



Implementation of the Wafa Method in Learning Quran Tahfizh

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Abstract

This research aims to determine the implementation of the Wafa method in learning tahfizh Quran, to determine the evaluation of the Wafa method in learning tahfizh Quran and to determine the supporting and inhibiting factors of the Wafa method in learning tahfizh Quran at the Tahfizh School of Light Above Light. This research uses a descriptive qualitative approach. Data collection techniques: observation, interviews, and documentation with data analysis through data reduction, data presentation, and drawing conclusions and verification. The results of this research analysis show that the implementation of the Wafa method in learning tahfizh Quran at Tahfizh Cahaya di Atas Cahaya School is as follows: Preparations made by teachers in learning tahfizh Quran, namely teachers plan learning by making learning tools such as learning process plan, Wafa book as a learning medium and the Quran as the main source. Implementation of learning means the teacher instills intention and motivates students before learning begins. Evaluation of students' abilities is carried out by the teacher by testing the memorization of the Quran which has previously been memorized. Supporting factors are adequate infrastructure, and a conducive school environment, while inhibiting factors are teachers' uneven understanding of the Wafa method, the existence of children's different learning styles, and a lack of cooperation between teachers and parents. The results of this research can provide guidance for the Tahfizh Cahaya di Atas Cahaya School and perhaps also for other schools, and can be used as initial data for future researchers in studying this problem in different contexts and issues.

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INTRODUCTION

Keeping the Quran by memorization has actually been applied by the Allah SAW, since he first received revelation from Allah SWT, through the intermediary of the Jibril AS. After the death of the Prophet SAW, the process of memorizing the Quran continued during the time of the Companions and also in the time after the Companions, namely the time of tabi'in, then tabi'ut tabi'in means followers of tabi'in, Muslims who learned from tabi'in until he died. Further memorization of the Quran continued until now (Farida et al., 2021).

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Nowadays, many Muslims, even small children, have been able to memorize verses of the Quran, even the entirety of it. Each individual definitely has different abilities in studying and memorizing the Quran. To improve your ability to memorize, you need suitable situations and conditions, as well as having good and appropriate methods to quickly learn and memorize the Quran (Bennett & Lemoine, 2014). Method is the most important factor in memorizing the Quran, because it determines success in memorizing the Quran. Not everyone can memorize the Quran easily in a short time, because this depends on the method used (Ashidiqi et al., 2019; Hakim, 2019; Munawaroh et al., 2022; Muswara & Zalnur, 2019; Novebri & Dewi, 2020; Novita et al., 2022; Zamzami, 2021).

For this reason, appropriate and suitable methods are needed, so that all goals can be achieved well (Katal et al., 2013). The method the author means here is a method used to memorize the Quran, so that someone is able to memorize the Quran in its entirety quickly and correctly. One of the methods used to memorize the Quran is the Wafa method. The Wafa method is a practical method of reading the Quran, because the process of learning the Quran is through word of mouth in musyafahah. This method is also defined as repeating the reading of the Quran between the teacher and students repeatedly using hijaz tones (Husereau et al., 2013).

According to Oktan Hidayat, the founder of one of the Tahfizh institutions in Bandung City, the Wafa Method is a way to memorize the Quran based on the right brain, and is a method for recognizing and memorizing the Quran easily in accordance with current developments (Veerasingam et al., 2021). The Wafa method is called a right brain method because in its learning it uses multisensory aspects, or a combination of various senses, such as visual, auditory, and kinesthetic. Using the Wafa method It is hoped that learning will be conducive and enjoyable. Wafa Method is easy method and fun, this method uses Quantum Teaching mode with the Tandur (Grow, Experience, Name, Demonstrate, Repeat, Celebrate). By using Tandur children feel that they are not learning the Quran, but they are playing (Muis & Hamami, 2022).

The Tahfizh Cahaya Above Cahaya School in Bukittinggi City is one of the Tahfizh schools which is a formal school. This school has two classes and several groups memorizing the Quran, namely the lower class and the upper class. The lower class is the class of children who are just starting to memorize and recognize the hija'iyah letters. Meanwhile, the upper class are children who can read and memorize the Quran independently. Before implementing the Wafa method, the Tahfidz Cahaya Di Atas Cahaya School used the Sima'i method, namely the listening or listening method (Wahid et al., 2022a).

Students memorize the Quran at home with their parents and then deposit it at school. With this memorization method, students feel bored and less interested in memorizing the Quran, in the end, children often don't come to school because they don't have it memorized from home, even many children don't read the Quran. Wrong in pronunciation of makhrijul letters, as well long and short in memorizing the Quran, because children memorize the Quran with their parents with different reading tones, and not all parents can teach good and correct memorization of the Quran to children, so these various problems caused the target of the Quran memorization program planned by the school to not be achieved, and in the end a method of memorizing the Quran was established which was called the Wafa method (Demina et al., 2022).

METHODS

This research is qualitative research with a descriptive approach (Colorafi & Evans, 2016). Qualitative research is research used to examine the condition of natural objects, namely something that is as it is, which describes an event, not

conditioned by circumstances and conditions. It is also called qualitative descriptive information by describing existing phenomena. Data collection techniques used in this research include observation, interviews, and documentation (Rahman et al., 2018; Syafril et al., 2021; Mutathahirin et al., 2022; Sabrina et al., 2022). Meanwhile, data analysis in this research refers to the opinions of Milles and Huberman. There are three methods of descriptive data analysis, namely: data reduction, data presentation, conclusion determination, and verification (Reddy et al., 2020).

RESULT AND DISCUSSION

Teacher Preparation in Implementing the Wafa Method in Learning Tahfizh Quran at the Tahfizh Cahaya Above Cahaya School

According to the results of the researcher's interview, the preparations carried out by the teacher in learning the Quran using the Wafa method that the teacher prepares learning tools, namely: a learning implementation plan. In making this learning implementation plan the teacher includes three components, namely the Wafa method learning objectives, and activities (Ranney et al., 2015). Wafa method learning, and assessment of Wafa method learning. Media, the media used in the Wafa method are children's memorized Quran.

This Quran is used when children repeat their memorization of the Quran, namely in the morning before starting to memorize a new verse (Hasanah, 2021). The learning preparation carried out by the teacher in the Wafa learning method can be said to be good, because it is in accordance with the instructions in the Wafa book called Tandur, namely Grow, Experience, Name, Demonstrate, Repeat, and Celebrate. At this preparatory stage, the child's interest and intention to learn and memorize the Quran has been carried out seriously, enthusiastically, and sincerely. It is hoped that this can help and make it easier for students to memorize the Quran.

Implementation of the Wafa Method, in Learning Tahfidz Quran at the Tahfizh Cahaya Above Cahaya School (Anwar et al., 2022; Febriani et al., 2022; Ramli et al., 2017; Sartika et al., 2020; Zamzami, 2021).

The implementation of Wafa method of learning the Quran at the Tahfizh Cahaya Above Cahaya School means that students are grouped based on their memorization ability, number of memorizations, and the level of the Wafa method books they read (Fadhila et al., 2022). Then the teacher conditions the class first where the students' sitting positions are shaped like the letter U, or like a circle, then the teacher opens the lesson by saying hello, praying, asking about news, and exploring the children's knowledge. The steps for implementing the learning are as follows: i) The teacher and students do the muraja'ah by heart on the previous day. ii) The teacher guides students to carry out additional memorization by giving examples first. iii) Students repeat by reading 5 to 7 repetitions. iv) After students are able to memorize it, continue by adding the next verse using the same method as the previous verse. v) Students make memorized deposits individually and are listened to by the teacher and other students. vi) The teacher and students repeat the reading that has been memorized. vii) The teacher closes the lesson by praying together. viii) The teacher closes the lesson by saying greetings. In the Wafa learning method, children's knowledge is explored, and the teacher tells exemplary stories related to memorizers of the Quran (Zaenurrosyid et al., 2020).

Then the students listen to the teacher's reading of the Quran and then the students follow along. Cahaya di Atas Cahaya Tahfizh School uses the Wafa method for students to easily learn and memorize with a fun learning system. The teaching material is presented in a tone and interspersed with stories so as to minimize boredom and saturation in learning. Based on the explanation above, the implementation of Quran learning using the Wafa method has gone well. This can be seen from students who like the way the teacher teaches using the Wafa method

(Hasan et al., 2020).

Evaluation of the Wafa Method in Learning Tahfizh Quran at the Tahfizh Cahaya Above Cahaya School

Based on the author's interview with the teacher, the evaluation of tahfizh Quran using the Wafa method is carried out by the teacher at each mid-semester and end of semester, just like other learning. The evaluation process is: Evaluation of the mid-semester exam, students are tested directly by the Wafa coordinator, at the Tahfizh Cahaya di Atas Cahaya School appointed by the principal together with the Wafa team from Surabaya.

Evaluation of the final semester exam, if the student has passed the mid-term exam with the Wafa coordinator at Tahfizh Cahaya di Atas Cahaya School, then the student is tested directly by the Wafa team from Surabaya (Wahid et al., 2022). In the evaluation process of assessing a student's level of memorization of the Quran, if they pass they will move on to the next memorization and if they can't or make a lot of mistakes then the student won't advance to the next level or won't be able to continue memorizing to the next juz. This shows that the teacher in evaluating Quran learning using the Wafa method has gone well, where the teacher tests students' ability to memorize the Quran.

Supporting Factors and Inhibiting Factors

Based on the results of the interview, the supporting factors for learning the Quran at the Tahfizh Cahaya di Atas Cahaya School are: i) The teacher always motivates students in the process of learning the Tahfizh Quran (Baharun et al., 2020). The motivation given by teachers to students is to tell students that every person who memorizes the Quran is the most special person, because Allah makes it easy to memorize the Quran, not everyone can easily memorize the Quran. Memorizing the Quran will be a salvation for those who memorize it both in this world and in the afterlife. Then every memorizer of the Quran will give the most beautiful crown to his parents in heaven. ii) Adequate environment and facilities and infrastructure for the smooth running of learning and teaching activities.

The facilities and infrastructure used in learning and teaching activities are a comfortable study room, as well as Quran speakers which are always played in the morning before entering class, at rest time, and at home time so that students can hear the recitation of the Quran even when they are in school (Rahmi, 2020). iii) Standardization of the Tahfizh Cahaya Above Cahaya School teachers. Teachers who teach Tahfizh at the Cahaya di Atas Cahaya Tahfizh School are teachers who have passed the tests and training carried out with the central Wafa team according to the Wafa method teacher standards.

Factors inhibiting the implementation of the Wafa method in Tahfizh Quran learning, namely: i) The teacher factor whose level of understanding of the Wafa method is not evenly distributed, every new teacher at the Cahaya di Atas Cahaya Tahfizh School only learns the Wafa method from the Wafa coordinator appointed by the school institution and the central Wafa team. ii) Children's learning types are not the same, each child has a different type of learning, some focus on the sense of sight, some focus on hearing, some focus on visuals but in more detail on movement, and there are also those who focus on hearing as well as sight (Gunderson et al., 2013). Meanwhile, Wafa learning style method focuses more on audio and vision. iii) Lack of cooperation with parents. The use of the Wafa method is only implemented in schools and has not been socialized to parents of students at Tahfizh Cahaya di Atas Cahaya School.

CONCLUSION

The preparations carried out by teachers in learning the Quran using the Wafa method are that the teacher prepares learning tools through lesson plans, Wafa

books that are studied according to their level,, and the Quran. The teaching of the Tahfizh Quran using the Wafa method is carried out at the Cahaya Di Atas Cahaya Tahfizh School, starting from 08.00 WIB until 11.00 WIB. This is done before general school hours start. In implementing the learning, the teacher plays an active and creative role in making learning to read the Quran using the Wafa method fun and enjoyable. So that it can improve students' ability to read the Quran, namely by the teacher inviting, instilling intentions, and motivating students before learning begins, then the teacher invites students to actively follow the teacher's directions.

Evaluation of students' abilities is carried out by teachers at the Tahfizh Cahaya di Atas Cahaya School by means of a memorization test of the Quran that has been memorized. If they are fluent and pass, students can continue memorizing or memorizing the next juz. And if they fail or make a mistake, many students repeat it again until the memorization is smooth. The supporting factor for implementing the Wafa method is that teachers always motivate students in the Tahfizh Quran learning process.

As well as adequate facilities and infrastructure for smooth learning and teaching activities as well as a conducive school environment. Like a spacious study room equipped with a study table and whiteboard, a clean environment. The inhibiting factors are teachers whose level of understanding of the Wafa method is not evenly distributed, there are types of children who are not visual, namely there are some children who don't like to hear. As well as the lack of cooperation with parents which is not evenly distributed.

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