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# Implementation of the Juz'i Method for Student Al-Qur'an Memorizers: A Case Study of PTIQ Jakarta Students

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**Abstract.** *This research aims to analyze the use of the juz'i method as one of the methods of memorizing the Quran used by Quran memorizers among students in University. The study was conducted on students of PTIQ located at Ma'had. This research used a qualitative method with sampling interview techniques, observation, and literature review data. As an analytical tool for the collected data, this study employed the SWOT analysis theory. The results of the research indicate that the juz'i method used as one of the memorization methods by PTIQ students reflects strengths, weaknesses, opportunities, and threats. The Juz'i method is more dominant in its strenghts and opportunities. This is because the method is performed by students who first read the verses to be memorized, then continue by reciting them meticulously and understanding the meaning of each word. This method greatly helps students studying in a Qur'an-oriented campus to develop the meanings of the verses they have memorized.*

**Keywords:** Juz'i method, Students, Qur'an memorization

## INTRODUCTION

The use of methods to memorize the Qur'an is a means in the memorization process itself with the aim of achieving its main goal, which is to be able to complete memorization easily and completely. However, the birth of a method to find strengths and weaknesses when practiced in the field. This study will test the use of a method of memorizing the Qur'an carried out by PTIQ Jakarta students as one of the campuses that focuses on memorization and study of the Qur'an. The students who are used as the object of this research are only those who are in Ma'had Ampera. The opportunities that will be studied in this research look at students who practice the method of memorizing the Qur'an as the main data.

The data is then tested using SWOT to identify strengths, weaknesses, opportunities, and threats.As revealed by Rangkuti, SWOT analysis is a method to systematically identify various factors that can be used in formulating strategies. This analysis is based on logic that aims to maximize strengths and opportunities, while at the same time minimizing weaknesses and threats (Rangkuti, 2016, p. 19).

This approach is used as an analytical knife for the object being studied. So far, the study of the method of memorizing the Qur'an has not been carried out in detail to reveal the quality of the method objectively. Existing research emphasizes more on the descriptive side of one-way bias towards advantages. Such as what Umi Salamah (Salamah, 2018, p. 124-128), Anwar and Hafiyana (Anwar & Hafiyana, 2018, p. 181-198), or what Najib did (Najib, 2018, p. 333-342).

Salamah's study revealed that the Kaisa method is more appropriate for children according to the purpose of the method owner. Meanwhile, Anwar and Hafiyana are not much different, it's just that their research also explains the advantages and disadvantages even though they are not explained in detail about SWOT. The study conducted by Najib is more onthe positive side carried out for certain groups. The three studies were conducted as descriptive reviews and did not involve an approach as an analytical knife.

The function of the analysis knife is to get an in-depth reading of the data found so that it can present results that have rich meaning. Because the use of a method of memorizing the Qur'an in Indonesia is urgently needed as the interest of Qur'an memorizers is increasing.The final results are also expected to be a reference for learning methods to memorize the Qur'an through online and offline.

## METHODS

Research methods are one of the most important factors in conducting research, because basically research methods are a scientific way to obtain data with certain purposes and uses. Research methods are efforts to find, develop, and test the truth of knowledge in scientific ways. Therefore, the method used in a study must be appropriate. Based on the approach and type of data used, this research is included in qualitative research so that it will produce descriptive data in the form of words. The data analyzed in it is descriptive and not in the form of numbers as is the case in quantitative research. According to Arikunto, qualitative research is intended to collect information about the status of an existing symptom, namely the state of the symptom as it is at the time the research was conducted (Sugiyono, 2016, p. 54).

The data to be analyzed is previously mapped based on the data source. The main source of data is humans (informants). Thus, the data collection technique is through indepth interviews (in deft), participatory observation, and field notes. In addition, as supporting data, researchers will also dig up data through books, research results, journals, mass media, documents and photos. Interviews and observations were carried out on the research object, namely at Ma'had Ampera Ptiq Jakarta right in Ragunan Village, Pasar Minggu District, located on Jalan Ampera 1 number 17 C South Jakarta next to Ampera Avenue Residence. Field observation time was held on April 10, 2022 and interview time was held on June 03, 2022. The data obtained by the author is quite valid and complete because he conducted a direct interview with Mahasantri Ma'had Ampera PTIQ Jakarta in 2022.

The interviews were conducted based on a sample taken from the population at Ma'had Ampera PTIQ Jakarta, by limiting the sample to only a few people from representatives of the full tahfiz program, limited tahfiz, and administrators.

## RESULTS AND DISCUSSION

### 1. Profile of PTIQ Jakarta

At first glance, PTIQ Jakarta is an Islamic university that implements the Tri Dharma of Higher Education (Teaching, Research and Community Service) based on the Qur'an. Since its establishment on April 1, 1971, the PTIQ Institute has continued to develop in its work in the world of education, in addition to maintaining the assets of Al-Qur'an memorizers, educating its students to read and understand the Qur'an fluently, having a special institution for tahsin and tahfidz, as well as excelling in the field of education. All male and female students come from various areas of Jakarta, Bangka Belitung, Kalimantan, and so on.

PTIQ upholds Islamic principles and is guided by the Qur'an, the Sunnah of theProphet, and applicable laws and regulations. Meanwhile, as a vision, "The realization of a superior higher education institution and has an international reputation in Quran-based study and development, has competitive and comparative advantages in the fields of education, research and community service and management, has a reputation at the international level, is always at the forefront of scientific development and updates according to the needs of the times, based on the Qur'an, which means that the entire academic community in the process of education, teaching, research and community service always uses the Qur'an as the basis for their studies.

The mission of PTIQ itself is able to organize higher education professionally based on the values of the Qur'an, develop social sciences, arts, culture and technology based on the Qur'an, conduct research and community service professionally in the development of Islamic science and technology based on the Qur'an, and establish cooperation with various institutions at the national, regional and international levels.

### 2. Profile of Ma'had Ampera PTIQ Jakarta

The Ampera women' s dormitory consists of 1 building, each building has 21 rooms consisting of 10 rooms and 11 bathrooms. In the dormitory, there is 1 Hall, which is in the dormitory building. This hall is usually used by students to carry out their activities, namely memorizing the Qur'an and depositing memorization with their ustadzah. Then there is 1 kitchen, which is usually used by students to cook and wash with a washing machine. Then it has 3 air conditioners, 2 are placed in the Hall and 1 is placed in the Ustadzah room.

The program at Ma'had has a series of carefully designed activities to ensure that students can memorize and understand the Qur'an well. However, in addition

to tahfidz Al-Qur'an, Ma'had also involves students in various other activities that support their overall development. One of the main programs at Ma'had is the daily program. In this program, activity supervision is the top priority. For example, students have the responsibility to wake up their friends before dawn. This is important so that they start the day with enthusiasm and commitment to Allah. In addition, there is an attendance process that is carried out before maghrib and early in the morning to ensure the presence of all students. With the supervision of daily activities, Ma'had can maintain order and discipline in their environment.

In the daily program, there are also office picket tasks that must be carried out by students according to the schedule. This task involves coordinating with the security team and the property team to ensure the safety and order of the dormitory. Mahasantri also evaluates daily activities and makes notes and actions that need to be taken if needed. This helps improve the quality of the learning process in Ma'had.

However, tahfidz Al-Qur'an remains the main focus in Ma'had. The tahfidz program involves various activities of recitation and memorization of the Qur'an. Mahasantri repeated their memorization, improved their readings independently, and learned new vocabulary. Every week, there is a language exam that is conducted to measure the language skills of students. The results of this exam provide an overview of their development in understanding and using Arabic and English. In addition, as a form of appreciation, Ma'had gave rewards to students who managed to achieve satisfactory results in the language activity.

Tahfidz Al-Qur'an does not only focus on learning, but also involves competitions and external activities. Mahasantri can participate in external competitions held by agencies or institutions outside Ma'had. This competition provides an opportunity for them to test their tahfidz skills and interact with students from other institutions. In addition, Ma'had also prepares student cadres to play the role of Prayer Imam, recitation teachers, MTQ participants, and other roles in religious activities outside Ma'had.

In addition to the tahfidz program of the Qur'an, there are also other programs that are an integral part of life in Ma'had. The weekly program includes activities such as clean Fridays, joint tahajjud prayers, and checking student rooms to ensure cleanliness and order. Every month, there is a gathering of all Ma'had administrators to evaluate the achievements and shortcomings in each program. This meeting is also a moment to tidy up the monthly archives so that the information is well documented.

Order is also very important in Ma'had. Mahasantri is required to be in the Hall before the Fajr call to prayer and at 17.30 WIB (Maghrib). They are also expected to maintain the cleanliness of the room and report if there are any obstacles to participating in Ma'had activities. Attendance at Ma'had for 24 hours is mandatory, unless there is an obstacle accompanied by permission. Mahasantri is also required to attend congregational prayers, report menstrual times, and dress officially when

attending lectures and activities at Ma'had. In an effort to improve Arabic and English language skills, Ma'had organized the Shabahul Lughah program. This program includes the provision and debriefing of vocabulary by each language section, explanations and bayan for daily conversations, as well as conversation exercises that are carried out every day after dawn. Mahasantri is also required to memorize vocabulary and submit it to the language section administrator.

In addition, there is also a Muhadatsah program which is aconversation practice that is carried out in the morning after Fajr. In this activity, students are invited to ask and answer each other in two languages, namely Arabic and English, which are guided by the Language section. The purpose of this activity is to train public speaking skills, improve mental and fluent speech in daily conversations.

All activity programs at Ma'had are supported by teaching staff and administrators who are experienced in their fields. They provide guidance, supervision, and evaluation of the development of students on a regular basis. This ensures that the students get optimal guidance in the journey of tahfidz Al-Qur'an and their selfdevelopment.

Overall, Ma'had is a place that not only emphasizes the tahfidz of the Qur'an, but also pays attention to the overall selfdevelopment of the students. Through structured and diverse programs, Ma'had creates a conducive environment for students to develop their tahfidz skills in the Qur'an, interact socially, and instill Islamic values in their daily lives.

**3. Juz'i Method**

The juz'i method is done by dividing the verses you want to memorize into five, seven, or ten lines, even one page or one hizb, and after successfully memorizing them, then move on to the next target (Abu Wafa, 2013, p. 73). According to Abdurrab Nawabuddin's view, the Juz'i method is a highly recommended approach in the process of memorizing the Qur'an. There are several reasons that support this view. In a narration taken from Al-Baihaqi from Abu Aliyah, it is stated that the Prophet Muhammad himself used this Juz'i method when teaching qira'ah to his companions. In fact, the companions of the Prophet continued to use this method in teaching the Qur'an to the next generations.

In addition, this method is considered superior and suitable for use by children and individuals who have little experience in memorizing the Quran. This approach can help them understand and memorize better (Abu Wafa, 2013, p. 50).

**a. Methods Applied by Mahasantri in Memorizing the Qur'an at Ma'had Ampera PTIQ Jakarta**

From some respondents, it can be concluded that the method used by students in memorization is by reading the verses to be memorized first and limiting or dividing the verses that will be memorized. Then read and understand the meaning of the words and verses repeated 5-20 times. This method is usually

called the Juz'i method. By understanding the meaning of the verses memorized and understanding the rules of Nahwu Shorof, as well as reading them repeatedly is also one of the ways used by students in memorization. Mahasantri is required to deposit their memorization at least for 1 full tahfidz and limited tahfidz for at least 1 verse to their Ustadzah.

Each student has a different way of memorizing, and for Ma'had Ampera itself there is no emphasis on a certain method of memorizing the Qur'an. It depends on each student wanting to use a method that is suitable for themselves. The dominant Qur'an used by students is the Qur'an which has its meaning or translation so that it is easier to remember, understand, and memorize the Qur'an. By understanding the verses of the Qur'an, it is also easier to memorize verses of the Qur'an.

**b. Advantages and Disadvantages in Using the Method Applied by Mahasantri at Mahad Ampera PTIQ Jakarta**

In memorizing the Qur'an, there must be a method or method used in memorizing the Qur'an, one of which uses the method described earlier. In using this method, there must be advantages and disadvantages. Here the author concludes the answers from several respondents as follows:

**1) Advantages**

By using the method applied by the Mahasantri, the advantage of using this method is that it can make it easier or faster for the memorization of the students. The advantage is that students know the location of the verse by understanding the verse they memorize and reading it over and over again. Because each memorization has a target, which is a minimum of 1 page per day, students pursue the target according to their respective goals by using these methods or methods can make it easier and faster for students to memorize and make it easier to bein muroja'ah.

**2) Disadvantages**

By using the method applied by students, in addition to the advantages, it also has disadvantages. One of them is that it takes a lot of time and has to read it often or memorize it. Other respondents said that using this method has no drawbacks, because each student's memorization is different depending on each person.

## 4. SWOT Analysis

SWOT analysis is an evaluation method that uses acronyms or abbreviations of the four words, namely strengths, weaknesses, opportunities, and threats. This method is used to evaluate these factors to identify internal strengths, internal weaknesses, external opportunities, and external threats in a particular situation or context (Fatimah & Nur'aini Dwi, 2016, p. 7).

**a. Strengths**

1) Holistic approach: The Juz'i method allows students to memorize the Qur'an with a holistic approach, involving reading verses repeatedly, deepening understanding through tahqiq, and understanding the meaning of words. This helps in internalizing and developing a deeper understanding of the Qur'an.
2) Linkage to the background of the Qur'an: The Juz'i method is suitable for students with a background in the Qur'an, because they have an adequate initial understanding and reading skills of the Qur'an. This allows them to focus more on understanding and meaning the verses they memorize.
3) Collective learning support: The Juz'i method can facilitate collective learning through study groups or communities of Qur'an memorizers. Students can support each other, strengthen understanding, and share experiences in the process of memorizing the Qur'an.

**b. Weaknesses**

1) High time demands: The Juz'i method requires a high time commitment from students. The process of reading repeatedly and deepening comprehension can take significant time, which can be an additional burden for students with tight schedules.
2) Possible boredom and boredom: The intensive repetition process in the Juz'i method can lead to boredom or boredom for some students. This can affect their motivation and focus in learning the memorized verses.
3) Limitations of learning variety: The Juz'i method focuses more on repetition and understanding of verses individually. This may present limitations in learning variations, thus affecting the learning preferences of students with different learning styles.

**c. Opportunities**

1) Use of supporting technology: The use of technology in the Juz'i method can enrich the learning experience, such as using mobile applications or digital platforms to facilitate access and develop Qur'an memorization content.
2) Collaboration with related institutions and communities: Cooperation with other institutions or communities that focus on memorizing the Qur'an can open up opportunities to share experiences, best practices, and develop better memorization methods.
3) Advanced research and development: The Juz'i method can be the subject of further research and development to improve effectiveness and efficiency in memorizing the Qur'an. Further research can lead to new innovations in this method.

## CONCLUSIONS

Everyone has their own way or method of memorizing the Qur'an. However, the most used is a method that is suitable and fun for each individual. Based on the results

of the study, the methods used by Ma'had Ampera students of PTIQ Jakarta are different, depending on each person. But the dominant Ma'had students use the method of reading the verse first that will be memorized on one page, the verse that we memorize earlier is divided into several pieces then read the meaning of the word or understand the meaning and meaning, then the verse is repeated 5-20 times. This method is called the juz'i method. The other students used a combination of Bi alnadzar, Talaqqi, Tahfidz, Takrir and Tasmi' methods. Every time we memorize using a suitable and suitable method, surely the method has its own advantages and disadvantages. The application of the Juz'i method for memorization in Ma'had is very good. The many advantages of the Juz'i method really help the memorizers of the Qur'an understand more about the science of the Qur'an. Likewise, the shortcomings are the responsibility of each individual.

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