

EFFECTIVE STRATEGIES FOR MEMORIZING THE QUR'AN FOR CHILDREN WITH SPECIAL NEEDS AT IBNU ISMAIL DISABILITY BOARDING SCHOOL BATAM

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Abstract

Memorizing the Qur'an is a noble act in Islam, offering numerous spiritual and cognitive benefits. However, for children with special needs (CWSN), the process requires specific strategies tailored to their individual abilities. This study aims to analyze the effective strategies used at Ibnu Ismail Disability Boarding School, Batam, in facilitating Qur'an memorization for CWSN. The research employs a qualitative approach through literature review, observations, and semi-structured interviews with educators. The findings indicate that multisensory learning, the talaqqi and tikkar methods, and the integration of audio-visual technology significantly enhance memorization retention among CWSN. Additionally, the role of well-trained teachers, a supportive learning environment, and active parental involvement contribute to the success of the memorization process. Despite challenges such as individual learning variations and limited resources, tailored strategies help CWSN overcome obstacles in their Qur'anic studies. This research highlights the importance of adaptive teaching methods to ensure inclusivity in religious education, allowing CWSN to memorize the Qur'an effectively according to their potential.

Abstrak

Menghafal Al-Qur'an adalah tindakan mulia dalam Islam, menawarkan banyak manfaat spiritual dan kognitif. Namun, untuk anak-anak berkebutuhan khusus (CWSN), prosesnya membutuhkan strategi khusus yang disesuaikan dengan kemampuan masing-masing. Penelitian ini bertujuan untuk menganalisis strategi efektif yang digunakan di Pondok Pesantren Disabilitas Ibnu Ismail, Batam, dalam memfasilitasi hafalan Al-Qur'an bagi CWSN. Penelitian ini menggunakan pendekatan kualitatif melalui tinjauan literatur, observasi, dan wawancara semi-terstruktur dengan pendidik. Temuan menunjukkan bahwa pembelajaran multisensori, metode talaqqi dan tikkar, dan integrasi teknologi audio-visual secara signifikan meningkatkan retensi hafalan di antara CWSN. Selain itu, peran guru yang terlatih, lingkungan belajar yang mendukung, dan keterlibatan orang tua yang aktif berkontribusi pada keberhasilan proses menghafal. Terlepas dari tantangan seperti variasi pembelajaran individu dan sumber daya yang terbatas, strategi yang disesuaikan membantu CWSN mengatasi hambatan dalam studi Al-Qur'an mereka. Penelitian ini menyoroti pentingnya metode pengajaran adaptif untuk memastikan inklusivitas dalam pendidikan agama, memungkinkan CWSN untuk menghafal Al-Qur'an secara efektif sesuai dengan potensinya.

INTRODUCTION

The Qur'an is the holy book of Muslims that has great virtue for anyone who reads, understands, and memorizes it¹. The process of memorizing the Qur'an or tahfizh is a form of worship that has many virtues, as the Prophet صلى الله عليه وسلم said:

"It is best for you to be the ones who study the Qur'an and teach it." (HR. Al-Bukhari No. 5027).

This hadith shows that the effort to memorize and teach the Qur'an is one form of worship that has high value in Islam. However, in its implementation, not all individuals have the same ability to memorize the Qur'an, especially for Children with Special Needs (ABK)².

Children with Special Needs (ABK) are individuals who have limitations or differences in cognitive, sensory, motor, and emotional aspects compared to children in general³. In the context of Islamic education, especially in tahfizh Al-Qur'an, ABK faces various challenges that include limitations in concentration, memory, and communication barriers that can hinder their memorization process. Therefore, a method is needed that suits their characteristics and needs in order to achieve optimal results⁴.

In Islam, every individual has the right to education, including religious education. This is in accordance with the words of Allah جل جلاله in Surah Al-Mujadilah verse 11:

﴿يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرَفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ﴾

"O you who believe, when it is said to you, "Give space in the assemblies," be open, and Allah will surely give you space. When it is said, "Stand up," stand up. Allah will undoubtedly raise up those who believe among you and those who are given some degree of knowledge. Allah is meticulous in what you do. (QS. Al-Mujadilah: 11).

This verse shows that science has a high position in Islam, including science related to the Qur'an. Therefore, providing access and appropriate methods for ABK in memorizing the Qur'an is part of the responsibility of inclusive Islamic education⁵.

¹ Gomez Per Henrik, Valo Anil, and Delic Maria, "Memorizing the Quran to Improve Student Learning Achievement," *World Psychology*, 2023, <https://doi.org/10.55849/wp.v2i1.390>.

² Hery Noer Aly and Bustomi Bustomi, "Quran Literacy for Students With Special Needs," *Jurnal Pendidikan Islam*, 2022, <https://doi.org/10.15575/jpi.v8i2.17609>.

³ Hafizhah Zulkifli et al., "Challenges and Elements Needed for Children With Learning Disabilities in Teaching and Learning the Quran," *Children*, 2022, <https://doi.org/10.3390/children9101469>.

⁴ Nur Hasanah and Istiqomah Istiqomah, "Management of Islamic Education Learning in Tpa Activities at the Nurul Iman Pakem Mosque," *Ta Dib Jurnal Pendidikan Islam*, 2023, <https://doi.org/10.29313/tjpi.v12i1.9824>.

⁵ Dhaifullah Mochtar Adi Pratama and Zaenal Abidin, "Implementation of Project-Based Learning Model in Islamic Religious Education for Grade X at Muhammadiyah Senior High School 1 Surakarta," *Juspi (Jurnal Sejarah Peradaban Islam)*, 2024, <https://doi.org/10.30829/juspi.v8i1.20622>.

Ibnu Ismail Disability Boarding School in Batam is an institution dedicated to providing Qur'anic education for CWSN, integrating tailored teaching methods to facilitate their memorization process⁶. This study aims to explore and evaluate the effectiveness of various strategies implemented at this institution to support CWSN in memorizing the Qur'an. Through qualitative research methods, including literature review, observations, and interviews, this study seeks to identify best practices that enhance the memorization abilities of CWSN⁷.

By examining these strategies, this research aspires to contribute to the development of more inclusive Qur'anic memorization programs, ensuring that CWSN receive adequate support in their religious education⁸. The findings of this study can serve as a reference for educators, caregivers, and policymakers in designing more effective memorization techniques tailored to the needs of CWSN.

RESEARCH METHOD

This study uses a qualitative approach with a descriptive method to analyze effective strategies in helping Children with Special Needs (ABK) memorize the Qur'an. Data was collected through literature studies and direct observation on several tahfizh institutions that apply special methods for ABK. The literature study was conducted by reviewing various references, including scientific journals, books, and articles that discuss methods of teaching the Qur'an for children with disabilities.

Observation was carried out participatory by observing the learning process at tahfizh institutions that have inclusive programs for ABK. The focus of observation includes the methods used, the challenges faced, and the effectiveness of the strategies applied. In addition, semi-structured interviews were conducted with tahfizh teachers who have experience in guiding ABK. This interview aims to gain in-depth insight into the most effective approaches and obstacles that are often faced in the learning process.

Data analysis was carried out by data reduction techniques, data presentation, and conclusion drawn. The data obtained from observations and interviews are categorized based on certain themes and then analyzed in depth. The results of this study are expected to provide recommendations on the best

⁶ Ustadz Zulayfaa Abu Zulfah, "Sosialisasi Dan Training Efektivitas Strategi ABK Dalam Menghafal Al Qur'an," *kiswahtv channel* (kiswahtv, 2025), <https://youtu.be/J2XRX42PjAk>.

⁷ Norhalina Senan et al., "Embedding Repetition (Takrir) Technique in Developing Al-Quran Memorizing Mobile Application for Autism Children," *Matec Web of Conferences*, 2017, <https://doi.org/10.1051/mateconf/201713500076>.

⁸ Phen Phen Anoum, Filza Arifa, and Cheen May, "Strategies to Increase the Motivation of Tahfidz Al-Quran," *Journal International Inspire Education Technology*, 2022, <https://doi.org/10.55849/jiiet.v1i2.88>.

strategies in supporting ABK so that they can memorize the Qur'an more optimally according to their abilities.

FINDINGS AND DISCUSSION

This study aims to identify effective strategies in helping Children with Special Needs (ABK) memorize the Qur'an, with a focus on implementation at Disability Boarding School Batam. Data was obtained through direct observation and interviews with teachers and managers of the institution.

1. Learning Methods Applied Disability Boarding School Batam adopts a learning approach that is tailored to the individual needs of each ABK. Some of the methods applied include a multisensory approach in learning to memorize the Qur'an for Children with Special Needs (ABK) by integrating various senses, such as visual, auditory, and kinesthetic, in order to facilitate understanding and memorization more effectively⁹. In addition, *the talaqqi and tiktirar* methods are also applied, where teaching is carried out by listening to the correct reading (*talaqqi*) and followed by continuous repetition (*tiktirar*) to strengthen memorization. The use of technology also plays a role in supporting this process, such as the use of audio-visual aids, interactive applications, and special software designed to help ABK memorize and understand the Qur'an more easily and enjoyably¹⁰.
2. Challenges Faced Although various methods have been applied in the process of memorizing the Qur'an for Children with Special Needs (ABK), there are several challenges faced¹¹. One of the main challenges is the variation of individual abilities of each ABK, where they have different levels of abilities and needs, so that it requires more specific and personalized adjustments to learning methods¹². In addition, limited resources are also an obstacle, especially in terms of the number of teaching staff who are specially trained to handle ABK and support facilities that are still limited. These factors affect the effectiveness of learning and demand innovative solutions to ensure that each student can memorize the Qur'an optimally according to its potential.
3. Factors Supporting Success several factors that support the success of the tahfizh program for ABK at Disability Boarding School Batam include the

⁹ Zulfah, "Sosialisasi Dan Training Efektivitas Strategi ABK Dalam Menghafal Al Qur'an."

¹⁰ Nur Azizah et al., "Al-Quran Memorizing Training Using 2T+1M Method for Student With Visual Disability Through the Zoom Application," *Jassi Anakku*, 2021, <https://doi.org/10.17509/jassi.v21i2.39275>.

¹¹ Henrik, Anil, and Maria, "Memorizing the Quran to Improve Student Learning Achievement."

¹² Muslimatur Rodiyah, "The Importance of Islamic Religious Education and Moral Education in Building the Character of Primary School Children" 01, no. 01 (2023): 2023.

competence and dedication of teachers who play a crucial role in the success of the tahfizh program for Children with Special Needs (ABK)¹³. Teachers who have a deep understanding of the individual needs of ABK and appropriate learning methods are able to optimize the process of memorizing the Qur'an. In addition, high dedication in guiding, motivating, and creating an adaptive approach is the main factor in increasing student engagement and understanding¹⁴. The success of learning is also influenced by an inclusive learning environment, where a friendly, comfortable, and supportive atmosphere can build confidence and learning motivation for ABK. A conducive environment involves not only supportive facilities, but also positive social interaction between teachers, students, and fellow students. In addition, the active involvement of parents is a significant supporting factor in strengthening memorization outside the school environment¹⁵. Collaboration between parents and educational institutions, through monitoring children's development and the implementation of memorization strategies at home, can increase the effectiveness of learning and ensure the continuity of the Qur'an tahfizh process for ABK¹⁶.

4. Evaluation of the Effectiveness of the Strategy The results of observations and interviews show that the application of learning methods that are tailored to the individual needs of ABK is able to improve their ability to memorize the Qur'an. The use of multisensory approaches and technology has proven to be effective in facilitating the memorization process¹⁷. However, this success is greatly influenced by the competence of teachers and the support of a conducive learning environment.
5. Recommendations Based on the findings of the research, several recommendations that can be given, including the competence and dedication of teachers, have fundamental significance in determining the effectiveness of the tahfizh program for Children with Special Needs

¹³ Maykoski Chew, Ritacco Murat, and Köse Justine, "Tahfidz Al-Quran Learning Methods With Superior Class Programs," 2023, <https://doi.org/10.55849/jnhl.v1i1.83>.

¹⁴ Henrik, Anil, and Maria, "Memorizing the Quran to Improve Student Learning Achievement."

¹⁵ Anoum, Arifa, and May, "Strategies to Increase the Motivation of Tahfidz Al-Quran."

¹⁶ Anne Elina Salo et al., "Long-Term Intervention of at-Risk Elementary Students' Socio-Motivational and Reading Comprehension Competencies: Video-Based Case Studies of Emotional Support in Teacher-Dyad and Dyadic Interactions," *Learning, Culture and Social Interaction* 34, no. December 2021 (2022): 100631, <https://doi.org/10.1016/j.lcsi.2022.100631>.

¹⁷ Muhammad Ibnu Hadi, Muhammad Said Husin, and Uin Sultan Aji Muhammad Idris Samarinda, "Strategi Pembelajaran Menghafal Al-Qur'an Pada Program Tahfidz Di PTAIN," *Borneo Journal of Islamic Education* 3, no. 1 (2023): 2023.

(ABK)¹⁸. Teachers who have a comprehensive understanding of the individual needs of students and apply adaptive learning methods are able to optimize the process of internalizing the memorization of the Qur'an. High dedication in guiding, motivating, and designing a pedagogical approach that is responsive to the learning characteristics of ABK is the main determinant in increasing their engagement and understanding. In addition to the instructional factor, the success of learning is highly dependent on an inclusive educational ecosystem, where a supportive, friendly, and conducive learning environment contributes to building students' confidence and intrinsic motivation¹⁹. A supportive environment includes not only adequate learning facilities, but also the dynamics of positive social interaction between teachers, students, and the learning community²⁰. Furthermore, the active involvement of parents plays a role as a reinforcing factor in supporting the continuity of the memorization process outside educational institutions. Synergistic collaboration between parents and educational institutions, which includes monitoring children's development and implementing home-based memorization strategies, can increase the effectiveness of the tahfizh process in a holistic and sustainable manner for ABK.

DISCUSSION

The results of this study show that the strategies implemented at Disability Boarding School Batam in helping Children with Special Needs (ABK) memorize the Qur'an have been adjusted to the individual needs of each child. The multisensory approach applied, such as a combination of visual, auditory, and kinesthetic methods, has been proven to be effective in improving the memorization ability of ABK. The use of the talaqqi and tikrar methods, where students hear and repeat memorization repeatedly, is also one of the main strategies that has been successfully implemented. In addition, the use of audio-visual-based technology helps ABK with certain limitations to still be able to memorize the Qur'an in a more interactive and easy-to-understand way. However, this study also reveals several challenges faced in the tahfizh learning process for ABK. One of them is the variation in the level of ability of each child,

¹⁸ Utami Syahdiah, Budiman Budiman, and Umi Nur Kholifah, "Memorizing the Quran With Hypnotherapy Method," *Inspira Indonesian Journal of Psychological Research*, 2023, <https://doi.org/10.32505/inspira.v4i2.7101>.

¹⁹ Anindita Trinura Novitasari, "Motivasi Belajar Sebagai Faktor Intrinsik Peserta Didik Dalam Pencapaian Hasil Belajar," *Journal on Education* 5, no. 2 (2023): 5110-18, <https://doi.org/10.31004/joe.v5i2.1248>.

²⁰ Ismail Ruslan, "Social Impact of Islamic Education in the Development of Modern Society," *Al-Hayat: Journal of Islamic Education* 8, no. 1 (2024): 157, <https://doi.org/10.35723/ajie.v8i1.383>.

which requires an individual approach in the learning process. In addition, limited resources, both in terms of the number of teaching staff who have special competencies and the availability of learning aids, are still the main obstacle in optimizing memorization methods for ABK.

The success of the tahfizh program at Disability Boarding School Batam is inseparable from the important role of teachers, a supportive learning environment, and the involvement of parents in monitoring children's memorization development²¹. Teachers who have a deep understanding of the needs of ABK are able to create more flexible and effective learning methods. An inclusive learning environment also provides a sense of comfort for ABK students, so they can learn with more confidence. In addition, parental involvement in supporting memorization at home is an important factor in maintaining the consistency and sustainability of their memorization²².

If associated with the principles of Islamic education, the inclusive approach in teaching tahfizh for ABK is in line with the concept of rahmatan lil 'alamin, where every individual has the same right to gain access to religious knowledge, including in memorizing the Qur'an. This is also in accordance with the words of Allah in QS. Al-Mujadilah verse 11, which states that Allah will exalt the status of those who believe and have knowledge. Therefore, a more adaptive and individual-based learning strategy must continue to be developed so that ABK can reach its maximum potential in memorizing the Qur'an.

Considering the results of this study, it is necessary to strengthen in several aspects, such as increasing the capacity of teaching staff through periodic training, developing more supportive facilities, and integrating technology-based methods to increase the effectiveness of memorization. This effort is expected to provide a long-term solution in supporting tahfizh learning for ABK and ensuring that they get the same opportunity in acquiring religious knowledge, according to their respective abilities.

CONCLUSION

This study examines effective strategies at Ibnu Ismail Disability Boarding School, Batam, for supporting Children with Special Needs (CWSN) in memorizing the Qur'an. Key approaches include multisensory learning, talaqqi and tikrar methods, and audio-visual technology, supported by trained teachers, a conducive learning environment, and parental involvement. Despite challenges like individual learning variations and resource limitations, tailored strategie

²¹ Zulfah, "Sosialisasi Dan Training Efektivitas Strategi ABK Dalam Menghafal Al Qur'an."

²² Achmad Faqihuddin, Mokh. Iman Firmansyah, and Abdillah Muflih, "Multisensory Approach in Memorizing the Al-Quran for Early Childhood: Integration of the Tradition of Memorizing the Al-Quran With Digital Technology," *Al-Ishlah Jurnal Pendidikan*, 2024, <https://doi.org/10.35445/alishlah.v16i2.5326>.

enhance memorization. To improve effectiveness, continuous teacher training, better facilities, and stronger parental engagement are recommended. This study underscores the importance of inclusive religious education and the need for ongoing innovation in teaching methodologies

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