



Application of The Tabarak Method in Learning Al-Qur'an at MDTA Baitul Hidayah Padang Pariaman Regency

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Abstract

This study examines the implementation of the Tabarak method for Qur'an memorization at Madrasah Diniyah Takmiliyah Awaliyah (MDTA) Baitul Hidayah, Padang Pariaman Regency. The study focuses on three questions: how the method is implemented, how students achieve the memorization targets, and what factors support or hinder implementation and how these factors are addressed. A qualitative descriptive field study was conducted using observation, interviews, and documentation. Informants included the head of the MDTA, teachers, coordinators, parents, and students directly involved in the program. Data were analyzed through data reduction, data display, and conclusion drawing, while credibility was strengthened through triangulation. The findings show that the Tabarak method is implemented through audiovisual recitation, repeated listening and imitation, muraja'ah, and gradual progression to subsequent memorization units. Students in Pre-A generally achieved the first-level target within the specified period, while Pre-B students achieved at least half of the target within six months. Supporting factors included adequate facilities, discipline, healthy routines, parental involvement, and rewards. Inhibiting factors included insufficient parental guidance, lateness, irregular attendance, late sleeping, boredom, and limited concentration. The study argues that the method is contextually useful when classroom routines are supported by consistent home practice. The findings also indicate that parental-school collaboration and developmentally appropriate activities are important for sustaining young children's memorization.

Keyword: Tabarak Method, Qur'an Memorization, Madrasah Diniyah Takmiliyah Awaliyah (MDTA), Early Childhood, Audiovisual Learning

Abstrak

Penelitian ini mengkaji implementasi metode Tabarak dalam pembelajaran hafalan Al-Qur'an di Madrasah Diniyah Takmiliyah Awaliyah (MDTA) Baitul Hidayah, Kabupaten Padang Pariaman. Penelitian ini berfokus pada tiga aspek, yaitu pelaksanaan metode Tabarak, pencapaian target hafalan peserta didik, serta faktor-faktor pendukung dan penghambat pelaksanaannya beserta upaya untuk mengatasinya. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Informan penelitian meliputi kepala MDTA, guru, koordinator program, orang tua, dan peserta didik yang terlibat langsung dalam program hafalan Al-Qur'an. Data dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan kredibilitas data diperkuat melalui triangulasi. Hasil penelitian menunjukkan bahwa metode Tabarak diterapkan melalui pembelajaran menggunakan media audiovisual, kegiatan mendengarkan dan menirukan bacaan secara berulang, murajaah (pengulangan hafalan), serta peningkatan hafalan secara bertahap ke unit hafalan berikutnya. Peserta didik pada kelas Pre-A umumnya mampu mencapai target hafalan tingkat pertama dalam jangka waktu yang telah ditentukan, sedangkan peserta didik pada kelas Pre-B mampu mencapai sekurang-kurangnya setengah dari target hafalan dalam waktu enam bulan. Faktor pendukung pelaksanaan metode ini meliputi ketersediaan sarana dan prasarana yang memadai, kedisiplinan, pola hidup sehat, keterlibatan orang tua, dan pemberian penghargaan. Sementara itu, faktor penghambatnya mencakup kurangnya pendampingan orang tua, keterlambatan, ketidakteraturan kehadiran, kebiasaan tidur larut malam, kejenuhan, dan keterbatasan konsentrasi peserta didik. Penelitian ini menunjukkan bahwa metode Tabarak relevan diterapkan sesuai dengan konteks pembelajaran setempat apabila rutinitas pembelajaran di kelas didukung oleh latihan hafalan yang konsisten di rumah. Temuan ini juga menegaskan pentingnya kolaborasi antara orang tua dan pihak sekolah serta penerapan aktivitas pembelajaran yang sesuai dengan tahap perkembangan anak untuk menjaga keberlangsungan dan efektivitas proses menghafal Al-Qur'an.

Kata Kunci: Metode Tabarak, Hafalan Al-Qur'an, Madrasah Diniyah Takmiliyah Awaliyah (MDTA), Anak Usia Dini, Pembelajaran Audiovisual.

A. INTRODUCTION

Education is a crucial aspect in developing the character and civilization of a nation. The goals of education encompass not only the mastery of knowledge and skills, but also the development of morals, religious values, and a good personality. In the context of Indonesia, known as a country with religious and cultural diversity, religious education plays a crucial role in shaping students' character (Bahar, A. & Mustofa, 2015). Religion is a manifestation of our belief in the One Almighty God, and through it we can find a guide for life that will guide us on the right path (Ahmadi, 1985).

Religious education is a development that shapes students' attitudes, personalities, and skills in practicing religious teachings and providing a guide for life that will guide us on the right path (Somad, 2021).

Islam provides clear guidance on what is right and wrong, both in our relationship with God and in our interactions with others. The Quran is the source of Islamic teachings,

and the Hadith are guidance from the Prophet Muhammad (peace be upon him)(Nurmadiyah, 2019).

(Qur et al., 2024) The Quran, as a guide for human life, is an eternal miracle; it will remain valid throughout the ages. The more advanced science becomes, the more its miraculous validity becomes apparent. It is an unavoidable necessity to study and teach the Quran, because it is the fundamental and true guidance of Islam. The Quran is the primary source for human development toward an Islamic personality(Al-Hafidz, 2013).

In the words of Allah SWT, Surah al-Jāsiyah/45:20:

هَذَا بَصَائِرُ لِلنَّاسِ وَهُدًى وَرَحْمَةٌ لِّقَوْمٍ يُوقِنُونَ

“This Quran is a guideline for mankind, guidance and mercy for a people who believe”.

Meaning: From QS al-Jāsiyah verse 20 above, according to Sheikh Wahbah az-Zuhaili, the Al-Qur'an and its verses are a giver of vision and enlightenment for the heart, proof of religious law, guidance from error, a guide to truth in the afterlife for those who believe. Therefore, it can be concluded that whoever believes in the Qur'an, Allah SWT will provide guidance for his life so that he is able to face every problem calmly and always obtain a solution to every problem (Indonesia, 2026).

The authenticity of the Qur'an is maintained through Muslim memorizers. This memorization activity has been carried out in madrasas, Madrasah Diniyah Takmiliah Awaliyahs and even homes. Muslims continue to do this with full confidence that Allah will send down His mercy to every one of His servants who busies themselves with the Qur'an (Silvia, 2023).

Studying or memorizing the Al-Qur'an is not only limited to the reading method but can also be done using the listening method (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024a). (Faqquhuddin et al, 2024)Qur'anic memorization among young children is not simply a matter of repeating verbal material. It involves attention, auditory processing, visual observation, imitation, repetition, feedback, and continuity between school and home. For young children who are slow to recognize the Latin alphabet, appropriate methods are used, such as the Tabarak method.

(Jannah, 2017) The Tabarak method utilizes the five senses, such as hearing and sight. The Tabarak method involves memorizing the Quran by playing audiovisual recitations by Sheikh Kamil el-Laboody to students, paying attention to the tajweed and pronunciation of the letters, consistent with the recitation. Each verse is repeated three times and the entire verse is played back 20 times (Rahmawati, 2017) . Students then present the audiovisual recitations to their teacher. The goal of this method is to facilitate children's memorization of the Quran from an early age, instill and foster a love of the Quranic verses, and hone their abilities during the golden age.

(Sulaiman, 2022) The golden age is a critical period for children, from birth to 5-8 years of age, during which they can absorb information easily. Proper education and care at this age can shape a child's intelligence and character for the future. Although the Tabarak method has been implemented in several Qur'anic learning settings, the existing discussion tends to emphasize whether the method improves memorization rather than explaining in detail how classroom routines, learner characteristics, parental involvement, and institutional conditions interact during implementation. (Mayer, 2012) A recent multisensory study, for example, emphasizes structured targets, audiovisual stimulation, and parental involvement, while other studies report positive memorization

outcomes. However, a contextual account of implementation in an MDTA setting in Padang Pariaman remains useful because the success of a memorization method can depend on the characteristics of the learners, teachers, facilities, and home-learning environment. (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024b) Madrasah Diniyah Takmiliah Awaliyah (MDTA) is non-formal educational institutions that focus on Islamic religious education for elementary school-aged children. The preliminary observation conducted on June 25, 2025, at MDTA Baitul Hidayah identified a practical problem: some first-grade children could memorize Qur'anic verses although they were not yet fluent readers, while other children experienced difficulties and progressed at different speeds. The first-grade program is divided into Pre-A and Pre-B. Pre-A consists of children who are relatively fluent in reading the Qur'an, whereas Pre-B consists of children who are still learning to read. This variation creates a need for a method that can support memorization without making reading ability the sole prerequisite for participation.

Based on this gap, the present study aims to describe the implementation of the Tabarak method at MDTA Baitul Hidayah, examine students' achievement of the established memorization targets, identify supporting and inhibiting factors, and describe the solutions used to address the inhibiting factors, so researchers interested. For do researchers with the title is " Implementation Method Tabarak in Al-Quran Learning at MDTA Baitul Hidayah Padang Pariaman Regency ". The study is expected to contribute a contextual description of how a multisensory Qur'anic memorization method can be organized in an MDTA environment and to provide practical considerations for teachers and parents.

B. METHOD

This research uses a qualitative descriptive method, according to (Almanshur, 2016) Qualitative is method research that is for depict, describe, or a phenomena that occur in a way natural in the field without do intervention or sector agriculture to the variables studied, as well as produce data in the form of written words or oral from people or observed behavior. Therefore, this research is a research that is to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups based on field data on the application of the tabarak method in MDTA Baitul Hidayah. This type of research is field research. The method studies field (research field) is carried out with method researchers participate observe directly on location study research data location be present and involved in a way direct with people who are study (Mulyana, 2004).

The data sources used are primary and secondary data sources (Sugiyono, 2012). According to Edi Riadi in (Sari & Zefri, 2019) Primary data sources are data that originate from in a way direct to object study without has intermediary so that the data obtained truly accurate without has No Certain trade. As for who became primary data sources in study This is chairman, teacher, coordinator, guardian participant educate, and participant Educated at MDTA Baitul Hidayah. (Sugiyono, 2020) Secondary data source is data that is Supporters from primary sources, which are obtained through related writings with study this. As for what becomes secondary data sources in study This in the form of book, journals, theses, dissertations, and data from the internet that discuss about implementation method Tabarak.

Data collection techniques include observation, interviews, and documentation. (Supriyadi, n.d.) The observation method is a data collection method carried out by systematically observing and recording the symptoms being investigated. An interview is a means of obtaining direct information by asking respondents directly or exchanging

information, ideas or statements through meetings between two or more people through a question and answer process and is carried out freely and data requirements can develop according to the desired data requirements (Ridwan, 2015). While Arsini's opinion in (Defianty et al., 2025) documentation is how to collect data by searching, collecting and reviewing all kinds of relevant documents

Data analysis techniques include data reduction, data presentation, and conclusion drawing (Sari & Zefri, 2019). In qualitative research, data validity plays a crucial role because the data obtained is descriptive and contextual. Data validity refers to the extent to which the collected data accurately and reliably reflects the reality on the ground. Unlike quantitative approaches that rely on statistical validity and reliability, qualitative research uses specific strategies to ensure the accuracy and validity of the data obtained (Zulfirman, 2022). According to Sugiyono (2012), data validity in qualitative research can be tested through triangulation techniques, member checking, increased persistence, and peer discussions. In this study, the researcher used triangulation techniques.

C. RESULT

Implementing the Tabarak Method for Memorizing at MDTA Baitul Hidayah

Implementing the Tabarak Method for memorizing the Quran is considered highly suitable and effective in helping children memorize the Quran, as explained by the research informant, the Head of MDTA. He stated:

"The reason we chose the Tabarak Method was because we were already familiar with it and had researched its originator, Sheikh Kamil el-Laboody, in Egypt. After practicing it in the field, we found that this method is highly suitable for children, especially young children. Because young children are not yet able to read the Quran, they tend to absorb everything through their sense of hearing, both audio and visual."

The above statement aligns with the following informant, a parent of one of the students, who supported the Tabarak Method's suitability for children, stating:

"Memorizing using the Tabarak Method is very suitable for children because some of them cannot yet read the Quran, so they can rely on their sense of hearing. Therefore, what the child hears is what is recorded in their memory."

The Tabarak Method for memorizing the Quran uses audio-visual methods (listening and seeing or paying attention). As explained by the head of the Baitul Hidayah MDTA, the following:

"The Tabarak Method of memorization is audio-visual. So, it's formatted in a single file, which is then played with a recitation by Sheikh Kamil el-Laboody. For example, in one file format, Surah Al-Kahf is divided into two sections. In the first session, the first section is read, starting with verses 1 and 10. In the second session, the recitation is played starting with verse 8 (going back a little to the previous verse to stimulate the child's memory of the previous memorization). Then, it continues until the last verse of Surah Al-Kahf."

The next informant further explained how the memorization process using the Tabarak Method is implemented at the Baitul Hidayah MDTA by a teacher in Grade 1 Pre-A, as follows:

"Before the memorization activity begins, all children are asked to perform ablution (wudu) for those who haven't yet. It begins with the recitation by Sheikh Kamil el-Laboody, repeating each verse three times. During the first recitation, the children "Children are required to simply watch and listen carefully, paying attention to the pronunciation of the letters in the recitations recited by Sheikh Kamil el-Laboody. As the

children begin reciting their memorization, they will imitate the recitations as demonstrated by the Sheikh. On the second repetition, the children begin to follow Sheikh Kamil el-Laboody's recitations in a low voice or simply move their lips slowly. Then, on the third repetition, the children follow Sheikh Kamil el-Laboody's recitations in a loud voice and imitate the correct pronunciation of the letters as shown in the Sheikh's recitation video."

Then, as explained by the Pre-A class teacher, in line with the previous explanation from the head of the Baitul Hidayah MDTA regarding memorization using the Tabarak Method, he said:

"When the video of the first recitation by Sheikh Kamil is played, the children remain silent and listen. This is so they can grasp the Sheikh's recitation, as they haven't heard the verse yet. During the second repetition, the children are also required to follow the Sheikh's recitation, but still in a low voice so that his voice can still be heard. Then, on the third repetition, they follow in a loud voice. This memorization process for one folder is repeated five to six times. When the children are fluent in the memorization, the next folder will be played using the previously explained mechanism."

"The implementation of Quran memorization in Pra B begins with a review of the existing memorization (muraja'ah) with a faster recitation. Then, the memorization activity begins with a recitation played three times for one verse. The students listen first, follow the recitation slowly, and then follow the recitation aloud. This continues until the end of the verse in the folder."

The researcher observed that the memorization review process in Pra A class occurred after the memorization process was completed. Meanwhile, in Pra B class, the process began with listening to the recitation for repetition.

The Success of Memorizing the Qur'an by Students Using the Tabarak Method at MDTA Baitul Hidayah.

Success from implementation Method Tabarak in memorize The Quran , based on targeted aspects from implementation Method Tabarak as means in facilitate the memorization process The Quran at MDTA Baitul Hidayah , namely :

1. Participants Students in the Pre- A program are guided so that they can memorize one level in limit minimum period of five months and six months month , required No pass limit time maximum so that according to memorization target method tabarak determined by MDTA Baitul Hidayah .
2. Participants educated at the level Pre B is required can finish memorization in minimum amount of half the target level with quality Mutqin in time half year (six month).

The Baitul Hidayah MDTA has a Tabarak memorization target, which is based on the Tabarak method manual created by Kamil el-Laboody, covering levels 1-7. This target level lasts for 6 months or a semester. The following is the breakdown of learning at each level in memorizing the Quran (Azzahro, 2021):

Table 1. Target Level for 6 months

Level	Amount Of Letter	Subject Matter	Target
1	37	Juzz amma	1 Juzz
2	11	Juzz tabaraq	1 Juzz
3	2	Al Baqarah and Ali Imran	3 ¹ / ₂ Juzz

4	5	An nisa' – An Anfal	6 ¹ / ₂ Juz
5	12	At taubah – at thaha	6 ¹ / ₄ Juz
6	15	Al Anbiya, - Al fatir	5 Juz
7	31	Yasiin – At Tahrim	5 Juz

In see success Method Tabarak used in memorize The Quran at MDTA Baitul Hidayah this , researcher linking between limit set time with amount memorization that must be done achieved in limit time the with use theory effectiveness . Effectiveness in statement (Rijali, 2019) , then effectiveness is measurement in the sense of achievement target or goals that have been determined previously . In measure effectiveness need noticed a number of indicator namely : understanding the program, correct target , right time , achievement goals and changes real .

In measure how far has it been successful? Method Tabarak assessed effective , use it approach to effectiveness that is approach Goal Approach. Approach This try measure to what extent a institution succeed realize the target to be achieved achieved . The targets that need to be achieved noticed in measure effectiveness with use approach This is realistic goals For give results maximum . With Thus , the approach This try For measure to what extent the organization or institution succeed realize the target to be achieved achieved .

So from That researchers identify success Method Tabarak to memorization if the participants educate capable reach target or memorization targets that have been determined at the MDTA Baitul Hidayah to participant educators . Researchers do observation as well as interview related with the memorization target that must be achieved , whether every participant educate succeed finish memorization one level in limit time said . Chairman of MDTA Baitul Hidayah to explain explanation he that is :

"As far as this , since 2018 to 2022 , their time finish The longest time to memorize level 1 is five months past two weeks , even at the level Pra A ever someone finished memorization one level in time four month ."

When researchers ask whether There is participant students who pass through limit time maximum in finish memorization , informant say that :

"Thank God no there are , on average they can finish more fast from limit time maximum . Because we and our parents will strive in accordance with the set targets ."

Researchers also asked to teacher related success participant in finish memorization with limit the time that has passed determined , informant the explain:

"Yes , every from they can finish in time six month said and not more . Especially at level I , namely juz 30, because most of the surahs in juz 30 Already commonplace heard and the verses are also short , then one folder Already can memorized in time two day . If the surah has a verse reasonable long , usually they finish memorization in time One week on each the folder ."

This is also in line with answer from informant other that is :

"Every they Certain finished memorize One volume in limit the time that has passed set , even children with ability memorize more strong , can finish memorization One volume That in more time fast from children others . Depends ability they in catch reading from Sheikh Because every child different his abilities . Then it also depends on monitoring as well as parental involvement at home , if the parents extra to accompany his son so will success is also visible memorization ."

Then researchers ask about success achievement of memorization targets at the level Pra B, informant say that :

"Every children at the level Pra B can reach half from the target."

And in Class Pre A, the informant who is female teacher caregiver in Pra A the explanation is also in harmony with informant previously about success children in achieve memorization targets that is :

"Children capable finish one level of memorization in four years month five days past or four month past ten day . And usually they take the longest can finish memorization That in five to six month ."

Data obtained about achievements memorization of the participants educate in class Pra A this found as following :

Table 2. Achievements Memorization Participant Didik MDTA Baitu Guidance

Participant Intials Name Educate	Number of Target Letters Level 1	Achievement
Azka	37 Letters	37 Letters
Azizah	37 Letters	37 Letters
Pangeran	37 Letters	37 Letters
Naila Altafunnisa	37 Letters	38 Letters
Fino Ramadhan	37 Letters	37 Letters
Restu Aristama	37 Letters	38 Letters
Azim Levandri	37 Letters	37 Letters
Alvino Basira Fattan	37 Letters	37 Letters
Kirana	37 Letters	37 Letters
Ragisa Putri Dermara	37 Letters	37 Letters
Anggiat Fathan	37 letters	37 Letters

Based on the above description is relevant with success participant educate in reach set targets with use Method Tabarak , can found that as far as This participant educate succeed achieve the memorization target that has been set determined . In Class Pre B, the participants educate succeed achieve memorization targets in more from half from memorization targets in time six month or one semester.

And in class pre A, based on the data that the researcher get that the participants educate succeed achieve memorization targets in limit minimum time and no pass limit time the maximum specified . The participants Students in this Pre- A program have on average already own least memorization One volume for 6 months learn . And until moment this , not yet found existence children who pass by or exceed limit time maximum the in finish memorization . This is strengthen statement that Method Tabarak is very suitable and relevant implemented for child age early until age child teenager .

Supporting and Inhibiting Factors of the Tabarak Method

1. Factor Supporters

Five major supporting conditions emerged from the observations and interviews. First, the learning facilities were considered adequate and the classroom was maintained as a conducive and clean environment. Second, discipline was emphasized because late arrival could interrupt other children's concentration. Third, healthy eating and regular sleep were considered supportive routines. Fourth, parental involvement helped children continue assigned recitation at home and provided feedback through the monitoring book. Fifth, rewards such as praise or books were used as encouragement.

Among these factors, parental involvement was repeatedly emphasized by informants. Parents who regularly accompanied children at home were associated with more stable memorization progress, whereas reduced supervision was associated with declining fluency. The findings suggest that the Tabarak method operates as a school-home learning system rather than as a classroom-only technique.

2. Factor Inhibitor

There are also inhibiting factors in implementation and success Method Tabarak in memorize The Quran at MDTA Baitul Hidayah , namely :

- a. Lack of Mentoring from parents when at home because of the method Tabarak This need Work The same between parents and school , if lack of mentoring and guidance from parents when at home so will become constraint for quality memorization children . As conveyed by the informant that is :

" If lack of attention from parents in monitor and guide memorization child , then quality child will decrease significantly . From the beginning, the memorization progress was very good , then become decrease Because lack of mentoring from parents the "

The above statement recognized by the guardian students who are indeed later This rather not enough in guidance his son to the child's progress become decreased , informant to explain that is :

"The name is memorize and maintain memorization of course No easy So must continue to be monitored . The more Lots memorization should be , more and more Lots murajaah . But Because something conditions and other things , somewhat oversized in murajaah child . So indeed rather decrease For memorization child moment This ."

Based on description above , researchers see that the role of parents in guide his children memorizing is very important . according to opinion (Rahayu & Wulansari, 2021) Parents play a crucial role in supporting their children, providing them with the necessary facilities, providing a place for discussion and asking questions,

recognizing their identity, developing their talents, and creating a conducive environment for learning.

- b. Late Present

If child late present , then influence the memorization process . It could be will left behind material reading or become because the dissolution focus other friends when child late enter to in class .

- c. Late Sleep at Night

As stated informant that is :

"Children who when Evening the day That stay up late , then will visible on MDTA. No enthusiasm and lethargy in follow the memorization process as well as he dozing off inside class"

- d. Often No Present

Children who often No enter class (no present) then will A little hinders the memorization process , because child will left behind activity they For listen and memorize reading from Sheikh Kamil el-Laboody . So when child No can present , then parents have obligation For still played reading Al-Quran for children No left behind Far in the process of memorizing .

- e. Bored and Lack of Focus

Because in implementation Method Tabarak only with hear and see , no seldom cause children easy lost focus and bored . To That need There is initiative A little activity light from teacher For relieve boredom and return focus they . As explained by the informant that is :

“When children Already start feel No focused and bored , so initiative from her teacher For stop a moment and do stretching light , while return focus they . When it is felt children it's fresh again , continue Again activity memorize it .”

Based on the explanation above is relevant with success Method Tabarak in memorize The Quran at MDTA Baitul Hidayah Already can it is said successful . With based on results obtained by the participants educate , that they can reach the intended target , can complete the targets that have been set set the in limit the minimum time specified and is relative time fast . And not found that existence participant education that exceeds provisions limit time longest allowed .

Solutions to Overcome Inhibiting Factors in the Implementation of the Tabarak Method

As for the solution For overcome factor inhibitor from implementation method Tabarak in learning the Qur'an at MDTA Baitul Hidayah that is :

1. Lack of parent companion

right solution For overcome problem This is the need meeting between parents and teachers. The need for given understanding about importance mentoring child For Study at home so as not to left behind exercise progress other friends .

2. Late Present and late sleep at night day .

right solution For problem This is the need the role of parents in accompany children . For example reminding study hours child , delivering child to MDTA right time , monitor activity children . Therefore that , parents must always accompany her child at home or at MDTA so that children appropriate time present For memorizing the Qur'an,

3. No present

The solution do calling parents when participant educate Already a number of day permission / not present to school , Giving explanation to parents about important his presence so that children No left behind the material .

4. Bored and Lack of Focus

Give fun learning to overcome saturation participant educate when memorizing . Doing ice breaking to create atmosphere , improve Spirit study and concentration .

D. DISCUSSION

Interpreting the Implementation Process

The findings indicate that the Tabarak method at MDTA Baitul Hidayah is best understood as a structured multisensory learning routine. Listening, visual attention, imitation, repetition, and muraja'ah are not separate activities; together they form the mechanism through which children gradually reproduce Qur'anic recitation. This interpretation is consistent with recent studies describing Tabarak as a multisensory approach involving listening, imitation, repetition, and continuous evaluation.

The finding is also important because several students could memorize Qur'anic material even when their reading ability was still developing. The audiovisual model provides an alternative entry point: children can first reproduce what they hear before

they are fully independent readers. However, this does not mean reading ability is unnecessary. Rather, memorization and reading development can proceed in parallel, with accurate teacher modelling remaining essential.

Achievement, Effectiveness, and Caution in Interpretation

The achievement records demonstrate that the students listed in Pre-A met the Level 1 target, and interview data indicate that students generally completed the program within the expected period. These findings support the conclusion that the implementation was successful in relation to the institution's stated targets. Nevertheless, the term 'effective' should be used carefully. In a qualitative single-site study without a comparison group or standardized pre- and post-measurement, effectiveness is better interpreted as contextual achievement of predetermined program targets rather than as a causal estimate of the method's superiority.

This distinction strengthens the scientific interpretation based on the research findings. The evidence shows that the method functioned successfully under the conditions present at MDTA Baitul Hidayah. It does not, by itself, prove that identical outcomes would occur in every MDTA or that Tabarak would outperform other memorization methods.

Parental Involvement as an Implementation Condition

Parental involvement emerged as one of the strongest contextual factors. The school provides the learning model and monitoring structure, but the repetition required by the method extends into the home. When parents replay the assigned material, monitor mistakes, and maintain regular practice, the child receives consistent reinforcement. Conversely, limited parental availability can interrupt the learning cycle.

This finding adds an important dimension to the discussion of Tabarak: implementation quality is not determined only by classroom technique. It also depends on the social environment surrounding the learner. Therefore, schools implementing the method should treat parent communication, home-monitoring guidance, and realistic practice schedules as integral components of the program.

Pedagogical Implications

The study has several practical implications. Teachers should maintain a predictable sequence of listening, imitation, repetition, and review; adjust pacing to individual differences; and use short attention-restoring activities when children become bored. Schools should provide clear home-practice instructions and monitoring tools so that parents understand exactly what material should be replayed. Program managers should also monitor attendance, sleep-related fatigue, and progress differences rather than interpreting slow memorization simply as lack of ability.

The findings also suggest that the Tabarak method should be implemented flexibly. The basic procedure can remain consistent while the intensity of repetition, duration of activities, and amount of review are adjusted according to learner readiness. Such differentiation is particularly relevant because the Pre-A and Pre-B groups begin from different levels of Qur'anic reading ability.

E. CONCLUSION

Based on the findings, it can be concluded that the implementation of the Tabarak Method in Qur'an memorization at Madrasah Diniyah Takmiliah Awaliyah (MDTA) Baitul Hidayah, located in Korong Sungai Pinang, Kasang Village, Batang Anai District, Padang

Pariaman Regency, aligns with the established curriculum. The memorization process involves listening to recitations by Sheikh Kamil el-Laboody and repeatedly listening to each verse. The implementation can be considered successful in terms of its effectiveness in achieving the established targets. The data indicate that students are able to achieve the set targets within the minimum time frame without exceeding the maximum time limit. This success is influenced by several supporting and inhibiting factors. The supporting factors include parental guidance, consistent student attendance, creative teachers (ustazah), clearly established memorization targets, and adequate facilities and infrastructure. Meanwhile, the inhibiting factors include a lack of parental guidance, frequent student absences due to permission to leave school, boredom with Qur'an memorization, differences in children's memorization abilities, and frequent time constraints. To overcome these obstacles, several solutions have been implemented, including encouraging parents to consistently accompany their children during memorization activities at home, contacting parents when necessary, providing enjoyable learning experiences through fun learning approaches, adapting memorization activities to students' interests, and increasing the number of teachers to two per class.

For future implementation, MDTA administrators should strengthen parent orientation, maintain systematic progress monitoring, and provide teachers with strategies for differentiated pacing and attention management. These measures can help preserve the strengths of the method while reducing the barriers identified.

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