation examinations.

Based on the background provided, this research will focus on two intriguing issues. First, the researcher will investigate how the Sabaq, Sabqi, and Manzil methods are implemented in the Tahfizul Qur'an learning process in Class V at Salafiyah Ula Islamic Centre Bin Baz Bantul

during the academic year 2022/2023. While these methods have been applied across various class levels, the study will center on Class V, which has shown remarkable achievements in Quran memorization. Through observation, the researcher will examine how these methods are utilized and to what extent they assist students in the memorization process. Second, to find out the advantages and disadvantages of implementing the Sabaq, Sabqi, and Manzil methods in Learning Tahfīẓul Qur'ān in Class V Salafiyah Ula Islamic Center Bin Baz Bantul Academic Year 2022/2023. The research findings will provide a clear understanding of how far the Sabaq, Sabqi, and Manzil methods can contribute to helping students improve their Quran memorization more effectively and efficiently.

By emphasizing the use of proven successful methods, this research has the potential to make a significant contribution to the development of more effective Tahfīẓul Qur'ān learning strategies in educational institutions. The hope is that the findings will serve as valuable guidance for schools and educators in enhancing the quality of teaching and overall Quran memorization outcomes for students.



Method (منهج)

This research is a qualitative study aiming to gain a deeper understanding of a particular issue, considering relevant time and situational contexts. Qualitative research is conducted naturally and without manipulation, typically gathering qualitative data to describe the empirical reality of a phenomenon in-depth, comprehensively, and systematically (Sugiyono 2018). The choice of qualitative approach is appropriate due to the holistic and complex nature of the research questions, which cannot be adequately addressed using a quantitative approach. Social analysis and theory matching are essential in this research, making qualitative methodology the more suitable choice, as quantitative methods would require instruments and questionnaires (Sudarmanto et al. 2022). The study is field research, specifically a descriptive study using a qualitative approach, conducted at Class V Salafiyah Ula Islamic Centre Bin Baz, Yogyakarta. The location was chosen due to the institution's renowned Tahfīẓul Qur'ān program and extensive implementation of the Sabaq, Sabqi, and Manzil methods in Qur'an memorization learning. As human subjects are involved, direct interaction with the researcher on-site is necessary, with the researcher as the core instrument, and other supporting instruments (Dr. Drs. I Wayan Suwendra and I. B. Arya Lawa Manuaba 2018). The success in understanding the researched case depends on the researcher's direct involvement, making their presence crucial to the research's success.

This research employs a captivating and holistic approach to collect data using observation, interviews, and documentation (Darwin et al. 2021). Through these techniques, a comprehensive portrayal of the implementation of the Sabaq, Sabqi, and Manzil methods in Tahfīẓul Qur'ān learning at Class V Salafiyah Ula Islamic Centre Bin Baz is constructed. The gathered data will be organized and analyzed using data analysis steps developed by Miles and Huberman. This process includes data reduction to identify essential patterns, creative and inspiring data presentation, and comprehensive and detailed conclusion drawing (Linneberg and Korsgaard 2019). To ensure the reliability and validity of the findings, triangulation of sources and data will be utilized. By merging data from various sources and applying a dual data approach, confidence in the research results is strengthened based on strong and consistent evidence. The outcomes of this research will provide valuable and reliable insights into the effectiveness of the Sabaq, Sabqi, and Manzil methods in optimizing Quran memorization experiences for students. The hope is that this research will make a significant contribution to the development of more innovative and efficient Tahfīẓul Qur'ān learning methods.

Result (نتائج)

1. Salafiyah Ula Islamic Centre Bin Baz (SU ICBB)

Salafiyah Ula Islamic Centre Bin Baz (SU ICBB) is a private elementary school located within the Islamic Centre Bin Baz boarding school complex in Yogyakarta, precisely situated at Jl. Karangploso Sitimulyo, Dusun Karang Gayam, Desa Sitimulyo, Kec. Piyungan, Kabupaten Bantul, Daerah Istimewa Yogyakarta 55792. Geographically, SU ICBB is approximately 2 km away from the Wirokerten village office, 7.9 km from the sub-district (kapanewon) center, 13 km from the district capital, and 9.3 km from the provincial capital.

The Islamic Centre Bin Baz boarding school is an educational institution that offers formal education from Raudhatul Athfal level (equivalent to kindergarten) to Salafiyah Ula level (equivalent to elementary school), Salafiyah Wustho level (equivalent to junior high school), I'dad Lughowi (preparation for outside students enrolling in the senior high school program), Madrasah Aliyah level (equivalent to high school), and a College. This pesantren (Islamic boarding school) operates under the Yayasan Majelis At-Turots Al-Islamy Yogyakarta and aims to actively participate in nurturing and preparing upright Islamic generations with strong beliefs, noble character, and following the exemplary footsteps of Prophet Muhammad and his companions.

Salafiyah Ula Bin Baz students come from various regions in the Yogyakarta Province. They represent diverse segments of society with different backgrounds. The total number of students at Salafiyah Ula Bin Baz is 375, consisting of 170 male students and 205 female students. The breakdown of students in each class is as follows: class 1 consists of 48 students, with 20 male students and 28 female students; Class 2 has 65 students, with 26 male students and 39 female students; Class 3 has 59 students, with 28 male students and 31 female students; class 4 has 69 students, with 29 male students and 40 female students; class 5 has 75 students, with 37 male students and 38 female students; and finally, class 6 has 59 students, with 30 male students and 29 female students.

2. Sabaq, Sabqi, and Manzil Methods

The Sabaq, Sabqi, and Manzil methods of memorizing the Qur'an emerged as a result of developments and practices in Pakistan, which were later introduced and adopted in several other countries, including Indonesia and Malaysia (Ngabdul and Naufal 2021). Although there is no definite historical record of the origin of this method, the influence of the strong tradition of memorizing the Qur'an in Pakistan has contributed significantly to the development of this method (Rudiansyah 2021).

The Sabaq, Sabqi, and Manzil methods of memorizing the Qur'an do not have a definition that is officially recognized or established by a particular religious authority or educational institution. However, in general, this method refers to the approach used in organizing and facilitating the process of memorizing the Qur'an (Surawardi 2015). According to the explanation of Shaykh Loqman Shazly Al Hafizh, Sabaq, Sabqi, and Manzil are taḥfīz Al Qur'an learning methods originating from Pakistan. Sabaq is a new memorization that is heard by the teacher every day. Sabqi is repeating what is being memorized. Manzil or muroja'ah is repeating memorization that has been memorized before. So it can be understood that Sabaq is adding new memorization, Sabqi is a combination of Sabaq-Sabaq which has not yet reached 1 Juz, while Manzil is memorizing Sabqi which has reached 1 Juz (Lubis 2022).

3. Implementation of the Sabaq, Sabqi, and Manzil Methods in class V SU ICBB

a. Taḥfīz learning planning and preparation

The planning and preparation for the Taḥfīz SSM method in class V SU ICBB includes several important aspects. SU ICBB, as an educational institution, has careful

planning to achieve the desired learning objectives. The following are the main points of the planning and preparation:

1) Target Setting

SU ICBB sets targets for memorizing the Qur'an for fifth-grade students, including the achievement targets for Sabaq, Sabqi, and Manzil. The target is divided into superior grades, grade A, grade B, and grade C, with details of rote deposits for each semester.

2) Determination of Study Time Allocation

The time allocation for studying Tahfizul Qur'an is set for 3 hours each day, starting at 07.00 to 10.30 WIB, with a half-hour break. This learning time is divided into memorizing Sabaq, Sabqi, and Manzil.

3) Provision of Learning Devices

Tahfiz teachers in class V SU ICBB must have learning tools such as syllabus, prota, prosem, student attendance list, monthly evaluation sheets, juz memorization progress evaluation sheets, and semester evaluation sheets. Students must also be equipped with learning media in the form of Qur'an manuscripts and Tahfiz control books (mutabaah books).

4) Distribution of Halāqah Tahfizul Qur'an

Grade V students are divided into 3 grades of halāqah Tahfiz namely superior grade, grade A, and grade B, based on consideration of students' abilities. Each grade halāqah is further divided into 2 halāqahs. This aims to provide a deposit target that is in accordance with the ability of students.

5) Provision of Tahfizul Qur'an Teachers

ICBB SU cooperates with the YMAI HR department in providing Tahfiz teachers. These Tahfiz teachers have various levels of ability and are projected to be 7 people, who will teach in class V and are divided into 5 Halāqah Tahfiz. New teachers get a briefing on the SSM method before starting learning.

b. Implementation of the Tahfiz SSM method in class V SU ICBB

The implementation of Tahfiz learning using the SSM method in class V SU ICBB involves three main stages, namely sabaq deposit, sabqi deposit, and manzil deposit. This stage serves to help students memorize the Qur'an with a structured and effective method.

1) Sabaq deposit

Sabaq deposit is the initial stage in the learning process of Tahfizul Qur'an in class V SU ICBB. Sabaq is a new memorization that is taught to students, and students are asked to submit the memorization to the Tahfiz teacher at Halāqah each day. The amount of sabaq deposit set for each student varies based on their halāqah grade. Halāqah in class V SU ICBB consists of three grades, namely superior grade, grade A, and grade B. The target for sabaq deposits for superior grade Halāqah is 20 lines per day for semester 1 and 26 lines per day for semester 2. Grade A is targeted at 6 lines per day, while grade B is targeted at 3 lines per day.

Implementation of the sabaq deposit is carried out by students approaching the teacher Tahfiz and depositing sabaq memorization without looking at the Al-Qur'an Mushaf. The deposit process begins with reciting taawwudz, and then students convey memorized verses of the Qur'an that have been memorized. The

Tahfız teacher listens carefully and corrects the students' memorization. If there is an error, the teacher gives a warning and students are asked to re-prepare their memorization. After students successfully deposit their memorization smoothly and correctly, they are given the task of preparing for the next deposit, such as sabqi or manzil in accordance with the deposition order that has been set at the Halāqah. The results of the sabaq deposit are recorded in the student's Qur'an memorization control book, and the sabaq material that must be prepared for the next deposit is written down by the teacher.

2) Sabqi deposit

Sabqi deposit is the next stage after students have succeeded in depositing sabaq memorization. Sabqi is a memorization that is attached to the memorization of sabaq and has not yet reached a full juz. The amount of memorized sabqi that must be deposited by fifth grade students varies depending on the policy of each Tahfız teacher. Some teachers specify 1.5 sheets per day, while others may specify 1 sheet per day.

Implementation of sabqi deposit at SU ICBB depends on each Tahfız teacher, who can determine the time allocation for deposit according to their views and considerations. Sabqi deposits can be made at various hours, such as 07.00-08.00 WIB or 08.30-09.50 WIB, with a half hour break between 09.00-09.30 WIB. The Tahfız coordinator gives teachers the freedom to determine the sabqi deposit time that is considered the most effective and in accordance with the needs of each Halāqah.

The process for executing the sabqi deposit is similar to the sabaq deposit process. Students approach the Tahfız teacher, start with reading taawwudz, and memorize verses of the Al-Qur'ān without looking at the Al-Qur'ān manuscripts. The Tahfız teacher listens carefully, corrects students' memorization, and provides guidance as needed. There is no maximum error limit set by the school for Sabqi deposits, so the assessment is carried out subjectively by each teacher. The results of the sabqi deposit are recorded in the Qur'an Memorization Control book, and the sabqi material that must be prepared for the next deposit is written down by the teacher.

3) Manzil deposit

The manzil deposit is the final stage in learning the Tahfız SSM method, where students are expected to be able to memorize and complete one juz of the Qur'an in its entirety. This deposit is part of the memorization that has long been owned by students and is a continuation of the sabqi memorization. The amount of manzil deposit that students have to deposit also varies according to their Halāqah grade. The manzil deposit process is carried out in different ways, there are students who deposit their memorization to the Tahfız teacher, there are also students who deposit with their friends in turn. This is done to adjust to the time available for each Halāqah Tahfız.

The results of the manzil deposit are then written in the student's Qur'an Memorization Control book, noting the day and date of the deposit, the number of memorization, and an assessment of the quality of the student's memorization deposit from those who listen to it. The Tahfız teacher also wrote down the manzil materials that the students had to prepare from home to be deposited the next day.

The entire learning process of Tahfız using the SSM method aims to achieve student memorization accuracy and to maintain and maintain cohesiveness among

students in helping and motivating one another in memorizing the Qur'an. Through a structured approach, students are expected to be able to improve their ability and ability to memorize the Qur'an so that they can become a generation that has a closer relationship with the holy book of the Qur'an.

4. Monitoring the learning of Tahfiz SSM method in class V SU ICBB

Several methods were carried out to monitor the learning of Tahfiz SSM method in class V SU ICBB. First, the ustadz records the students' memorization in detail and sets daily or weekly memorization targets through the control book. Second, parents' WhatsApp (WA) groups are used as an effective means of communication between ustadz, parents, and guardians in the context of learning Tahfiz. This group facilitates interaction, information exchange, and provides support for students in preparing assignments that must be submitted. Third, the ustadz fills out the Tahfiz development evaluation sheet based on direct observation of students and submits it to the Tahfiz coordinator for evaluation. Monthly reports are used to convey information about student progress and the obstacles encountered during the Tahfiz learning process. Through this systematic monitoring, schools can correctly identify problems and take the necessary steps to increase the effectiveness of Tahfiz learning.

5. Evaluation of learning Tahfiz SSM method in class V SU ICBB

Evaluation of Tahfiz learning is an important and systematic step to measure students' progress in memorizing the Qur'an in Class V SU ICBB. Evaluation is carried out through several methods, such as daily memorization deposits, juz promotion exams, and semester exams.

Every day, students make a deposit of memorization to the ustadz, and this process is carried out carefully and in detail. Ustadz provides feedback and praise and records students' memorization progress in a memorization control book. This helps ustadz monitor student progress regularly and objectively. The juz promotion exam is an important stage in the Tahfiz learning process. After students complete one juz, they are tested through the copy method, where each memorization sheet is taken with one question. Students must answer ten questions with a maximum number of errors of 15 times to be declared passed. For students who have not passed, they are given the opportunity to repeat memorization and take the juz exam again.

In addition, semester exams are also an important moment to test all the memorization that students have learned. In this exam, the examiner who is not the student's supervisor is responsible for ensuring an objective and honest assessment of the student's memorization. Semester evaluation includes all rote material that has been learned during one semester.

Through this systematic evaluation, schools can identify student progress, recognize their strengths and weaknesses in memorizing the Qur'an, and design more effective and appropriate lesson plans. This Tahfiz learning evaluation also encourages students' active participation in reflecting on their own progress, thus motivating them to continue to improve their achievements in memorizing the Qur'an.

6. Reflection and improvement of learning Tahfiz VSM method

Reflection and improvement of Tahfiz learning in class V SU ICBB is a crucial step to improve the quality of teaching the Qur'an. The steps implemented in this process are a comprehensive evaluation of the learning methods used, the use of data and information to identify weaknesses and areas that need improvement, close collaboration between the

ustadz and the Tahfiz coordinator, implementation of improvements with intensive guidance and small group learning, and making reflection and improvement a continuous process. It is important to involve parents in this process to monitor student memorization progress, provide feedback, and support Tahfiz learning at home. With good cooperation between schools and parents, learning Tahfiz can be further improved in quality and effectiveness, so that students can memorize the Qur'an properly and strengthen their spiritual ties with the holy book of Islam.



Discussion (مناقشة)

The implementation of the Sabaq, Sabqi, and Manzil methods in Learning Tahfizul Qur'an in Class V of the Salafiyah Ula Islamic Center Bin Baz Bantul in the 2022/2023 Academic Year is an important step in increasing students' understanding of the Qur'an. The planning and preparation stages, including setting targets, allocating time, and providing learning tools, have prepared a solid foundation for implementing this method. In the implementation stage, the sabaq, sabqi, and manzil deposit processes take place according to the specified time allocation. The Sabaq method helps measure students' initial understanding, while Sabqi encourages an emphasis on rigor and intensive repetition. Manzil as the final step ensures that students reach the juz deposit target gradually, providing motivation to keep going.

Monitoring stages are an effective tool to ensure students' progress in memorizing the Qur'an. The use of rote control books, WA groups of student guardians as communication media, and Tahfiz development evaluation sheets support comprehensive monitoring. Evaluation of learning through the evaluation of daily deposits, juz increases, and semester evaluations provides a clear picture of students' progress in memorizing the Qur'an. The reflection stage is a place to improve the quality of teaching the Qur'an. A comprehensive evaluation of the methods used, the use of data and information as a key reflection of improving Tahfiz learning, close collaboration between Tahfiz teachers and Tahfiz coordinators, as well as close collaboration between schools and parents, all play an important role in the development of this learning method in the future. Through the implementation of the Sabaq, Sabqi, and Manzil methods, it is hoped that learning Tahfizul Qur'an will become more effective and be able to achieve the goals set. This also opens up opportunities to continue to develop better learning approaches and ensure the sustainability of quality Qur'an teaching efforts.

The implementation of the Sabaq, Sabqi, and Manzil methods in Learning Tahfizul Qur'an in Class V of the Salafiyah Ula Islamic Center Bin Baz Bantul in the 2022/2023 Academic Year has advantages and disadvantages that need to be considered in more depth. One of the main advantages of applying this method is that it provides an orderly framework for studying the Tahfizul Qur'an. With clear stages, students can follow progressive steps in systematically memorizing the Qur'an. The Sabaq method as an initial step helps measure students' initial understanding of rote material before moving on to the next stage, namely Sabqi, and Manzil. In the Sabqi stage, the emphasis on thoroughness and intensive repetition helps deepen students' understanding of the verses of the Qur'an. Furthermore, Manzil as the final step ensures that students reach the juz deposit target gradually, provides motivation to keep going, and provides clear guidance in the learning process.

In addition, this method is also able to strengthen students' memorization of the Qur'an. With intensive repetition in the Sabqi and Manzil stages, students have more opportunities to memorize verses of the Qur'an in depth and consistently. This iterative process helps strengthen students' memory and maintain the quality of their memorization. The stages of frequent interaction with the Qur'an are also one of the important advantages of this method. With regular rote deposits, students are exposed to continual opportunities to interact with

sacred texts. This opens opportunities for students to get closer to the Qur'an, deepen their understanding of its meaning, and strengthen their spiritual connection with the holy book.

However, on the other hand, the implementation of the Sabaq, Sabqi, and Manzil methods also has several weaknesses that need attention. One of them is that it takes a long time to complete all stages of memorization. This method requires perseverance and consistency from students in dealing with stages that may take a long time. This can be a challenge for students who may feel rushed to achieve certain memorization goals. In addition, there is a potential that some students may feel bored with the monotonous memorization process, especially if they have not felt a positive impact from the efforts they have made. This can be a challenge for teachers to maintain student enthusiasm and motivation during the learning process.

Nonetheless, overall, the implementation of the Sabaq, Sabqi, and Manzil methods at the Salafiyah Ula Islamic Center Bin Baz Bantul has positive implications in increasing student activity in interacting with the Qur'an. The advantages of this method, such as helping to strengthen memorization, motivating students, and providing a structured learning framework, are important factors in the success of learning the Qur'an. By understanding both the advantages and disadvantages of this method, corrective steps can be taken to increase the effectiveness of future learning.



Conclusion (خاتمة)

The implementation of the Sabaq, Sabqi, and Manzil methods in Learning Tahfīẓul Qur'ān in Class V of the Salafiyah Ula Islamic Center Bin Baz Bantul in the 2022/2023 Academic Year has shown promising results. The planning and preparation stages have laid a strong foundation for this method, providing a systematic and structured approach to memorizing the Qur'an. The use of rote control books, WA groups, and Tahfīẓ development evaluation sheets in the monitoring stage has ensured comprehensive tracking of students' progress in their memorization journey. Additionally, the evaluation stage has given a clear picture of students' advancements, providing valuable insights for improvement.

Despite its advantages, this method also comes with challenges, such as the time-consuming nature and potential monotony in the memorization process. However, through consistent efforts, teachers can address these challenges and keep students motivated. By reflecting on the implementation, collaborating closely with Tahfīẓ coordinators and parents, and utilizing technology for efficient monitoring, this learning approach can be further enhanced.

In conclusion, the implementation of the Sabaq, Sabqi, and Manzil methods has proven to be a valuable tool in enhancing students' interaction and understanding of the Qur'an. With its strengths in providing a structured learning framework and strengthening memorization, and the potential to overcome weaknesses with proper adjustments, this method holds promise for the future of Tahfīẓul Qur'ān education. By continuously refining and adapting this approach, the Salafiyah Ula Islamic Center Bin Baz Bantul can foster an environment of effective and meaningful Qur'anic memorization, enabling students to grow spiritually and academically.



Acknowledgment (شكر وتقدير)

With great gratitude, the author would like to thank Allah Ta'ala who has given His various favors, gifts, and assistance so that the writer can complete this research. We also express our gratitude to all those who have assisted in this research.



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