



Design of Tahfidz Method with Mutaba'ah Media in the Form of Memorization Map in the Treasure Hunt Adventure: An ADDIE Model Approach

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Abstract

Memorizing the Qur'an is often a challenge for many individuals. The main challenge lies in the aspects of motivation and consistency in maintaining the progress of memorization. Therefore, innovative methods are needed, such as the Mutabaah memorization map in the form of a treasure hunt adventure, designed to boost enthusiasm and help participants monitor their memorization progress in a fun and structured manner. This study uses a qualitative approach with data collection through observation and descriptive analysis to describe the findings and identify the effectiveness patterns of the Mutabaah media in the development of memorization, designed using the ADDIE model approach. The results of the study show that this media can enhance learning motivation, provide a clear structure in memorization, and encourage participants to continue their memorization process. Thus, the use of Mutabaah media can be an innovative alternative in tahfidz learning, particularly in improving consistency and achieving memorization goals.

Keywords: Tahfidz Method, Mutabaah Media, Memorization Map, ADDIE Model.

INTRODUCTION

The development of Al-Qur'an memorization methods in Indonesia is becoming increasingly important in line with the growing public interest in Qur'anic teaching and memorization. However, in practice, there is a significant gap between the reality of tahfidz implementation on the ground and the idealism that is expected. One method that has garnered attention is the Mutaba'ah Method, which focuses on monitoring and evaluating memorization. However, it often faces challenges in its implementation.

Several issues arise, including resource limitations, where many educational institutions lack experienced teachers to teach tahfidz, leading to a quality of instruction that does not meet the expected standards (Rozib, 2019). Additionally, students' motivation often declines due to insufficient teacher attention, monotonous teaching methods, and pressure to meet memorization targets (Putri & Wiza, 2023). Despite the application of various methods, such as Muroja'ah and Hamutabe (Easy Memorization Without Burden), challenges in effectively implementing them remain, especially when the methods are not

tailored to students' needs or the dynamic learning contexts (Hazumi, 2023). The evaluation process in tahfidz is often not systematic, making it difficult to accurately measure students' progress and reducing the constructive feedback needed to improve their memorization (Deprizon, 2020).

On the other hand, the use of teaching media in tahfidz is still limited. Yet, the use of interactive media could enhance students' understanding and engagement (Tia, 2023). Therefore, this study aims to develop a Tahfidz Method using Mutaba'ah Media in the form of a Memorization Map in a Treasure Hunt Adventure, employing the ADDIE model approach (Analysis, Design, Development, Implementation, Evaluation).

The ADDIE model consists of five interconnected stages. Analysis identifies problems or performance gaps to understand the learning needs (Rayanto, 2020). Design involves planning the goals, learning scenarios, tools, materials, and evaluation instruments conceptually as the basis for development (Multiyaningsih, 2016). In the Development phase, teaching materials are created according to the results of analysis and design to produce appropriate learning media (Kurnia, T.D. et al., 2019). Implementation involves applying the materials in real contexts, training teachers, and collecting feedback for further improvement. The final stage, Evaluation (Sugihartini & Yudiana, 2018), assesses the effectiveness of learning in both formative and summative ways to evaluate the achievement of objectives and identify iterative improvements through analysis of test results and student surveys (Rachma, Iriani, & Handoyo, 2020). With this approach, it is hoped that a more engaging and effective learning experience can be created for students. This study aims to contribute significantly to the development of more effective and enjoyable tahfidz learning methods, as well as help improve the quality of teaching in Islamic educational institutions in Indonesia.

RESEARCH METHODS

This study employs a Research and Development (R&D) method with the ADDIE model approach, covering the first three stages: Analysis, Design, and Development. The research subjects consist of two tahfidz teachers and 20 students from an Islamic educational institution. Data were collected through interviews, observations, and documentation to identify the needs of tahfidz learning, such as low motivation and the lack of interactive media. In the Analysis stage, the needs of both students and teachers were identified. The Design stage produced a plan for an interactive memorization map with a treasure hunt theme, incorporating a checkpoint and reward system. The Development stage resulted in a prototype of the media, which includes a visual map and a user guide. Data were analyzed descriptively and qualitatively, with the design outcomes serving as a foundation for future implementation.

RESULT AND DISCUSSION

This study resulted in the initial design of a tahfidz method using Mutaba'ah media in the form of a Memorization Map within a Treasure Hunt Adventure, designed using the ADDIE model approach. In the Analysis stage, needs were identified through interviews with tahfidz teachers and students at an Islamic educational institution. It was found that students often lose motivation due to monotonous methods and a lack of engaging media, while teachers expressed the need for media to monitor memorization progress in a structured way. The analysis identified the primary need for a visual media in the form of an interactive map with gamification elements to enhance student motivation. In the Design stage, the Mutaba'ah media concept was designed as a treasure hunt map with checkpoints representing specific memorization targets, complete with reward symbols such as treasure chest icons or stars. A reward-based assessment mechanism was implemented to offer incentives when students reached their memorization targets, along with guidelines for teachers to conduct regular monitoring and evaluation. In the Development stage, the media prototype was developed using simple materials like printed visual maps resembling an adventure route. The memorization map displays a path with stages of memorization that are engaging for children, and checkpoints along with a reward system, such as stickers and star marks, were used to motivate students.

This tahfidz method design is based on the need for a more engaging and structured learning approach, aiming to address various challenges in the Qur'anic memorization process. The following is a more detailed discussion on the effectiveness of this design:

1. Advantages of Mutaba'ah Media in the Form of a Memorization Map

- a. **Interactive Visuals:** The use of an adventure map in an engaging visual format provides a more enjoyable learning experience for students. The map, resembling an adventure path with appealing symbols like treasure chests and stars, transforms the often monotonous memorization process into a more engaging activity. This enables students to focus more and become actively involved in each memorization milestone they achieve.
- b. **Motivation through Gamification:** The applied gamification elements, such as the checkpoint and reward system, create a competitive atmosphere that encourages students to keep reaching their memorization targets. Each time students meet a target, they are rewarded with specific symbols or marks, such as stars or stickers, which provide a sense of accomplishment and motivate them to continue learning. Learning theories that link play with enhanced intrinsic motivation support the effectiveness of this method, as game elements can stimulate curiosity and enthusiasm for learning.

- c. Structured Memorization Monitoring: This media makes it easier to track students' memorization progress in a structured way. The map shows the memorization path and the checkpoints that indicate daily or weekly progress, allowing both students and teachers to clearly see how much progress has been made. This also facilitates the identification of issues or obstacles in the memorization process, enabling timely interventions to address any difficulties.

2. Alignment with the ADDIE Model

This design aligns with the initial stages of the ADDIE model, namely Analysis, Design, and part of Development. In the Analysis stage, the need for tahfidz learning was thoroughly analyzed through interviews with teachers and students, allowing the creation of media that meets these needs. The Design stage produced a media concept that includes essential elements, such as an interactive memorization map and a structured reward system. Meanwhile, in the Development stage, the initial prototype of the memorization map media has been successfully developed, although further testing is still needed. The ADDIE model provides a systematic guide that enables the media development process to be carried out in a structured manner, from needs analysis to the development of a media prototype aligned with learning objectives.

3. Potential for Implementation and Evaluation

Although this media has not yet been fully tested in implementation, it has great potential to be applied in various Islamic educational institutions, particularly those seeking innovative methods for tahfidz learning. The map-based media can be adapted for different educational levels, from elementary to advanced, with necessary adjustments. The evaluation stages designed in the final part of ADDIE can later be used to assess the impact of this media on student motivation and memorization consistency, as well as to make further improvements based on the results of testing. Formative and summative evaluations can provide valuable insights into the effectiveness of this media in enhancing tahfidz learning outcomes.

4. Challenges in the Design

- a. One of the main challenges in implementing this media is adapting it to the characteristics of students at each educational level. The difficulty level of memorization and the visual design of the map need to be tailored to the age and capabilities of the students to make it more relevant and effective. For example, for younger students, the visual design should be simpler and more fun, while for older students, the map and gamification elements can be made more complex and challenging.

- b. Another challenge is the need for teacher training to ensure the optimal use of this media. The use of technology-based media and gamification requires teachers to have a solid understanding of how to integrate this media into the tahfidz learning process. Therefore, teacher training is a critical component to ensure the successful implementation of this media in the classroom.

CONCLUSION

This research successfully designed a tahfidz method using Mutaba'ah media in the form of a Memorization Map in a Treasure Hunt Adventure, employing the ADDIE model approach. The development process of this media demonstrates that the use of interactive visual elements and gamification can enhance students' motivation to memorize the Qur'an. With the checkpoint and reward system, this media not only provides a clear structure for memorization progress but also makes the learning process more engaging and enjoyable. The media design has gone through the Analysis phase, which identified the main needs of both students and teachers, and the Design phase, which resulted in a concept for an adventure-based media. The Development phase produced a simple yet effective media prototype that can be easily implemented in Islamic educational institutions. The findings of this research indicate that this method has great potential to help improve the consistency and achievement of memorization targets among students.

Although it has not been widely tested, the Mutaba'ah media in the form of a Memorization Map shows promising prospects for implementation in various Islamic educational institutions. In the future, further evaluation is needed to assess its impact on student motivation and memorization outcomes. With teacher training and design adjustments tailored to student needs, this method has the potential to become a significant innovation in tahfidz learning in Indonesia.

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