The Quranic Memorization Learning Process Based on STIFIn Intelligence Test Results

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Abstract: The aim of this study is to evaluate the Quran memorization learning process using the results of the STIFIn intelligence test as a reference. This is done by analyzing the planning, implementation, and assessment of learning. The study adopts a qualitative approach with a descriptive research type. The research location was chosen at SD Abi And Ummi, Medan, based on initial observations that showed the application of the STIFIn method in Quran memorization learning. The subjects of the research consisted of school administrators, teachers, and students, totaling 3 administrators, 14 teachers, and 57 students. Data collection techniques included observation, interviews, and documentation. Data analysis was carried out through the stages of collection, reduction, presentation, and conclusion drawing. The results of the study show that Quran memorization teachers plan their lessons by utilizing the results of the STIFIn intelligence test. They adjust their teaching methods to the students' learning styles, as seen in children with Feeling intelligence who are more responsive to audio-based learning. School documentation also confirms the existence of systematic planning, including the use of the STIFIn intelligence test as an initial step to understand student characteristics. With active involvement from school management, these programs have the potential to be further improved so that Quran memorization lesson planning based on the results of the STIFIn intelligence test can be more effective and efficient in the future. SD Abi And Ummi demonstrates a strong commitment to enhancing Quran learning by understanding student characteristics through the STIFIn test. Structured support from administrators, teachers, and students aims to optimize the quality of learning based on the results of the STIFIn intelligence test. This assessment is crucial in ensuring that each student receives support according to their needs, thereby improving learning outcomes in Quran memorization.

Keywords: Quranic Memorization, Learning Process, STIFIn, Intelligence, Test Results.

INTRODUCTION

In this modern era, memorizing the Quran has become a hallmark of various educational institutions. The need for spiritual enrichment amidst the hedonistic lifestyle of urban life is greatly needed. However, today's society largely favors instant gratification. By

integrating various educational theories, brain function, neurology, and educational psychology, educational institutions offering Quran memorization programs strive to blend these concepts to create new formulas for quick Quran memorization methods. However, it is important to note that during the time of the Prophet Muhammad (peace be upon him), memorization was not about speed but about understanding, teaching, and applying the teachings of religion in daily life (Farida, 2022).

This is because the prospects of modern society mostly align with market demands. As a result, religious education, which does not guarantee clear career prospects after graduation, is less favored. Therefore, the emergence of various modern methods contributes to increasing parental interest in providing Quran memorization education in a relatively short period while expecting optimal results (Farida, 2017). In memorizing the Quran, it is undeniable that the method plays a crucial role, helping to determine the success of Quran memorization. Therefore, one of the efforts to preserve the Quran is through memorization. The Prophet Muhammad (peace be upon him) and many of his companions memorized the Quran (Kusmawati, 2019). Becoming a Quran memorizer has become a dream for many, as it can provide intercession for oneself and one's family when a person becomes part of the Ahlul Quran (people of the Quran). As mentioned in the following Hadith:

<div dir="rtl">النَّارُ لَهُمْ تْوَجَدَ قَدْ كَلَهُمْ مِنْ أَهْلِ عَشَرَةٍ فِى وَشَفَعَهُ الْجَنَّةَ اللهُ أَدْخَلَهُ وَحَفِظَهُ فَاسْتَظْهَرَهُ الْقُرْآن تَعْلَمَ مَنْ</div>

In this Hadith, it discusses the intercession for those who recite the Quran for themselves and ten of their family members. The Hadith contains the word "hafizohu," which means "memorize it," relating to the command and motivation to memorize the Quran. The Quran that is recited will become intercession or help on the Day of Judgment for its reciters, as mentioned in the following Hadith:

<div dir="rtl">**عن أَبِي أُمَامَةَ رضي الله عنهُ قال : سمِعتُ رسولَ اللهِ صَلَّى اللهِ عَلَيْهِ وسَلَّم يقولُ : اقْرَؤُا الْقُرْآنَ فإنَّهُ يَأتي يَوْم القيامةِ شَفيعاً لأَصْحابِهِ رواه مسلم**</div>

In this Hadith, it discusses the virtues for those who recite the Quran. The Hadith contains the word "iqra'ul Qurana," which means "recite the Quran," relating to the command to study the Quran. The Quran is the revelation of Allah, serving as a miracle for the Prophet Muhammad (peace be upon him), delivered through the angel Jibril to be conveyed to humanity. The Quran was revealed over a period of 23 years, divided into two phases. The first phase consists of the revelations in Mecca, known as the Makkiyah verses. The second phase consists of the revelations in Medina, known as the Madaniyah verses. One significant way to preserve the authenticity of the Quran is by memorizing it. Various methods have been developed by Quran memorization institutions in line with advancements in knowledge about learning theories and brain function. Historically, the most commonly used method for memorization, and the one first used by the Prophet Muhammad when he received revelations from the angel Jibril, is the "tasmi" and "arad" method (Daulay et al., 2023).

There are many modern Quran memorization methods, such as the Tikrar method, which is used for repeating newly memorized verses and revising previously memorized ones. Tikrar can be done by repeating a Juz (section of the Quran) or by repeating per page according to each individual's ability. The more memorization a person has completed, the more Juz they should repeat each day. For those who have memorized all 30 Juz, they should ideally complete a full revision or Tikrar of their memorization every month (Mu'minatun & Misbah, 2022). Modern Quran memorization methods that promise a short time frame for memorizing the Quran naturally raise questions about the quality of the memorization. It can be questioned whether these methods focus solely on designing memorization patterns without ensuring deep understanding and retention, essentially leading to mere recitation without true memorization. However, on the other hand, the quality of classical methods also cannot guarantee the quality of a person's memorization. Are students who have been memorizing for a long time guaranteed to have fluent memorization? In reality, not all

Islamic boarding schools (pesantren) structure dedicated time for memorization (Farida, 2017).

Studying the Quran properly is recommended. In this section, the author presents the background of the research object, which is interesting and sparks the author's curiosity about memorizing the Quran based on the results of the STIFIn test. The existence of STIFIn greatly assists teachers and students in memorizing the Quran. There are several methods applied in Quran memorization programs in tahfizh education institutions, including the tartil, Talaqi, ummi, and STIFIn methods. Based on the initial observations of the researcher at Abi And Ummi Elementary School, the author is interested in researching the STIFIn method applied in the school, particularly in how Quran memorization is conducted. The tahfizh program at Abi And Ummi Elementary School has its own method in teaching Quran memorization, ensuring effectiveness in the learning process as it aligns with the learning styles and cognitive systems of each student. In the Quran memorization process at Abi And Ummi Elementary School, there is a specific method applied to the students, where each child is directed to memorize the Quran according to their own abilities. This makes most children feel easy in memorizing the Quran. This activity has been ongoing for years and has yielded results with the achievement of the tahfizh program target of memorizing 6 juz or more after completing their education at Abi And Ummi Elementary School.

The tahfizh program at Abi And Ummi Elementary School necessitates teachers and students to understand the best way to teach Quran memorization in order to facilitate the achievement of the program's targets. The Quran memorization concept used at Abi And Ummi Elementary School enables teachers and students to learn Quran memorization faster, thus reaching the predetermined targets. Based on the aforementioned background, the researcher is interested in further examining the Quran Memorization Learning Process Based on the Results of the STIFIn Test at Abi And Ummi Elementary School, Medan. The aim of this research is to evaluate the Quran memorization learning process using the STIFIn intelligence test results as a reference. This is done by analyzing the planning, implementation, and assessment of the learning process.

METHOD

This research utilizes a descriptive research design with a qualitative approach. The research location is at Abi And Ummi Elementary School, located at Jl. Komp. Bumi Asri No. 99, Cinta Damai Subdistrict, Medan Helvetia, Medan City, North Sumatera. The research location was chosen based on initial observations showing that teachers guide students in memorizing the Quran according to their respective intelligence test results. The STIFIn method is used to enhance students' reading comprehension.

Data collection techniques in this research include observation, interviews, and documentation. Observation is conducted by observing teachers and students applying the STIFIn method in the classroom. Interviews are conducted by the researcher together with class teachers to understand the implementation of collaborative reading strategies, starting from planning, implementation processes, to assessment. Literature review is conducted to gather and examine documents or literature that can provide the necessary information or explanations needed by the researcher. Documentation is carried out by collecting data related to the tahfizh learning process with the STIFIn method from documents before and after the process.

RESULTS AND DISCUSSION
The Planning of Quran Tahfizh Learning Based on STIFIn Intelligence Test Results

Based on observations, it is known that before teaching, tahfizh teachers conduct lesson planning through Diagnostic Assessment. The teachers guide students in Quran memorization according to their individual intelligence test results. Using the STIFIn method can enhance

students' reading comprehension. Interviews reveal that Abi And Ummi tahfizh teachers plan Quran memorization learning. Teachers adapt their teaching methods to the learning styles of students at Abi And Ummi Elementary School. For example, for students with a dominant Feeling intelligence, teachers repeatedly recite readings or memorizations being learned because students with Feeling intelligence find it easier to learn through audio. Documentation found at Abi And Ummi Elementary School confirms the previously mentioned planning. Additionally, the school has its own intelligence test machine. Upon enrollment, each child is required to undergo fingerprint testing, also known as the STIFIn test, to determine their dominant characteristics.

Based on observations, interviews, and documentation, it can be concluded that the school management actively participates in implementing pre-arranged programs to enhance the planning of Quran memorization learning based on STIFIn intelligence test results. This active involvement aims to improve future implementations of the program.

The method of teaching the Quran refers to the system or guidelines used by teachers in teaching the Quran in educational institutions with specific objectives (Abdul Majid, 2008). In Dony's perspective as presented in his journal, the method of teaching the Quran is a way to present, analyze, provide examples, and give exercises to students to achieve learning objectives (Purnama et al., 2019). This is in line with the concept that the success of the teaching and learning process depends on the use of appropriate teaching methods according to the needs, situations, and conditions present. As stated in a hadith, "The best among you are those who learn the Quran and teach it to others" (Narrated by Al-Bukhari). This hadith emphasizes the importance of learning the Quran and sharing that knowledge with others. Scholars of interpretation also provide explanations regarding this verse, stating that reading the Quran with "true recitation" involves following its teachings correctly, distinguishing between what is lawful and unlawful, and not altering its wording or meaning (Yakin, 2019).

There are various methods used in memorizing the Quran, one of which is the talaqqi method. The talaqqi method has been used since the early days of the Quran's revelation in the Cave of Hira. In the history of the Prophet Muhammad's era, it is mentioned that when the Prophet received the first revelation in Surah Al-Alaq verses 1-5, Gabriel asked the Prophet to read (E. S. Zailani, 2021). In addition, there is also the method of imla', which is the coordination of various aspects such as affective, cognitive, psychomotor, and other senses in the process of developing students' intelligence and writing skills. Therefore, the imla' method is very important in Quranic reading and writing learning. This method is one of the essential approaches for a teacher in teaching Arabic language or Quranic reading and writing (Z. Zailani & Ningsih, 2022).

The Quranic learning method at Abi And Ummi Elementary School is based on diagnostic assessment conducted by tahfizh teachers before teaching. They guide students according to the results of the STIFIn intelligence test, aiming to enhance Quranic reading comprehension. Teachers at this school tailor their teaching methods to each student's learning style, such as using audio methods for students with a dominant Feeling intelligence. This research indicates that Abi And Ummi Elementary School has been active in planning Quranic memorization learning based on STIFIn intelligence test, with structured management support. Additionally, Quranic learning methods such as talaqqi and imla' are also important parts of the teaching process. Thus, this holistic and structured approach can significantly benefit the quality of Quranic learning for students at Abi And Ummi Elementary School.

Implementation of Quranic Memorization Learning Based on STIFIn Intelligence Test Results

Based on interviews with H. Munajir Hasan, the director of Abi And Ummi Elementary School, it is stated that the management always strives to maximize the learning activities of

the students. This is done through providing facilities and continuously encouraging teachers to develop teaching methods, as discussed in the annual work meetings. Abi And Ummi Elementary School is considered a place that educates students to be close to the Quran, focusing on memorization and proper understanding of the Quran, as well as character development based on the Quran. Johan Subakti, a teacher at the school, describes it as a place that separates boys and girls to focus on learning according to their abilities and emphasizes the science of tajwid. Nurhayanti, a teacher, explains that Abi And Ummi Elementary School is a place to instill the Quran in the hearts of students through memorization, understanding, and practicing the Quran. Muhammad Fatir, a student, sees the school as a place to read and memorize the Quran with friends. Based on observations and documentation, Abi And Ummi Elementary School has been active in maximizing student learning activities by understanding the characteristics of STIFIn test results and having supporting documents such as the STIFIn method, curriculum, teacher and student attendance, as well as clear vision and mission statements. With these efforts, Abi And Ummi Elementary School actively contributes to improving the quality of Quranic reading among students based on STIFIn intelligence test results, through structured management and efforts in effective and efficient learning, including enhancing teaching methods and evaluating student learning outcomes.

Therefore, in the process of Quranic memorization learning, assessment based on STIFIn intelligence test results plays a crucial role that cannot be overlooked. The steps taken by researchers in assessing Quranic memorization learning based on STIFIn intelligence test results at Abi And Ummi Elementary School include research preparation, data collection, data analysis, interpretation of results, and report writing. By collecting data on STIFIn intelligence test results and the progress of Quranic memorization learning among students, researchers can analyze the relationship between the two. The interpretation of the analysis results is then used to draw conclusions about the Quranic memorization learning process with STIFIn intelligence test at Abi And Ummi Elementary School. With a structured and integrated approach, this assessment can be optimized to ensure that each student receives appropriate support according to their needs, thus improving student learning outcomes in Quranic memorization learning.

The primary goal of the STIFIn method in the context of Quran memorization is to develop human resources in Indonesia in this field. The concept of STIFIn was discovered in 1999, originating from a combination of several psychological theories, including neuroscience and human resource management (Najah, 2023). This method aims to encourage, guide, and utilize time according to the intelligence possessed by each individual. Furthermore, by using this method, individuals can recognize their main intelligence machine, namely the brain, so they can experience more enjoyment and comfort compared to using other methods. Although the STIFIn method has been widely used in various fields, especially in education, its utilization still sparks controversy. Many experts still question the validity of this method and request comparisons with other types of intelligence tests that have been tested earlier. Additionally, there are various technical questions that remain subjects of debate (Alindra, 2018).

According to (Poniman et al., 2007) the benefits of the STIFIn method are outlined in their book. Firstly, this method helps students and teachers find the best ways to achieve noble success. Secondly, it allows students to optimize their potentials. Thirdly, with the STIFIn method, students can gain an understanding of effective learning methods. Fourthly, educators can innovate in developing learning strategies that suit each student's intelligence machine. Fifthly, educators can develop teaching materials and assignments based on each student's intelligence machine. Sixthly, through the application of this method, good and satisfying learning outcomes are achieved. Seventhly, the STIFIn method can produce fantastic works. Lastly, this method helps in obtaining an overview of the process towards

success. This is in line with the research by (Farida, 2022), which found that the STIFIn, ILHAM, and Talaqqi tahfiz methods yield better results compared to the other two methods. Besides the methods used, internal and external factors of each participant can also influence the results of this research, as the success of applying each method can vary depending on the characteristics of individual participants.

From the analysis results, it is evident that Abi And Ummi Elementary School, with its focus on Quranic memorization learning, demonstrates a strong commitment to improving education quality. Through the STIFIn method, they ensure that every student receives support according to their needs, resulting in better outcomes compared to other methods. The research highlights the importance of assessment based on STIFIn intelligence tests in enhancing learning. The benefits of the STIFIn method, as explained by Poniman, reinforce its effectiveness in achieving success in Quranic learning.

CONCLUSION

From the research findings and discussions, it can be concluded that tahfizh teachers plan their lessons by utilizing the results of the STIFIn intelligence test. They adapt teaching methods to students' learning styles, as seen in students with Feeling intelligence who are more responsive to audio learning. School documentation also confirms systematic planning, including the use of the STIFIn intelligence test as an initial step to understand students' characteristics. With the active involvement of school management, these programs have the potential to be continuously improved so that planning Quranic memorization learning based on STIFIn intelligence test results can be more effective and efficient in the future. Abi And Ummi Elementary School demonstrates a strong commitment to enhancing Quranic learning by understanding students' characteristics through the STIFIn test. Structured support from management, teachers, and students aims to optimize the quality of learning based on STIFIn intelligence test results. This assessment is crucial in ensuring that every student receives support according to their needs, thereby improving learning outcomes in Quranic memorization.

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