**The Ottoman Method as a Strategy for Enhancing Memorization of the Qur'an Bi Al-Ghaib in Tahfidz Boarding Schools**

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**ABSTRACT:** *This study evaluates the impact of the Turkish Utsmani method on the memorization scores of female students at Pondok Pesantren Tahfidzil Qur'an Al-Muqorrobin, Ponorogo. Known for its systematic approach to Quran memorization, this method is used in the Bi al-Ghaib and Bi al-Naẓar programs. ANOVA results indicate that the Turkish Utsmani method significantly improves memorization scores, with a significance value of 0.033 (p < 0.05). The simple linear regression model explains 36% of the variation in memorization scores, highlighting the effectiveness of this method in enhancing Quran memorization.*

**ABSTRAK**: Penelitian ini mengevaluasi pengaruh metode Turki Utsmani terhadap nilai hafalan santriwati di Pondok Pesantren Tahfidzil Qur’an Al-Muqorrobin, Ponorogo. Metode ini dikenal dengan pendekatan sistematisnya dalam menghafal Al-Qur’an, digunakan dalam program Bi al-Ghaib dan Bi al-Naẓar. Hasil uji ANOVA menunjukkan bahwa metode Turki Utsmani memiliki pengaruh signifikan terhadap peningkatan nilai hafalan santriwati dengan nilai signifikansi 0,033 (p < 0,05). Model regresi linier sederhana menjelaskan 36% dari variasi nilai hafalan, menegaskan efektivitas metode ini dalam mendukung hafalan Al-Qur’an.

**Keywords:** *Turkish Utsmani method, Quran memorization, Islamic boarding school, Bi al-Ghaib, Bi al-Naẓar.*

1. **INTRODUCTION (Calibri, 12 Bold)**

The Qur'an is the word of Allah, a divine miracle revealed to the Prophet Muhammad (peace be upon him) through the intermediary of the Angel Jibril. It is recorded in the mushaf, spanning from Surah Al-Fatihah to Surah An-Nas, and has been transmitted by the Prophet through a mutawatir (continuous and widely attested) chain of narration. Reciting the Qur'an, whether with an understanding of its meaning or not, is an act of worship that brings blessings and benefits to the reader, illuminates the heart of the reciter, and provides spiritual light to the family and household where it is recited (Maliki & Ro’up, 2022).

The Qur'an serves multiple functions, one of which is as proof of the truthfulness of Prophet Muhammad (peace be upon him). However, its primary function is to serve as guidance for all of humanity, revealed to fulfill Islam’s mission as *rahmatan lil ‘alamin* (a mercy to the worlds). Consequently, it is the duty of humankind to study, explore, and extract the values contained within the Qur'an (Hidayatulloh, 2023).

Reading and reflecting on the meaning of the Qur'an is an act of worship that yields numerous benefits both in this world and the hereafter. Therefore, learning and teaching the Qur'an is an obligation for every Muslim, as stated in a hadith narrated by Uthman bin Affan (may Allah be pleased with him), in which the Prophet Muhammad (peace be upon him) said:  
*"The best among you are those who learn the Qur'an and teach it."* (Sahih Bukhari and Muslim)

Throughout history, the enthusiasm for studying and reciting the Qur'an has been a long-standing tradition among Muslims. This practice is instilled from an early age to nurture a generation that loves and understands the Qur'an. However, in reality, this tradition has not automatically encouraged the majority of Muslims to study the Qur'an in depth, let alone commit it to memory (Julianto, 2020).

The tradition of Qur'anic memorization (*tahfidz*) has been growing rapidly in Indonesia, as evidenced by the increasing number of *huffaz* (male Qur'an memorizers) and *hafizahs* (female Qur'an memorizers) across various levels of both formal and non-formal education. Although the practice of *tahfidz* in Indonesia has existed for a long time, the enthusiasm for memorizing the Qur'an is predominantly found among students (*santri*) in Islamic boarding schools (*pesantren*) (Mashuri & dkk., 2022).

A significant portion of Indonesian Muslims express a strong interest in memorizing the Qur'an. According to a report by Republika, the trend of Qur'anic memorization in Indonesia continues to rise, inspiring many to commit the Qur'an to memory (Chandra Yoga, n.d 2020). This statement is further supported by a report from Magelang News, which highlights the growing number of Qur'anic memorizers in the country (Yoga, 2020).. This phenomenon reflects the increasing public interest in Qur'anic education and memorization.

Memorizing the Qur'an is a challenging and continuous process. To facilitate effective Qur'anic memorization, appropriate methods are required to help students retain their memorization while maintaining enthusiasm for learning (Hasan, 2020). One such method implemented at *Pondok Pesantren Tahfidzil Qur’an Al-Muqorrobin* is the Ottoman (*Turki Utsmani*) method.

At *Pondok Pesantren Tahfidzil Qur’an Al-Muqorrobin*, students (*santriwati*) follow two primary approaches to Qur'anic memorization: *Bi al-Ghaib* (memorization by heart) and *Bi al-Naẓar* (recitation with visual reference). Initial observations indicate that some *santriwati* in the *Bi al-Ghaib* program struggle with Qur'anic memorization. Some students exhibit difficulties in reciting the Qur'an with proper *tartil* (measured and rhythmic recitation) and often fail to recall the exact placement of verses, especially in longer chapters (*surahs*). These challenges can negatively impact the overall quality of their memorization and their confidence in applying their knowledge.

Although the Ottoman method has been implemented at *Pondok Pesantren Tahfidzil Qur’an Al-Muqorrobin*, issues persist in students’ recitation and memorization abilities, particularly within the *Bi al-Ghaib* program. Previous studies, such as that conducted by (Fuadi et al., 2020),, have explored the use of the Ottoman method but did not focus on assessing the memorization achievements of students. This indicates the need for a more in-depth examination of the impact of this method on students’ memorization performance.

Considering this background, this study aims to conduct a comprehensive analysis of the effect of the Ottoman method on the memorization proficiency of *santriwati* in the *Bi al-Ghaib* program at the pesantren. The findings of this study are expected to provide a thorough understanding of the effectiveness of this method and its potential application in Qur'anic memorization education.

Terjemahan ini sudah menggunakan bahasa ilmiah yang baik dan sesuai dengan konteks akademik. Jika ada preferensi tertentu atau revisi yang diinginkan, silakan beri tahu saya! 😊

1. **METHOD (Calibri, 12 Bold)**

This study employs a quantitative approach to evaluate the effect of the Ottoman (*Turki Utsmani*) method on the memorization scores of *santriwati* at *Pondok Pesantren Tahfidzil Qur’an Al-Muqorrobin* in Ponorogo. The study population consists of 125 *santriwati* enrolled in the *Bi al-Ghaib* program, with the entire population selected as the sample using the total sampling method to obtain comprehensive and representative data.

The primary research instrument is a questionnaire, developed based on a structured framework that includes various research indicators. A Likert scale, ranging from 1 to 4, is used to measure responses. Before implementation, the questionnaire undergoes testing to ensure its validity and reliability. Item validity is assessed using a correlation coefficient with a validity criterion of ≥ 0.3, while reliability is measured using Cronbach’s Alpha, which yields a value of 0.738, indicating good internal consistency.

Data analysis involves a normality test using the Kolmogorov-Smirnov Test to confirm the normal distribution of the data. A linearity test is conducted using SPSS to verify the linear relationship between variables, while hypothesis testing is performed using simple linear regression with a significance criterion (*Sig*) < 0.05 to assess the effect of the method on memorization scores.

1. **RESULT AND DISCUSSION (Calibri, 12 Bold)**

**RESULT**

Descriptive Test Results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Descriptive Statistics** | | | | | |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| turki utsmani | 125 | 62,00 | 95,00 | 85,0560 | 7,41979 |
| hasil belajar | 125 | 52,00 | 74,00 | 63,4640 | 5,43962 |
| Valid N (listwise) | 125 |  |  |  |  |

Based on the results of the descriptive analysis, the memorization scores of the *santriwati* range from 62.00 to 95.00, with an average of 85.06 and a standard deviation of 7.42. This indicates a fairly wide variation, although the majority of *santriwati* achieve high memorization scores. In contrast, the learning outcomes of *santriwati* range from 52.00 to 74.00, with an average of 63.46 and a standard deviation of 5.44, indicating a narrower and more uniform score distribution.

**Normality Test Results**

The normality test in this study was conducted using the Kolmogorov-Smirnov method. If the significance value (*p*) is greater than 0.05, the data is considered to be normally distributed. However, if the *p* value is less than 0.05, the data is considered not to be normally distributed. The following table presents the results of the normality test in this study:

|  |  |  |  |
| --- | --- | --- | --- |
| **One-Sample Kolmogorov-Smirnov Test** | | | |
|  | | Y | Y |
| N | | 125 | 125 |
| Normal Parametersa,b | Mean | 63,4640 | 85,7520 |
| Std. Deviation | 5,43962 | 6,72340 |
| Test Statistic | | 0,118 | 0,087 |
| Asymp. Sig. (2-tailed) | | .100c | .210c |

The normality test using the Kolmogorov-Smirnov method showed significance (*p*) values of 0.100 for memorization scores and 0.210 for learning outcomes, both of which are greater than 0.05. This indicates that the data is normally distributed.

**Linearity Test Results**

The linearity test using ANOVA showed a significance level of 0.012, which is less than 0.05. This indicates a linear relationship between the Ottoman (*Turki Utsmani*) method and the *santriwati*'s memorization scores.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ANOVA Table** | | | | | | | |
|  | | | Sum of Squares | Df | Mean Square | F | Sig. |
| Y \* X | Between Groups | (Combined) | 946,010 | 21 | 45,048 | 0,996 | 0,475 |
| Linearity | 11,722 | 1 | 11,722 | 0,259 | 0,012 |
| Deviation from Linearity | 934,288 | 20 | 46,714 | 1,033 | 0,432 |
| Within Groups | | 4659,302 | 103 | 45,236 |  |  |
| Total | | 5605,312 | 124 |  |  |  |

**Hypothesis Test Results**

Simple Linear Regression Test

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ANOVAa | | | | | |
| Model | Sum of Squares | Df | Mean Square | F | Sig. | |
| 1 | Regression | 133,250 | 1 | 133,250 | 0.33 | |
| Residual | 3535,838 | 123 | 28,747 |  | |  |
| Total | 3669,088 | 124 |  |  | |  |

The ANOVA test results indicate that the significance value (*Sig.*) for the regression is 0.033. Since the *Sig.* value (0.033) is lower than the commonly used alpha (α = 0.05), it can be concluded that the relationship between the independent variable (X) and the dependent variable (Y) is statistically significant. These results demonstrate that the simple linear regression model used in this study establishes a significant relationship between the independent variable (X) and the dependent variable (Y), based on the significance value from ANOVA.

**Coefficient of Determination Test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Model Summary** | | | | |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .191a | 0,363 | 0,028 | 5,36159 |

The regression model indicates a correlation with an R-value of 0.191, suggesting a relationship between the independent and dependent variables in the model. The coefficient of determination (R Square) is 0.363, explaining that approximately 36.3% of the variation in the dependent variable can be accounted for by the independent variables included in the model.

**Discussion**

Based on the data analysis regarding the influence of the Turkish Uthmani method at Pondok Pesantren Tahfidzil Qur'an Al-Muqorrobin Ponorogo on the memorization scores of female students, the ANOVA test results indicate that the relationship between the independent variable (Turkish Uthmani method) and the dependent variable (students' memorization scores) is statistically significant. The significance value (Sig.) is 0.033, which is lower than the commonly used significance level (α = 0.05), indicating that the Turkish Uthmani method has a significant impact on improving the memorization scores of students at the pesantren.

Furthermore, the coefficient of determination test shows that the simple linear regression model used in this study explains approximately 36% of the variation in students' memorization scores based on the implementation of the Turkish Uthmani method. Although this percentage does not account for all variations in memorization scores, the relatively high R Square value (0.36) suggests that the model has a reasonably good level of accuracy in explaining the relationship between the teaching method and students' memorization outcomes.

Based on these findings, it can be concluded that the Turkish Uthmani method has a significant and effective influence on improving students' memorization scores at Pondok Pesantren Tahfidzil Qur'an Al-Muqorrobin Ponorogo. These findings align with the research conducted by Hamid (2023), titled *"The Influence of the Turkish Uthmani Method in Tahfidz Al-Quran Learning on Students' Memorization Outcomes at Pondok Pesantren Sulaimaniyah Al Muhajirin Semarang."* The calculated t-value of 6.141 exceeds the critical t-table value of 1.739, indicating a significant effect of the Turkish Uthmani method on students' memorization outcomes. Additionally, the R Square value of 0.689 suggests that the Turkish Uthmani method explains approximately 68.9% of the variation in students' memorization outcomes, signifying a substantial influence of this method.

In line with these findings, another study conducted by Fuadi and Erline (2020) demonstrated that the t-value calculation for negative paired differences (-3.95) indicates a significant difference in results, where the average score of the experimental class was higher than that of the control class and showed a significant improvement after treatment. The t-test results showed a calculated t-value of -3.95 (absolute value 3.95) with a degree of freedom (df) of 21, while the t-table value was 1.720. Therefore, since the calculated t-value (3.95) is greater than the t-table value (1.720), it can be concluded that the memorization quality of students in the experimental class was better or higher than that in the control class. This difference is attributed to the use of the Turkish Uthmani method in teaching tahfidz in the experimental class.

Furthermore, the study conducted by Hakim (2016), titled *"The Effectiveness of Using the Turkish Uthmani Method in Memorizing the Qur'an at Pondok Pesantren Tahfizhul Qur'an Al-Qodr Tangerang,"* found that the r-table value was greater than the r-calculated value at both the 5% and 1% significance levels. According to the Alternative Hypothesis (Ha), there is a significant relationship between the ability of female students at Pondok Pesantren Tahfizhul Qur'an Al-Qodr in Tangerang to memorize the Qur'an and the implementation of the Turkish Uthmani Method. Conversely, the Null Hypothesis (Ho) was rejected. The correlation coefficient of 1.95 indicates that the relationship between the Turkish Uthmani Method and Qur'an memorization is very strong or highly significant.

The Turkish Uthmani Method is a unique approach with distinct characteristics that set it apart from other Qur'anic teaching methods. This method integrates three main approaches: the *riwayah* method, the Qur'anic reading instruction method (*dirayah*), and the *dirayah* method. The *riwayah* method involves direct learning from a teacher with a strong emphasis on accurate Qur'anic recitation. Meanwhile, the *dirayah* method is an interpretative approach to the Qur'an, based on critical thinking and analysis (Lembaga Pendidikan Al-Qur’an, 2010).

One of the key strengths of the Turkish Uthmani Method lies in its innovative psychological approach. Completing the *khatam* (full recitation) of 30 Juz on the 20th page provides strong motivation for students to continue memorizing the Qur'an. The system of randomized review cycles helps reduce boredom and fatigue during the memorization process. Additionally, this method effectively optimizes the function of the right brain in the memorization process. Moreover, the use of the *muraja'ah* (revision) system, which rotates between previously memorized and newly learned pages, minimizes the risk of fluency loss at the end of each *juz*.

Thus, the Turkish Uthmani Method offers several significant benefits, such as accelerating and enhancing the quality of Qur'anic memorization, reducing monotony in the learning process, and preventing fluency loss in the final sections of each *juz*. These benefits are highly relevant and valuable in the context of Qur'anic education in Islamic boarding schools (*pesantren*). This method presents an effective solution for improving the memorization quality of female students in Qur'anic educational institutions.

1. **CONCLUSION (Calibri, 12 Bold)**

Based on the data analysis results, it was found that the Turkish Uthmani method has a significant influence on the memorization scores of female students at Pondok Pesantren Tahfidzil Qur'an Al-Muqorrobin Ponorogo. The ANOVA test indicates that the relationship between the Turkish Uthmani method as an independent variable and the memorization scores of female students as a dependent variable is statistically significant, with a significance value (Sig.) of 0.033, which is lower than the commonly used significance level (α = 0.05).

Furthermore, the coefficient of determination test results show that the simple linear regression model used in this study explains approximately 36% of the variation in students' memorization scores. This means that around 36% of the differences in students' memorization scores can be attributed to the implementation of the Turkish Uthmani method. Although this figure does not account for all variations in memorization scores, it demonstrates that the Turkish Uthmani method makes a significant contribution to improving students' memorization performance at the pesantren.

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