

Wafa Learning Method; An Effort in Improving Students' Memory of The Qur'an

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Abstract: Interest in memorizing the Qur'an among students is still low to the point of considering it difficult; teachers need to use suitable methods to arouse interest and ease in memorizing the Qur'an for students. The purpose of this study was to determine the learning of the Qur'an using the Wafa method at MI Darus Salam. This research uses a qualitative approach with the type of case study research. MI Darus Salam is the location of this research. The data collected is obtained from observation, interviews, and documentation. This research data analysis technique applies Miles and Huberman's interactive analysis model. The results of the study stated that the Wafa method used and carried out by MI Darus Salam included three main steps, namely the steps of planning, implementing, and evaluating learning. Three main activities are carried out in implementing learning: Opening, core, and closing. Then the learning evaluation step, the coaching teacher conceptualizes an assessment of the achievement of improving students' memorization ability in the form of formative evaluation and summative evaluation. Therefore, from the Wafa method used in memorizing the Qur'an, students go well and correctly according to the rules of makhraj and tajwidnya. This Wafa method also involves the role of teachers who become good facilitators, mediators, and collaborators for the student memorization process. This Wafa method has a good impact on students as capital of self-courage, as well as competitive thinking to achieve everything good in their lives.

Keywords: Wafa Method, Student Qur'an Memorization

Abstract: *Minat menghafal Qur'an pada kalangan siswa masih rendah hingga menganggap sebagai hal yang berat bagi mereka, maka penting bagi guru menggunakan metode yang cocok untuk menggugah minat serta kemudahan dalam menghafal Al-Qur'an bagi siswa. Tujuan penelitian ini adalah untuk mengetahui pembelajaran Al-Qur'an menggunakan metode Wafa di MI Darus Salam. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. MI Darus Salam menjadi lokasi penelitian ini. Data yang dikumpulkan diperoleh dari proses observasi, wawancara, dan dokumentasi. Teknik analisis suatu data penelitian ini menerapkan model analisis interaktif milik Miles dan Huberman. Hasil penelitian menyatakan bahwasanya metode Wafa yang digunakan serta dilakukan MI Darus Salam mencakup 3 langkah utama yakni langkah perencanaan, pelaksanaan, dan evaluasi pembelajaran. Dalam proses pelaksanaan pembelajaran dilaksanakan atas tiga kegiatan pokok di antaranya kegiatan pembukaan, kegiatan inti, serta kegiatan penutup. Kemudian langkah evaluasi pembelajaran, guru pembina mengkonsep penilaian pencapaian peningkatan kemampuan hafalan siswa dengan bentuk evaluasi formatif dan evaluasi sumatif. Maka dari metode Wafa yang digunakan dalam proses kegiatan menghafal Al-Qur'an siswa berjalan dengan baik dan*

benar menurut kaidah makbraj dan tajwidnya. Dari metode Wafa ini juga melibatkan peran guru yang menjadi fasilitator, mediator dan kolaborator yang baik untuk proses hafalan siswa. Dengan metode Wafa ini berdampak baik bagi siswa sebagai modal keberanian diri, serta berpikir kompetitif mencapai segala hal yang baik di kehidupannya.

Kata Kunci: Metode Wafa, Hafalan Al-Qur'an siswa.

INTRODUCTION

The Qur'an is a divine revelation or word of Allah given to the last Prophet and Messenger, namely the Prophet Muhammad SAW. as mu'jizat through the Angel Gabriel, which is collected and written into one mushaf which, if read, includes worship. The Qur'an has its unique feature, namely as the only holy book guaranteed by Allah SWT. its authenticity and purity until the end of time without any change, addition, or subtraction to its lafadz.¹ When Allah has guaranteed the existence of this Qur'an for His ummah, then an ummat should maintain and preserve the purity of the Qur'an. Kalam Allah is one of the guidelines of religious law and livelihood for the Islamic ummah. So to be able to understand and practice it must be by reading, studying, and memorizing it.²

There is no doubt that the suggestion of memorizing the Qur'an is still widely practiced among the Islamic ummah today. However, the process of memorizing the Qur'an is not an easy job.³ In this era of globalization, especially for those that have experienced many developments in science and technology to the development of customs and traditions, it is a significant obstacle and challenge for someone to become the successor to the memorization of the Qur'an.⁴ The factor that makes it difficult for a person to memorize the Qur'an is that they do not have sufficient preparation for various things related to memorizing the Qur'an. Therefore, from the challenges and dynamics of the world today, an alternative method is needed so that the memorization process is easy to do.

The emergence of various new methods or techniques to make it easier for students to memorize the Qur'an was widely discovered and developed. One

¹ Yusuf Hanafi et al., "Student ' s and Instructor ' s Perception toward the Effectiveness of E -BBQ Enhances Al-Qur'an Reading Ability," *International Journal of Instruction* 12, no. 3 (2019): 51–68.

² (Hamid, Assa'idi, and Subaidi 2021)

³ Ahmad Shiddiq, Devy Habibi Muhammad, and Ari Susand, "Pengaruh Metode Wafa Dan Profesionalisme Guru Terhadap Kemampuan," *JPKD: Research & Learning in Primary Education* 4, no. 1 (2022): 333–44.

⁴ Mila Siscawati and Romelah, "PEMBELAJARAN AL-QUR'AN DENGAN METODE Wafa DI SDIT BINA'UL UMMAH MALUK SUMBAWA BARAT," *Journal Scientific of Mandalika* 3, no. 8 (2022): 370–75.

of them is the Wafa method. This method explicitly applies an approach by the stimulus to the students who enjoy memorizing the Qur'an⁵. Wafa's method fosters students so that they can read and memorize the Qur'an by optimizing the function of their right brain. This method includes new methods, but it is pretty practical and fun to learn. This Wafa method refers to the concept of *Quantum Teaching* with a right-brain approach (associative, imaginative, and others). *Quantum teaching* is a teaching concept that guides students so that they are happy to learn, which their need to be more motivated and inspired is⁶.

One institution that upholds the concept of grounding the memorization of the Qur'an in and from early childhood is MI Darus Salam. This madrasa, an Islamic elementary school educational institution that has a vision of creating the next generation of Islam who loves the Qur'an, is creative, competitive, and collaborative. The learning implementation process that implements the 2013 curriculum is by the Ministry of Education and Culture policy, which requires students to be creative in their sensory and motor skills. So the Qur'an memorization program designed for early childhood teaches students to be able to hone their brain skills and memory properly. However, in the process of memorizing the Qur'an, age, background, and different genetics affect the memorization ability of other students. There are several levels of student memorization: students with superior skills (above average) or easy to memorize, students with standard abilities or who still need a few minutes to memorize, and students with weak memory skills or difficulty memorizing.

The teacher's opinion of Tahfidz Qur'an MI Darus Salam stated that in the 2021/2022 school year, only 11 out of 22 graduate students could chant memorization of short letters to An-Nas letters correctly and adequately according to makhraj and tajwidnya. The condition of other students in the process of memorizing short letters in the Qur'an on juz 30, some students are less able to memorize according to the makharijul huruf and the laws of reading the tajwidnya, and some students are less careful in the arrangement of crawling verses. Some others are not fluent in memorization. So it can be concluded that students' interest in memorizing is still low to consider it a heavy thing for them. In this case, teachers need to use methods and methods that are relevant and suitable for students who can achieve the desired goals of the vision and mission

⁵ Rini Kuniati and ArRoyyan, "Penerapan Metode Wafa Dalam Pembelajaran Tahfiz Qur'an Di SMP IT Laa Tahzan Citra Cikupa Tangerang," in *Proceedings UIN SUNAN KALIJAGA BANDUNG*, vol. 1, 2021.

⁶ Siti Rohmaturosyidah and Imrotus Solihah, "Pembelajaran Al- Qur'an Metode 'Wafa': Sebuah Inovasi Metode Pembelajaran Al- Qur'an Dengan Optimalisasi Otak Kiri Dan Otak Kanan," in *Proceedings of The 2nd Annual Conference on Islamic Early Childhood Education* (Yogyakarta, 2017), 149–58.

of the madrasa because the selection and use of a method is a determining factor for students' success in memorizing the Qur'an.

The Metode that corresponds to elementary school students is the Wafa method. Wafa's method combines the right brain and left brain approaches, yes approach by repeating something short-term with the right brain with a scope of creativity, imagination, movement, and happy emotions⁷. This method can quickly absorb new information and produce a relatively long student memory⁸. The purpose of the Wafa method is to realize a generation of Qur'an lovers. The implementation of the Wafa method starts from the formulation of plans regarding media, facilities and memorization targets for students, the implementation of memorization to the evaluation form used by the teacher⁹. Implementing this Wafa method also includes multisensory aspects or involves all the senses (auditory, visual, and kinesthetic. This Wafa method also stimulates students' interest and curiosity in the Qur'an¹⁰. Right brain functions tend to think relationally, divergenously, analogously, primarily, concretely, synthetically, holistically, and subjectively. Then this method will be a solution for students in stimulating their sensory and motor abilities to be active together.¹¹

This Wafa method research is certainly not first time has been conducted. Like research from Santiago and Kosasih, it shows that the implementation of the Wafa method includes three basic steps, namely preparation, implementation of core activities, and evaluation of learning¹². And other research was also carried out by Musolli and Fatimah, who explained that the performance of the Wafa method makes learning fun so that it can speed up students to improve their ability to memorize the Qur'an. For example, a student at MI Fathania named Azza Billah sudah graduated from munaqosyah juz 30 and continued memorization of juz 29, namely surah Al-Qolam, which at

⁷ Muh Faris Nurwahid and Ira Ryski Wahyuni, "Peningkatan Pemahaman Baca Tulis Al-Quran Dengan Metode Wafa Pada Siswa Kelas 6 MIT Al-Ishlah Kota Gorontalo," in *Proceedings UIN SUNAN KALIJAGA BANDUNG*, vol. 1, 2021.

⁸ Winda Arum Singgarani, Zaenal Arifin, and N Fathurrohman, "Implementasi Metode Wafa Pada Pembelajaran Tahsin Al- Qur ' an," *Al-I'tibar: Jurnal Pendidikan Islam* 8, no. 2 (2021): 46–54.

⁹ Saiful Hukamak and S. Sumihatul Ummah, "Problematika Guru Dalam Mengajar Al-Qur'an Dengan Metode Wafa Pada Anak Usia Dini," *Jurnal Pendidikan, Pengasuhan, Kesehatan, Dan Gizi Anak Usia Dini* 2, no. 2 (2021): 71–82.

¹⁰ I Thoifah, "Accelerate Pembelajaran Al- Qur ' an Berbasis Neurologi (Pola Metode Al - Barqy Dan Wafa)," *J-PAI* 7, no. 1 (2020): 24–31.

¹¹ Mohammad Shariq, "First Language Acquisition : A Qur ' Anic and Linguistic Perspective," *TESOL International Journal* 15, no. 3 (2020): 89–101.

¹² (Santiago & Kosasih, 2022)

that time he was in grade V¹³. Therefore, it can be seen that the relevance of this research problem has previously occurred and has been carried out.

Of course, it is different from this study which will examine the success of the appropriateness of the Wafa method in teaching students to memorize the Qur'an and how teacher evaluation efforts can improve students' memorization ability through the Wafa method. This research will significantly contribute to the methodology of teaching Qur'an memorization in early childhood. The novelty of this research it is one of the multisensory methods for developing a student's potential. Of course, this research is dedicated to qur'anic educational institutions to always prioritize the process of memorizing students creatively and comprehensively. Therefore, this research is exciting and essential to be carried out to become material for the development and evaluation of practitioners of early childhood Qur'an educational institutions to adjust the selection and use of Qur'an memorization methods to the needs and interests of students of the Islamic generation 4.0. Because students at an early age will tend to need more development of their potential, require more attention, and require a teacher's contribution in the learning process.

Based on this problem, the author wants to know how to memorize the Qur'an with the Wafa method and improve students' memorization skills through the Wafa method more deeply. The purpose of this study is to find out (1) preparation for learning memorization of the Qur'an using the Wafa method at MI Darus Salam, (2) the implementation of Qur'an memorization learning using the Wafa method at MI Darus Salam, (3) evaluation of Qur'an learning at MI Darus Salam.

This research uses a qualitative approach with a type of case study research. With the meaning that this study analyzes written or oral data from the research subject and presents data according to the analysis data. MI Darus Salam became the grafting of this study with the subject of the study, namely the students of class IV. The data collected were obtained from observation, interviews with five informants, namely the head of the madrasa, class IV teacher, Tahfidz Qur'an teacher, and two students, and documentation. The data analysis technique of this study applies Miles and Huberman's interactive analysis model by reducing the data, and presenting the data, which is then drawn to conclusions.

¹³ Musolli and Siti Fatimah, "Peningkatan Kemampuan Belajar Al-Qur'an Siswa Melalui Metode Wafa," *JUMPA: Jurnal Manajemen Pendidikan* 1, no. 1 (2020).

RESULTS AND DISCUSSION

The location of this study was conducted at MI Darus Salam, and the subject of this study was grade IV students with a total of 21 students with details 13 men and eight women. MI Darus Salam composed the mission of the madrasa to realize a generation that loves the Qur'an from an early age. The Qur'an tahfidz activity program at MI Darus Salam is presented with the Wafa method, which conceptualizes the process of memorizing the Qur'an through the right brain as a comprehensive, easy, and fun system and method of learning the Qur'an. This broad concept will lead to the learning process of memorizing the Qur'an students can meet the needs of children to train themselves to interact well from an early age. This concept will make it easier for students to read, understand, practice the content, and memorize the Qur'an.

According to Qisom, learning to memorize the Qur'an using the Wafa method includes five main activities: opening, experience, jarring, assessment, and closing.¹⁴ The Wafa method encourages students to be able to read and memorize the Qur'an through the optimization of the right brain. This Wafa method has its characteristics in chanting the recitation of the Qur'an, namely with a pleasant hijaz tone.¹⁵ So to systematize the effectiveness of this Wafa method, MI Darus Salam carried out three critical stages, namely the stages of planning, implementing, and evaluating learning as in the following framework.



Picture 1. Wafa Method Process

¹⁴ Eva Latipah, "Motives , Self-Regulation , and Spiritual Experiences of Hafizh (The Qur ' an Memorizer) in Indonesia," *International Journal of Instruction* 15, no. 1 (2022): 653–72.

¹⁵ Riza Fahrudin and Darmanto, "Meningkatkan Minat Baca Anak Terhadap Al Qur'an Melalui Metode Wafa," *Al-Muaddib* 4, no. 2 (2022): 194–201.

The following is presented a complete description of the steps of activities of the Wafa method carried out.

Learning Planning

This planning is aimed at preparing all components and aspects that should be available and fulfilled for the success of the learning process of memorizing the Qur'an¹⁶. In this case, the planning carried out by a teacher who supervises the student's Tahfidz Al-Qur'an program is by preparing teaching materials, media, and infrastructure for students using the Wafa method. The teaching material used by students for this memorization process is the Qur'an. The school provides the availability of the Qur'an for facilities and teaching materials for students according to the number of students. The memorization material of grade IV students is divided into two groups: group 1 with ten students to memorize the letter Of Asy-Shams and group 2 with 11 students in surat Al-Balad. The Tahfidz teachers equalized the preparation of these two groups in applying the Wafa method so that their success in memorizing the letters was easily achieved. Of course, to memorize the Qur'an, it is not required to accomplish how much memorization, but it is targeted at how much students can memorize and understand the content of the verse. Because the most important thing in studying the Qur'an is to link it as a guide for a servant's life, which is to be able to understand and practice its content.

Mrs. Fathimah, Tahfidz's teacher, explained that this grade IV student is quite conducive to learning. Moreover, the existence of MP3 learning media and *random cards* (cards with various lafadz pieces and verses) from the letter Asy-Shams and the letter of Al-Balad used will further facilitate their process of memorizing these letters. This pre-learning planning will be the main foundation of a Tahfidz program coach of all the possibilities and obstacles. From this, it is clear that the preparations carried out must be by the needs and interests of students so that the potential, creation, and analytical power of students will be well stimulated with the help of the media. Assisted by media as well, the learning process will be more effective and efficient.

MI Darus Salam also made other preparations by providing spacious and comfortable classrooms. The classroom is carpeted with no chairs, but a wide box-shaped table will be an accessible facility for students to write, read or open the Qur'an. This aims to equalize their position as servants who struggle to keep their Lord's kalam. Researchers saw that preparations for the availability of comfort in the work of students memorizing the Qur'an were well done by MI

¹⁶ Asdi Wirman and Ika Mutiara Sari, "Metode Wafa Dalam Pembelajaran Al-Qur ' an Di Sekolah," *Indonesian Journal of Islamic Early Childhood Education* 4, no. 1 (2019): 69–78.

Darus Salam. The storage area (shelf) of books, bags, and Qur'an is provided well and neatly for each student.

The preparation that the Tahfidz or MI Darus Salam teacher should have and the readiness of a student to receive material or start the process of memorizing the Qur'an also needs to be considered. This means their enthusiasm, motivation, and feelings must be formed with joyful emotions when they want to interact with the Qur'an. Mr. Jaenuri revealed this as the head of the madrasa, who said that the readiness of students could not be forced because it will only reduce memory and soften their potential to know the Qur'an sincerely and sincerely. So the thing that is usually done is to attract their interest with *the famous Arabic nasyid* (Arabic chanting) and those that children love, such as the songs *Huwa al-Qur'an*, *Huwa Muhammadun*, and *Mawlaya* owned by Maher Zein. This is the madrasa stimulus to try not to weaken the student's brain over the various subjects studied throughout the day. This will arouse students' interest in starting something vigorously and excitedly.

Implementation of Learning

The next activity stage is to carry out what has become a discourse and learning target. The target of memorization of grade IV students in August 2022 is to memorize and master the contents of the Letter of Asy-Shams and the letter of Al-Balad. Of course, the main activities in this implementation include the Preamble, experience, and teaching of the Wafa method regarding these letters. So in the performance of the Wafa method, three activities will be formulated, including preliminary, core, and closing activities. The following describes the implementation of memorizing the Qur'an of grade IV students using the Wafa method.

First, the Preliminary activities process this activity includes the opening step of the Wafa method. The opening is a beginning with the aim of involving students. This stage is the first influence on emotions and the condition of the success of the following learning step. In this stage, the coaching teacher includes the role of students in three aspects of their physical, thinking, and emotional traits. The teacher's strategy is to check attendance, ask for news, ask challenging questions, visual videos, stories, sing, or short quizzes¹⁷. The first thing that a teacher who coaches the Tahfidz Qur'an for early childhood is that grade IV students build the mood and learning conditions of students enthusiasm of sincerity in maintaining the purity of the divine kalam. This motivation towards students will be a source of focus and activeness of the

¹⁷ Ainil Maqsuri, "URGENSI METODE WAFI DALAM PEBAIKAN TAJWID AL-QUR'AN," *IQRO: Jurnal of Islamic Education* 1, no. 2 (2018): 139–52.

student's capture power in memorization¹⁸. For this reason, as stated in the statement of things, the preparation of the Wafa method with the teacher first presenting a song / nasyid that arouses the enthusiasm and interest of students towards Arabic, namely the language of the Qur'an. Usually, students are given one song each before the Tahfidz learning time and a different song at the next Tahfidz learning time. The motivational provision of these students is under the supervision of the teacher. Apparently, with the nasyid presented by the teacher, students train their vocals and audio well by singing nasyid together enthusiastically and simultaneously because they have heard it several times.

Furthermore, the teacher begins Tahfidz's learning by opening greetings, reading do'a together, and asking about each student's attendance and news. Reading do'a before starting the activity becomes the initial foundation for students can illuminate their hearts, mouths, and thoughts with the help of Allah SWT. Asking students for news and attendance will arouse students' curiosity and emotions about whether their presence and role during learning are involved and essential for teachers. Anita said grade IV students want the teacher's attention to ask about their attendance and readiness for the next memorization session. This is certainly a motivation and mutual relationship between students and teachers.

Secondly, the content activity, there is a process carried out in the Experience and Teaching stages of the Wafa method. The experience encourages students to arouse their curiosity about the information to be learned¹⁹. This method usually applies fun strategies for students, such as asking structured questions, demonstrations of physical movements or protests by students, and telling stories or analog stories. Meanwhile, the concept of teaching is the step of channeling information gradually, carried out by repetition and randomization. So in this activity, the teacher directs the stability and consistency of student learning activities which should be maintained their interests and motivations during learning. Other strategies are usually carried out, such as (1) instilling student learning concepts that can be deciphered directly or other audio media, periodically, repeated or randomized. (2) Reading to be imitated by students according to the material²⁰.

¹⁸ Devi Dwiyantri, Muhamad Ali, and R Marmawi, "PENERAPAN METODE WAFa DALAM PEMBELAJARAN PENGENALAN AL-QUR ' AN PADA ANAK KELOMPOK A TKIT AL-MUMTAZ PONTIANAK," *AL-FIKR: Jurnal Pendidikan Islam* 4, no. 1 (2016): 1–8.

¹⁹ Thoifah, "Accelerate Pembelajaran Al- Qur ' an Berbasis Neurologi (Pola Metode Al- Barqy Dan Wafa)."

²⁰ Kuniati and ArRoyyan, "Penerapan Metode Wafa Dalam Pembelajaran Tahfiz Qur ' an Di SMP IT Laa Tahzan Citra Cikupa Tangerang."

Furthermore, the coaching teacher to build learning conditions and activities of students is fighting and excited, usually, the teacher allows students to do demonstrations in pairs with other students who are the same level of hafalan then mutually be able to continue verse by verse from a letter. This is done for students to be more muroja'ah (able to repeat memorization) and exercise their courage under any circumstances if required to chant their memorization. Mrs. Fathimah explained that students who have difficulties in the process of memorization and muroja'ah would be more challenged if an alternative method is carried out at the beginning of each meeting. Of course, students will also maintain self-focus and build fighting power to keep their memorization intact.

Today's modern educational concept presents varied alternatives to learning the Qur'an. The educational function of the Qur'an makes the learning experience and shaper of the student's personality. If learning has been able to train students to control their abilities and emotions well, then the learning process will be formed comprehensively, and learning outcomes and targets are easier to achieve²¹. Another opinion was conveyed directly by class IV students, namely Diandra, who said she was happy to start learning concepts like this. So that students' abilities are constantly tested and repeated without time limits. This kind of concept, also the researcher concluded, will bring strong and sincere motivation from students to start learning and interacting with the Qur'an from an early age.

Then the teaching process is carried out in groups; more precisely, there are two groups. The following is presented the number of students in the group and the letters that target their memorization in August 2022.

Table 1. Number of Memorization Groups and Their Memorization Targets

Group	Number of Students in the Group and Memorized Targets
Group 1	This Group exists 10 students with memorization targets is Surah Asy-Shams
Group 2	This Group exists with memorization targets is 11 students Surah Al-Balad

²¹ Sandiko et al., "School Management in Forming Children ' s Religious Character," *Al-Tanzim : Jurnal Manajemen Pendidikan Islam* 06, no. 03 (2022): 655–66.

The table above describes the memorization group for grade 4 which is divided into two groups. There are 10 students in group 1 with the target of memorizing surah as-Syams. Group two made the surah Al-Balad the target of their memorization with 11 students. This group's study position is placed in group 1 on the right and group 1 on the left. The student's position is ensured to sit evenly without a chair or table in front of him. Each table is filled with a maximum of 4 students. This is intended to maintain the interaction and concentration of students with their friends during the memorization process. So to minimize the noise and confusion of chanting verses in each group, the teacher guided the reading of one of the groups first by preparing 1 MP3 containing a specific letter with hijaz tones for the other group so that it could be heard and imitated examples of reading by students two times. As stated by the class IV teacher, Kurniawati's mother mentioned the concept of group learning, it alternates every meeting. And sometimes, class IV teachers supervise this group of students with MP3 guidance so that all students will feel cared for and receive the same attention.

This memorization learning process is carried out after the jama'ah duhur prayer is completed for high classes with duration of 45 minutes and is carried out as much as three days a week. The 10-minute segmentation time has been used for the opening session, 30 processes of understanding, memorization, muroja'ah, and student deposits, then it will be 5 minutes to close the learning. In the process of memorizing the student's Qur'an, the teacher recites the reading of the letter well according to makharrijul huruf and tajwid; then the teacher rereads the letter, followed by the student repeating the teacher's lesson, then the student is directed to read it in groups, finally, the student will be directed to read the letter independently. After reading, students will be given time to be able to memorize the verses on the note. In this process, each student is taught to be able to appreciate the time of those around him to memorize.

Furthermore, for the group that listened to the chanting of letters three times through mp3 guidance, then students was given time to read in groups according to reading rules. After that, the teacher reads the letter and corrects each reading if there is a tone or task that does not correspond to the makhrāj or tajwid law practiced by the student. And finally, the student is given time to be able to memorize verses from letters independently.

In the last 15 minutes, the student should already be able to make a rote deposit to the teacher. In this rote deposit process, the teacher listens to the student's reading with the student repeating the memorization three times. Then the teacher provides correct corrections and guidance if student readings are not in accordance with the rules. Finally, the teacher performs muroja'ah by giving

an endeavor in the form of connecting verses or passing on the verses proposed by the teacher to measure the sharpness of their memory. Usually, this deposit process is carried out briefly to minimize the escape of student memorization and student fatigue.

The memory of early students needs to constantly be monitored and honed with a form of endeavor that is fun and challenging for students.²². Teachers as facilitators, mediators, and collaborators in the process of memorizing students, will be able to accompany, deliver, and involve themselves in the success of student memorization²³. Mr. Jaenuri added that this learning process must be continuously supervised, controlled, and monitored by the teacher so that the memorization that is often sharpened will become lasting memorization. Students who are used to memorizing languages that are not the main language in their lives will also be accustomed to other critical subjects. Therefore, MI Darus Salam tries to ground the Tahfidz program in early childhood so that it becomes a light for children's hearts, thoughts, deeds, and orals from an early age in understanding all forms of subjects to be studied.

Third, closing activity is the last process of implementing the Wafa method, namely Assessment and Closing. Assessment is a stage to assess students' understanding of the material studied. In this activity, there are usually strategies commonly used, such as BSK (Baca Simak Klasikal), where the teacher recites while the student listens to the reading, and BSP (Baca Simak Privat), which is the condition of one student imitating according to the teacher's task while the teacher listens to the student's reading and other students repeat the lesson and memorize it²⁴. The closing is the activity of discussing material again, appreciating the performance and achievement of student learning through flattery, appreciation, or motivation so that students maintain their enthusiasm for learning until the end. Usually, reviewing this material is carried out by checking the material after being studied, channeling impressions and messages, and appreciating learning achievements²⁵.

²² Fathor Rozi, Nailus Sa'adah, and Nur Hayati, "Meningkatkan Daya Ingat Tajwid Melalui Mnemonic Learning," *Fondatia : Jurnal Pendidikan Dasar* 6, no. 3 (2022): 676–90.

²³ Hukamak and Ummah, "Problematika Guru Dalam Mengajar Al- Qur'an Dengan Metode Wafa Pada Anak Usia Dini."

²⁴ Jumardin, Khaerudin Yusuf, and Gunawan B. Dulumina, "Upaya Pembinaan Guru Dalam Meningkatkan Kualitas Mengajar Al- Qur ' an Melalui Metode Wafa Di SDIT Bina Insan Kota Palu," *Al-Tanjih : Jurnal Pendidikan Islam* 3, no. 1 (2022): 21–44.

²⁵ Ratna Pangastuti, "Pembelajaran Al-Quran Anak Usia Dini Melalui Metode "" Wafa ,"" in *Proceedings of The 2nd Annual Conference on Islamic Early Childhood Education* (Yogyakarta, 2017), 109–22.

In this activity, students will be given a reflection on the last 5 minutes of learning. The consideration given by the teacher to the students is to rotate each group to chant the reading of their letter without seeing the Qur'an while the other group listens to their task. From here, students will be found their courage and achievement in memorizing a letter in front of a crowd. Then the teacher invited one of the group members to display his memorization in front of his friends. In the last process, the teacher closes the meeting by reading the closing do'a and saying greetings. Mrs. Kurniawati noted that reading the do'a before and after memorizing the Qur'an will remind students to love the god who owns the Qur'an and remind students that all good things (memorizing the Qur'an) are by His permission and mercy.

Learning Evaluation

The third step is to evaluate every learning that is over periodically. Evaluation of learning to memorize the Qur'an using the Wafa method is carried out and divided into two forms of evaluation, namely (a) Formative evaluation, that is, implementation of an assessment during learning activities, and (b) Summative evaluation, that is the implementation of assessment after all learning programs have been given by the teacher or implementation of assessment after a unit of time the length of the teaching and learning process (semester)²⁶. These two forms seem to be evaluations that teachers use directly and indirectly visible to students. Formative evaluation will show the teacher's assessment of the student's learning performance now at the time of the learning process as well during the summative evaluation; the student will see a review of their success or achievement after carrying out a certain period²⁷.

The Wafa method has a volume increase standard to achieve graduate goals (rote memorization targets) that are truly qualified. The determination of this assessment is through measurements (1) If you can read at the time of the individual test correctly and correctly, you will get an A. (2) If you can read correctly and fluently but make as many reading mistakes as possible three times on makhraj or his tajwid law during the time of the individual test, You will get a grade of B. and (3) If you can read, but the memorization process is not perfect and make makhraj mistakes or the tajwid law more than four times during the

²⁶ Maqsuri, "URGENSI METODE WAFI DALAM PEBAIKAN TAJWID AL-QUR'AN."

²⁷ Amelya Fabela, Hendrisab, and Eka Eramahi, "IMPLEMENTASI METODE WAFI DALAM PEMBELAJARAN TAHFIZH QUR'AN DI SEKOLAH TAHFIZH CAHAYA DI ATAS CAHAYA KOTA BUKITTINGGI," *Ahlussunnab: Jurnal of Islamic Education* 1, no. 2 (2022): 16–29.

time of the individual test, You will get a grade of C²⁸. According to a statement by Fathimah's mother as Tahfidz's teacher, direct evaluation is needed by teachers and students to both be able to see the extent of the increase in individual student memorization. The teacher's formative evaluation is to look at the readings of students who have or have not complied with the rules of makhraj and tajwidnya.

Judging from the guidance and guidance of readings from the Tahfidz teacher directly and the help of mp3 media audio of his letter, 21 students are well trained and correctly pronounced makharijul huruf and tajwidnya. The hijaz tone also makes it easy for them to imitate the rhythm of the tone in the short letter juz 30. Mrs. Kurniawati also explained that the interaction of learning and memorizing grade IV students tends to be stable and dynamic in imitating the chanting of tones or the pronunciation of makhraj and tajwidnya. This is a breakthrough for other students to be motivated to be better at doing good things.

Then a summative evaluation is carried out and accumulated at the end of each semester to find out the assessment of student learning for some time. Before the semester's end, the student must complete memorizing a specific letter he studied²⁹. The assessment was carried out by demonstrating the amount of memorization during the semester in front of the grade IV teacher and Tahfidz teacher in the classroom. The student sits in the middle with the other students sitting around him so that it is U-shaped while the teacher sits cross-legged in front of him. This is done for skilled students by showing their courage in expressing their memorization from an early age. Then the teacher randomly gives or mentions a few verses for the student to continue or guess what the poem is. Another test was also carried out with one of the other students appointed by the teacher to be Sailor, the person who requested by choosing one of the *random cards* that read a verse cut from the student's memorization letter that could be continued or guessed the letter from what poetry was chanted by Sail from the *random card*.

Anita mentioned that the form of self-confidence in memorization that is already strong must always be maintained. Because it could be that doubt or confusion over the opinions around him affects his memorization. The fearless

²⁸ Iqbal Ansari, H Abdul Hafiz, and Nurul Hikmah, "Pembelajaran Tahfidz Al-Qur ' an Melalui Metode Wafa Di SDIT Nurul Fikri Banjarmasin," *BADA'A: Jurnal Ilmiah Pendidikan Dasar* 2, no. 2 (2020): 180–94.

²⁹ Alif Achadah, Ilma Fahmi Aziza, and Siti Muawanatul Hasanah, "EFEKTIVITAS METODE WAFI SEBAGAI INOVASI DALAM PEMBELAJARAN MEMBACA AL-QUR'AN DI TPQ AL-IKHLASH PALA'AN NGAJUM MALANG," *Ar-Risalah: Media Keislaman, Pendidikan Dan Hukum Islam* XVIII, no. 2 (2020): 234–46.

attitude of chanting rote in front of friends and teachers is also the central provision for him to be confident and courageous in his abilities. Researchers say that with such a form of test, it would be an effort for students to improve their memorization skills because the existence of friends and teachers became witnesses to the journey of their memorization process. It is also a capital for students to think competitively to achieve everything well.

The results of the analysis of this study indicate that the Wafa method used by the teacher in the process of memorizing students is in accordance with the three main steps, namely planning formulation, implementation, and evaluating student memorization activities. With these three steps the process of the selected Wafa method is well structured in the process of its activities for students. Students can get convenience in the memorization process with lesson hours that are adjusted to their pattern of interests, implementation of the memorization process which is accessed with flexible teacher guidance, and forms of evaluation that develop students' potential to be brave and confident in their memorization.

CONCLUSION

Fundamental to the focus of this research, the conclusions from the results of the study and its discussion state that the Wafa method used and carried out by MI Darus Salam includes three main steps, namely the steps of planning, implementing, and evaluating learning. The process of implementing learning is carried out with duration of 45 minutes consisting of three main activities: opening, core, and closing. Then the learning evaluation step, the coaching teacher conceptualizes an assessment of improving the memorization ability of grade IV students in the form of a formative evaluation carried out during learning and a summative assessment involving all students and class IV teachers to become individual student rote correctors. Therefore, from the Wafa method used in memorizing the Qur'an, students go well and correctly according to the rules of makhraj and tajwid. This Wafa method also involves the role of teachers who become good facilitators, mediators, and collaborators for the student memorization process. This Wafa method positively impacts students as capital to show confidence, self-courage, and competitive thinking for students to achieve everything good in their lives.

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