



An Analysis of Implementation Taqlid Learning Methods in Intensive Class 1 Mahfudzot Lessons B Kulliyatu-L Mu'alimat Al-Islamiyah (Kmi)

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ABSTRACT

Islamic This research examines the application of the Taqlid method in teaching Mahfudzot to female students in class 1 Intensive B at KMI Pondok Modern Darussalam Gontor Putri 8. This method emphasizes repetition and imitation, where female students imitate the teacher's pronunciation directly before understanding the meaning in depth. The learning stages include conveying vocabulary, explaining the material, and repeating verses until the students are able to memorize them well. The research results show that the Taqlid method has a number of advantages, such as making the memorization process easier, increasing understanding, and fostering enthusiasm for learning. However, this method also faces obstacles, such as limited time, difficulty in maintaining student concentration, and problems such as feeling sleepy during learning. However, the Taqlid method has proven effective in helping female students master Mahfudzot, an important subject that contains advice and moral values. This research emphasizes the importance of structured teaching strategies and the need for solutions to overcome obstacles in implementing this method. With optimization, the Taqlid method can be an effective approach to improving learning outcomes, character formation and academic readiness of female students.

Keywords: *Taqlid Learning Methods, Intensive Class, Taqlid Learning*

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INTRODUCTION

Education has a fundamental position in forming the character and personality of the nation's next generation. In the perspective of Islamic education, learning methodology plays a vital role in the process of internalizing religious values and forming attitudes and behavior that are in line with Islamic teachings. Education is a conscious and planned effort to create a learning environment and learning process that allows students to actively develop their potential. Through this process, they are expected to have religious spiritual strength, self-control abilities, good personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. (Makkawaru, 2019)

The term Islamic education is no longer foreign to the public, because this education is an integral part of the lives of Muslims in implementing the teachings of their religion. Through Islamic education, people strive to learn, understand, believe,

practice and disseminate these teachings with the aim of achieving happiness in this world and the afterlife, both materially and spiritually. Therefore, from the past until now, Muslims have continued to make serious efforts to provide Islamic education in various forms, types and institutional levels. One form of Islamic educational institution that has a significant historical role in educating the nation's life is the Islamic boarding school educational institution. (Salik, n.d.)

The establishment of Kulliyatu-l-Mu'allimat Al-Islamiyyah is a manifestation of the vision of the founders of Pondok Modern Gontor who emphasized the urgency of the existence of special educational institutions for girls. The implementation of this vision was strengthened through the decision of the 27th Waqf Board Session which was held on 7-8 Rabiul Awwal 1411. As an action continuing concretely, the Gontor Putri Modern Pondok was then built in the Mantingan area, Ngawi, with a distance of around 100 kilometer from Pondok Modern Gontor.

And its capacity as an educational institution at Pondok Modern Gontor Putri, Kulliyatu-l-Mu'allimat Al-Islamiyyah assumes full responsibility for the service and administration of the procurement process of teachings. This institution, which is equivalent to KMI at Pondok Modern Darussalam Gontor, implements various programs and the program of KMI teachings with modifications adapted to the context of reason. More than that, this institution has a main orientation on developing female students to become pious women. (*Background to the Modern Darussalam Gontor Cottage*, n.d.)

One method that is often applied in Islamic educational institutions is the taqlid method, which emphasizes the learning process through repetition and memorization. This method has high relevance in learning Mahfudzot, which is a collection of Arabic expressions or poetry that is full of moral values and wisdom.

Pondok Modern Darussalam Gontor Putri 8, located in East Lampung, is one of the Islamic educational institutions that implements taqlid learning methods in Mahfudzot teaching, direct methods and audiolingual methods (Ummah, 2019). At Kulliyatu-l-Mu'allimat Al-Islamiyyah (KMI), especially in class 1 intensive B, Mahfudzot learning is an important part of the curriculum. This is done to form a strong Arabic language base and instill the Islamic values contained in Mahfudzot.

The Taqlid or Repetition Method is a learning method that involves memorization by both the teacher and the students. Where a teacher will recite the verses of the mahfudzot and the students imitate or repeat the verses until they memorize the verses of each mahfudzot. An in-depth evaluation of the effectiveness of applying the taqlid method in Mahfudzot learning is still needed, considering the complexity of the challenges faced in the process. Various aspects such as the heterogeneity of students' abilities, variations in levels of learning motivation, and the availability of supporting infrastructure are significant considerations. Based on that, this thread is focused on the contents of the implementation of the taqlid method in Mahfudzot learning in class 1 intensive B KMI Pondok Modern Darussalam Gontor Putri 8, as well as identifying factors that act as supporters or obstacles in achieving learning objectives.

The significance of this research lies in its potential contribution in developing a learning methodology that is more adaptive and responsive to the needs of female students, especially in the Mahfudzot learning context. Furthermore, the resulting findings are projected to serve as a reference for teaching staff and administrators of Islamic educational institutions in efforts to improve the quality of the learning process.

METHOD

This research applies a qualitative methodology based on field studies (*field research*), by involving three collecting techniques and main data: observation, direct, quick interview, and comprehensive documentation. Referring to (Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri, 2019), qualitative is a systematic effort to reveal the essence, interpretation, concepts, characteristics, symbolism, phenomena, as well as in-depth descriptions of a social reality through various analytical perspectives which are then explained narratively. To validate research findings and identify emerging obstacles, this study adopted a triangulation approach that integrated data from the three collection techniques. As for this location at Pondok Modern Darussalam Gontor Putri 8 Terletak in East Lampung.

The data collected by the researcher is data from parties connected with the process of implementing the taqlid method in the mahfudzot class 1 Intensive B lesson, namely, things that support and hinder the process of implementing the taqlid method, as well as the participation of Kulliyatul Mu'allimat Al-Islamiyah (KMI) staff and the Deputy Director in supporting this learning process.

Interview data collection involved several key informants, consisting of female students in class 1 Intensive B, subject teachers *mahfudzot*, staff of Kulliyatul Mu'allimat Al-Islamiyah (KMI), as well as Deputy Director of KMI. To enrich the research database, documents related to method implementation were also collected *imitation* in learning *mahfudzot*.

RESULTS AND DISCUSSION

Method Imitation

This method is often used in rote teaching or repetition of material, where santriwati are expected to imitate what is conveyed by the educator. In this context, the taqlid method emphasizes repetition and imitation before the students really understand the deeper meaning or concept of the material being taught.

Taqlid which means "imitate", female students imitate the teacher's words directly, which is used to implement this method. Therefore, teachers can immediately correct incorrect reading when female students make mistakes when reading the Koran or Mahfudzot poetry during the Taqlid process. After that, they repeated the reading accurately. (Aengbajaraja & Sumenep, 2023)

Physiologically, repetition can increase the number of dendrites and thicken the axon membrane. Dendrites are fiber branches that receive signals from other nerve cells, while axons are fibers that send signals to other nerve cells. As the number of dendrites increases and the axons thicken, the connections between nerve cells become stronger, which in turn strengthens the brain's ability to store and remember information. (*The Need for Repetition Whatever the Learning Method*, 2018)

The taqlid method is a method used to achieve goals by applying repetition techniques, so that information can be embedded in the subconscious mind. This aims to help someone remember more easily what they want to memorize or understand. (Rivki et al., n.d.)

The taqlid method also refers to the Al-Qur'an by repeating several stories, this is because repeating existing stories can make an impression on the soul. The repetition method can also be used as a strategy to strengthen understanding of values. For example, the story of Prophet Moses and Pharaoh depicts the battle between truth and falsehood, which ultimately shows that truth always wins. (*4 Wisdom of Repetition of Stories in the Qur'an*, n.d.)

This method is often used in rote teaching or repetition of material, where students are expected to imitate what is taught by the teacher. In this case, the taqlid method emphasizes repetition and imitation before students truly understand the deeper meaning or concept of the material being taught.

For new children such as class 1 Intensive B, this method is very helpful because it makes it easier for them to memorize by listening and pronouncing it. However, aside This approach requires quite a long time to do implement it. Especially in intensive classes where the subjects are more condensed than other regular classes.

Doing something repeatedly and consistently will make it easy to remember and understand. This also applies to the learning process, where the method of repeating words, sentences or other Sharia knowledge can help knowledge stick firmly in memory, so that it can be mastered without needing to think long. Repetition is very important for seekers of knowledge and Muslims in general, considering that humans have a natural ability to forget. With repetition, errors can be minimized. Just like a knife that needs to be sharpened to keep it sharp, this method is a nabawi method that has been proven to be useful and should be used as the main approach in Islamic learning. (Nashifa, 2022)

Mahfudzot Subjects

Mahfudzot in the Arabic dictionary, this word comes from the root word *hafidza-yahfadzu* which means guarding or being guarded, can also be interpreted as something that is memorized. (Get to know Mahfudzot, pearls of wisdom in Arabic, 2021) Mahfudzot is a term that refers to a group of Arabic expressions and sayings containing advice, which originates from the thoughts of leading figures with various professional backgrounds, such as sages, poets, sages, religious figures, Sufis, and even the Prophet's companions. (Dadang, 2015) Mahfudzot is a collection of Arabic proverbs filled with wisdom. These expressions come from various prominent figures with diverse professional backgrounds, such as philosophers, poets, scholars, friends of the Prophet, ulama and Sufis. (Mufidah, 2023) Mahfudzot is so named because the sentences are memorized by students, thereby enriching their vocabulary and supporting Arabic language learning. (Azizah et al., 2023)

Mahfudzot is a lesson where students are introduced to various literary and social works that have important value, such as poetry that contains moral and social messages, with the aim of helping them develop an understanding of literature (language styles) and learn how to find wisdom. (Gmbh, 2016)

Mahfudzot is a term that is often associated with expressions in mathematics. In the educational context, this term is applied in such a way that it forms a sentence structure which can be in the form of poetry, prose, wisdom, or other expressions that are able to arouse students' curiosity. (Putri Ahdilla Nursani et al., 2024) Mahfudzot is a branch of Arabic language subjects that focuses on teaching wisdom and proverbs in Arabic, with the aim of instilling life values that are valuable for the future of female students. (Mukminin, 2021)

The definition of mahfudzot in the subject context refers to the classical learning method which is carried out by memorizing Arabic sentences, such as hadith, poetry, stories, words of wisdom, and so on. This method aims to improve Arabic language skills, enrich vocabulary, and instill Islamic moral and cultural values in students. (Lisma, 2023) Therefore, it is not surprising that mahfudzot remains one of the classic methods used to memorize Arabic sentences, whether from hadith, poetry, stories, or words of wisdom. (Anwar et al., 2024)

Mahfudzot lessons are one of the important subjects at Pondok Modern Darussalam Gontor, because they contain poems that can be used as a guide to life and can change a person's characteristics if they are practiced in everyday life. Therefore, this lesson must be memorized by the female students of Pondok Modern Darussalam Gontor.

Mahfudzot learning is a means to deepen Islamic teachings with the aim of increasing self-understanding, controlling behavior, and forming a noble personality and morals. Apart from that, this learning also plays a role in instilling moral values through the advice contained in mahfudzot, so that it can be applied in social life. (Azahra, 2024)

Process of Implementing the Taqlid Method in Mahfudzot Lessons in Class 1 Intensive B KMI Pondok Modern Darussalam Gontor Putri 8

Pondok Modern Darussalam Gontor has provided provisions for prospective alumni before serving directly to the community. One example of the provision given is how to teach well by testing it directly in the form of teaching practice. (*Make Amaliya successful, the committee works optimally*, 2010) The taqlid method is one of the methods or methods that must be used when teaching memorization lessons such as hadith, tafsir and also mahfudzot. Implementation of learning is an action or implementation of a plan that has been prepared carefully and in detail in carrying out the teaching and learning process. (Abdillah et al., 2024)

Based on the investigations that have been carried out, researchers obtained data through a series of observations and interviews with related parties regarding the implementation of the method *imitation* in learning *mahfudzot*. Results of interviews with teachers *mahfudzot* class 1 Intensive B reveals the methodology applied in conveying the verses *mahfudzot* to students. Here are the steps:

1. The initial process begins with an introduction and explanation of the Taqlid method
The teacher begins the lesson by explaining the purpose of the taqlid method and the steps to be taken. Santriwati are introduced to the concept of imitation and repetition as the core of this method. This introduction is important to create initial understanding, so that female students can follow the method effectively. This is in accordance with the principle of "orientation" in learning theory, which emphasizes the need to provide direction before starting the learning process.
2. The teacher reads the Mahfudzot verse repeatedly
The teacher reads the Mahfudzot verse with the correct pronunciation, followed by the female students imitating together. Repetition is done until the student masters the verse. Repetition in the taqlid method helps build long-term memory. This is relevant to auditory learning theory, where repetitive listening improves comprehension and memorization.
3. Mahfudzot Writing on the Blackboard
Mahfudzot is written on the blackboard to help female students understand the text visually. After several readings, words are gradually deleted. This technique integrates visual and kinesthetic learning, helping female students remember the structure of the verse gradually. This reflects the principle of scaffolding in education, where support is provided so that students can learn independently.
4. Students are asked to imitate individual teachers
After group practice, female students are asked to imitate the teacher's pronunciation individually to ensure mastery of the Mahfudzot verse. These individual exercises allow teachers to assess each student's understanding specifically, according to a differential learning approach that takes into account individual needs.

5. Learning is equipped with vocabulary explanations

The teacher provides an explanation of the meaning of the vocabulary in the Mahfudzot verse to help the female students understand the contents of the verse. Vocabulary explanations provide context to memorized material, improving conceptual understanding. This supports constructivist learning theory, where students build knowledge based on deep understanding.

6. Emphasis on Correct Pronunciation

The teacher pays special attention to the pronunciation of the words in Mahfudzot, correcting the student's mistakes if necessary. This emphasis ensures female students master correct pronunciation, which is very important in language learning. This technique supports phonological competence in Arabic language teaching.

7. Memorization Activities at the End of Learning

At the end of the session, female students are asked to memorize the verses they have learned without looking at the text. The teacher checks memorization randomly to ensure all female students are involved. This activity motivates female students to learn actively and be responsible for their memorization. This is relevant to responsibility-based learning theory (accountability).

8. Variations in Implementation to Overcome Boredom

Teachers add variations such as group competitions or simple games to maintain the enthusiasm of female students. This variety is important to overcome the boredom that can arise in repetitive methods. This strategy reflects the principle of motivation in learning, which emphasizes the importance of maintaining student interest.

9. Students are given the opportunity to ask questions

The teacher provides special time for female students to ask questions if there is material they do not understand. This openness creates an inclusive learning environment, where female students feel comfortable to clarify any confusion. This supports dialogic-based learning.

10. Periodic Evaluation to Assess Memorization Progress

The teacher carries out weekly evaluations to measure the progress of Mahfudzot students' memorization, both individually and in groups. This evaluation provides feedback to teachers and female students about the effectiveness of the taqlid method. This supports the concept of formative evaluation which aims to improve the learning process in a sustainable manner. (Tajab & Ponorogo, n.d.)

In this learning process the teacher will also bring props or what are usually called *wasail-l idhoh*, This will make it easier for students to understand the new vocabulary given by the teaching ustadzah



Teaching Learning Process 1

Factors that Support and Inhibit the Implementation of the Taqlid Method in Mahfudzot Learning

The results of the analysis of interviews with female students in class 1 of Intensive B KMI Pondok Modern Darussalam Gontor Putri 8 revealed various supporting and inhibiting factors in implementing the method *imitation* on learning *Mahfudzot*. These findings were obtained through a compilation of perspectives from female students and subject teachers *Mahfudzot*.

As supporting factors, they said that the taqlid method was easy to use and understand, making it easier for them to understand the meaning of the mahfudzot, memorizing the mahfudzot lessons more quickly and also making them more enthusiastic about studying in class. They also said that this taqlid method makes it easier for them during exams, because they don't need to memorize the mahfudzot from the start, just do muroja'ah or repetition by rote.

However, from the results of observations, this method also has obstacles. For example, female students who have difficulty maintaining their focus and have limited time. This can have a negative impact because it is connected to the student's reduced memory, which also impacts their exam results. This was also stated in the journal (Metode, 2017) which said that the obstacle to this method is the emergence of boredom because they are not used to the repetition method, because this method takes quite a long time. Inhibiting factors in memorizing can also be caused by feelings of laziness, lack of *istiqomah*, and lack of discipline in memorizing. (Rifki et al., 2023). Not only that, poor student psychology can hinder students' memorization process, the large burden of students from assignments affects students' enthusiasm in participating in the learning process. taking part in various activities so that students are not enthusiastic about participating in the taqlid learning process in mahfudzot subjects in class. (Aida Imtihana, 2017)

Based on the results of an interview with Al-Ustadzah Sisvi Fatihtha Artha Widya Prabandari, a teacher who teaches mahfudzot class 1 Intensive B KMI, he said that the main factor that hinders the mahfudzot learning process is female students who are still sleepy during the learning process. Al-Ustadz Abdullah Syukron as deputy director added that the biggest obstacle is the limited time in one lesson hour, so this method cannot be carried out optimally in the classroom. This is confirmed by the results of interviews which show that the majority of teachers find it difficult to complete all the steps of this method within the time available, so some stages have to be simplified or carried out outside class hours.

From the results above, researchers have evidence from interviews with related informants or sources:

1. Santriwati memorize faster with the taqlid method

Most of the female students admitted that they were able to memorize the Mahfudzot verses more quickly using the taqlid method than other methods. The speed of memorization shows that the taqlid method, which is based on repetition and direct imitation, is effective for strengthening memory. This is in accordance with auditory learning theory, where hearing and imitation can speed up the process of internalizing information.

2. Oral interaction improves pronunciation

The teacher stated that the taqlid method allows female students to hear the correct pronunciation, so that they can imitate it correctly. Direct interaction between teachers and students creates a learning environment that allows mastery of appropriate pronunciation. This is relevant to the phonetic approach to language learning.

3. Students feel more confident

Santriwati feel confident when their memorization is tested in front of the class because the taqlid method involves them actively in the learning process. This sense of self-confidence shows that the taqlid method provides a sense of security in learning through consistent positive reinforcement. This supports motivation theory in education.

4. Some of the female students were sleepy during class

The teacher noted that some female students looked sleepy during certain class periods, especially when the taqlid method was used monotonously. This shows the need for variations in the implementation of the taqlid method so that it is not boring. It may be necessary to integrate additional methods to maintain focus and engagement.

5. Pondok Modern Darussalam Gontor supports the use of the taqlid method

The teacher stated that Pondok Modern Darussalam Gontor supports and requires the taqlid method for Mahfudzot learning. This support strengthens the application of the taqlid method as part of the Islamic boarding school educational tradition, which prioritizes classical learning values.

6. Erasing words on the board helps in mastering memorization

The teacher uses the technique of gradually deleting words on the blackboard to test the students' memorization. This technique improves female students' memory through challenges that involve memorizing consolidation. This strategy is in line with the scaffolding approach to learning.

7. The material is presented in stages

The teacher explained that the Mahfudzot material was given one title per meeting, adjusted to the student's capacity. This gradual delivery reflects a

constructivist approach, where students are given information according to their abilities to facilitate understanding.

8. The teacher repeats the verse until the students get used to it

The teacher reads the Mahfudzot verse repeatedly until the students memorize it and get used to the pronunciation. Repetition is the essence of the taqlid method, which supports long-term memory-based learning. This is relevant to repetition theory in learning.

9. Some female students experienced initial difficulties in memorizing

At the beginning of the learning process, some female students had difficulty following the Mahfudzot verse. These initial difficulties may be caused by a lack of adequate initial training. Teachers can provide familiarization first to increase adaptation to the taqlid method.

10. Santriwati shows enthusiasm for learning

The teacher noted that most of the female students looked active and enthusiastic during learning using the taqlid method. This enthusiasm shows that the taqlid method creates an interactive learning atmosphere and involves students emotionally, which is important for successful learning.

Analysis Results

The results of the analysis from research on the implementation of the taqlid learning method in mahfudzot lessons showed that this method is very effective to use, especially for new students who are new to language lessons. Because by hearing and reciting it repeatedly, it makes it easier for them to memorize. Interview evidence shows that the taqlid method is applied through systematic steps, involving repetition, explanation and evaluation. Analysis shows that this method is effective for improving female students' memorization and pronunciation, although additional variations are needed to maintain motivation and focus.

The process of implementing this method is in line with various learning theories, especially those that focus on auditory and repetition-based memorization. The taqlid method also has obstacles, such as time limitations. This problem really affects the process of implementing the taqlid method, because with limited time this method cannot be implemented optimally. The solution is that teachers must make RPS before entering class so that the subjects being taught can be delivered optimally. Apart from time limitations, other obstacles such as the drowsiness felt by students when in class are also a problem that influences the implementation of the taqlid method, so a teacher must combine it with other methods to be more effective in the teaching and learning process.

Apart from that, the taqlid method has also been proven to strengthen students' confidence in pronouncing the words and expressions they have just learned. By listening and imitating the teacher, the students become more accustomed to the structure of the language being taught. This step provides a solid foundation for them in understanding further language lessons. However, it is important to create a pleasant learning atmosphere so that students do not feel bored. Teachers are encouraged to use additional media, such as audio recordings, videos, or relevant educational games to increase the effectiveness of this method.

Another obstacle is the variation in students' learning abilities. Some students need more time to understand the material than others, so teachers have to adjust their approach so that all students can follow the lesson well. Regular evaluation is also important to measure the extent to which this method has been successfully

implemented and has had a positive impact. In this case, the taqlid method can also be combined with a visual or kinesthetic approach to strengthen learning outcomes.

From the results of this research, it is concluded that the taqlid method, even though it faces various obstacles, remains a very effective method for learning mahfudzot. However, teachers need to apply this method flexibly by considering class conditions, individual needs of students, and existing challenges. A combination of teaching methods and careful planning is the key to success in improving students' understanding and memorization.

RELEVANT RESEARCH

1. "Implementation of the Repetitive Method in Class 1B Mahfuzdot Subjects at Pondok Modern Darussalam Gontor Campus 7 Kalianda" is the title of a research article written by Muhammad Alfa Satrio, class of 2024 student at Muhammadiyah University of Lampung. Interviews, observations, and documentation are part of the qualitative methodology of this case study. This research shows that student performance in class 1B is positively influenced by the repetition approach in studying mahfudzot subjects. By using this strategy, educators can create a controlled and concentrated classroom atmosphere. (Satrio, Muhammad Alfa, Anggi Septia Nugroho, 2024)

The findings of this study pave the way for future research regarding the ability of the repetition method to improve Islamic education in elementary schools, especially in mahfudzot classes. Students' focus, processing speed, and memorization capacity improve significantly with repeated procedures. Teachers' success in using this strategy to establish routines in the classroom shows its potential as a useful tool for education. Especially in understanding and memorizing mahfudzot material, this approach has a positive impact on the success of students.

In this research there are several differences with the research I studied. Previous research aimed to optimize mahfudzot memorization using the repetitive method, while this research aims to analyze the application of the taqlid method in mahfudzot learning. In terms of results, it shows that the repetitive method is effective in helping long-term memorization retention. This research also proves that the taqlid method is effective in improving female students' memorization and pronunciation abilities. A structured strategy, institutional support, and female student enthusiasm are supporting factors for the success of this method. Even though there are small obstacles, the solutions provided are able to maintain the quality of learning and satisfactory final results.

2. "Application of the Scramble Method to Improve Learning Outcomes in Mahfudzot Subjects at the Mbs Al Islam Paleran Modern Islamic Boarding School" by Umi Hanik, published in her journal. Students in Fatimah's class at the MBS Al Islam Paleran Modern Islamic Boarding School can benefit from this research because they apply the scramble method to their learning.

Student-reported scores on the learning outcomes scale increased from 33% at the start of the pre-cycle to 55% after the first cycle measures and 77% after the second cycle, providing conclusive evidence of the claim. As shown in this example, the success criterion for an action is 75%, and students who are considered complete achieve a score above that. (Hanik, 2023)

Both studies have a main focus on Mahfudzot learning in the Islamic boarding school environment. The second aim is to increase students' memorization and understanding of Mahfudzot. Even though they use different approaches, both studies attempt to find effective ways to support the students' learning process.

In this study, researchers found significant differences, such as in the previous research research approach using a technology-based approach with the development of digital applications, while the current research has a traditional approach with the taqlid method which relies on direct verbal interaction between teachers and students.

The results of previous research reveal a mahfudzot learning application that can be accessed by students at any time to study independently, and the current research provides an in-depth understanding of the effectiveness of the taqlid method in mahfudzot learning.

With these differences, the two studies provide different but complementary contributions, namely the development of technology in learning and the preservation of effective traditional methods in the Islamic boarding school environment.

3. "Design and Development of Mahfudzot Learning Applications for Android-Based Islamic Boarding Schools Using Extreme Programming Methods" published in the journal by Waesul Bismi, Maysyaroh, and Taufik Asra. Building a Mahfudzot learning application for Islamic boarding schools using the Extreme Programming method is the focus of this project. He came to the conclusion that applications that can be accessed via smartphone, features such as tafsir that clarify mahfudzot, notepads for taking notes, and audio features for those who cannot read, can all make it easier for students and teachers to learn the language. (Bismi et al., 2020)

Both studies have a main focus on Mahfudzot learning in the Islamic boarding school environment with the same goal, namely improving student learning outcomes. Both use certain learning methods to increase educational effectiveness and make a positive contribution to Mahfudzot's learning process.

Researchers found differences with previous research. Previous research used the scramble learning method for mahfudzot lessons, while the current research uses the taqlid method for mahfudzot lessons. Previous research was also experimental, where the impact of the scramble method on Mahfudzot's learning outcomes was measured directly, while this research is descriptive, by analyzing the effectiveness of the taqlid method without manipulating variables.

In terms of objectives, previous research aimed to improve Mahfudzot learning outcomes from cognitive, affective and psychomotor aspects with an innovative approach and current research aims to analyze the effectiveness of the taqlid method in improving Mahfudzot memorization and pronunciation.

4. "Analysis of Rote Learning Methods" published in the journal by Nur Ali. The rote learning method, although considered ancient by some educational experts, still has an important and effective role, especially in the context of learning the Koran to maintain the authenticity and purity of the contents of the book.

This method has also been proven to provide positive benefits in the world of education, such as improving students' morals, increasing self-confidence, increasing interest in reading, and training critical, applicable and comprehensive thinking skills. Even though each student has a different speed and ability to memorize, the memorization method is still effective in crystallizing knowledge in the mind and heart, as well as continuing to improve students' knowledge. Apart from that, the memorization method can also broaden students' horizons, make them wiser in making decisions, and more able to accept differences of opinion. (Ali, 2020)

Both of these studies focus on rote learning methods. Previous research discussed the general analysis of memorization methods in education, while the current research focuses on the implementation of the Taqlid method in teaching Mahfudzot in an Islamic educational institution. These two studies aim to optimize

students' memory through rote memorization methods. The first research discusses the importance of memorization in strengthening memory power, while the second research examines the implementation of the Taqlid method in memorizing Mahfudzot. These two studies also show that rote learning has significant benefits, not only in strengthening academic abilities but also in forming character and improving students' morals.

Although both studies have the same focus, namely on rote learning methods, they differ in terms of approach and scope. The first research discusses memorization methods in general in education, while the second research specifically analyzes the implementation of the Taqlid method in Mahfudzot teaching at Pondok Modern Darussalam Gontor. The second study also involved more detailed experimental analysis and focused on examining the effect of the method on students.

5. "Experiment on the Al-Taqlid Wa Al-Hifdz Method with Gesture Assistance in Learning Mufrodat in class X MA Miftahul Ulum Puntir Purwosari" published in a journal by Zuhrotul Mas'udah and Hasan Syaiful Rizal. By experimenting with using the al-Taqlid and al-Hifdz methods assisted by gestures in learning mufradat, researchers succeeded in creating efficient and interesting learning patterns, so that students more easily accept and master mufradat material through the modules provided.

In this research, researchers used gestures to facilitate the application of mufradat learning. The learning process is carried out in two stages: first by giving a trial before treatment (pretest), and second by giving a trial after treatment (posttest). The test results using the paired samples test (t test) showed a significance value of less than 0.05 (sig 0.000 < 0.05), which means H_0 was rejected and H_1 was accepted, indicating the positive influence of the al-Taqlid and al-Hifdz methods which were assisted by gestures in learning mufradat in class X MA Miftahul Ulum Puntir students. The calculated r values obtained are -25.167 and -18.756, which shows a significant positive relationship between these two variables and the independent variable. This correlation is in the good category, with a calculated r value between 0.61 and 0.80. With these results, the hypothesis in this research is accepted, which means that the gesture-assisted al-Taqlid and al-Hifdz methods have a significant influence on mufradat learning in class X MA Miftahul Ulum Puntir-Purwosari. (Rizal & Pasuruan, 2023)

This previous research has similarities with the research currently being studied in terms of its focus on taqlid methods in learning, both also aim to develop students' memory through rote memorization techniques. Apart from having similarities, these two studies also have differences such as the approach used by each researcher, the previous research involved quantitative testing by testing pretests and posttests to measure the effect of the method on mastery of mufrodat while this research was analytical by assessing the implementation of the taqlid method in the teaching context at Pondok Modern Darussalam Gontor without emphasis on experiments or statistical testing like previous research.

6. "Analysis of the Need for KMI Class 1 Mahfudzot Teaching Materials (Kulliyatu-L-Mu'allimin Al-Islamiyah) at the Darun Na'im Yapia Modern Islamic Boarding School" published in a journal by Hendra Bowo Prasetyo, Mohammad Muhyidin Nurzaelani, and Afif Ahmad Wiranata. This research highlights the important role of education in forming quality human resources, in line with national education goals to develop students' potential. Based on applicable educational provisions, teaching staff, especially teachers, have a professional responsibility to improve the quality of

learning. Therefore, the development of flip book-based teaching materials is considered a strategic step to correct deficiencies in Mahfudzot learning at the Darun Na'im Yapia Parung-Bogor Modern Islamic Boarding School and increase the effectiveness and efficiency of the teaching and learning process.

Apart from being a practical solution, this innovation is also an adaptive step in facing learning challenges in the digital era. It is hoped that with this development, the quality of learning can improve, so that the learning outcomes achieved will be more optimal.

Both journals have similarities in the object of study, namely learning *Mahfudzot* at the KMI level (Kulliyatu-l-Mu'allimin/Mu'alimat Al-Islamiyah) in a modern Islamic boarding school environment. Both also focus on educational aspects and learning methods applied in teaching *Mahfudzot*. Apart from that, both studies were conducted in modern Islamic boarding schools which have a KMI education system. (Prasetyo & Nurzaelani, 2024)

However, there are several differences in the study focus of each journal. The first journal focused more on analyzing the needs for teaching materials *Mahfudzot* at the Darun Na'im Yapia Modern Islamic Boarding School, so that it is more oriented towards aspects of the curriculum and learning materials. Meanwhile, the second journal discusses method implementation *imitation* in learning *Mahfudzot* at Pondok Modern Darussalam Gontor Putri 8 East Lampung, thus highlighting more of the teaching strategies implemented in the classroom. In terms of research approach, the first journal tends to use *need analysis* or needs analysis to understand the suitability of the teaching materials used, while the second journal places more emphasis on analysis of learning methods and their implementation in the classroom. Apart from that, differences are also visible in the research population and sample, where the first journal examines the need for teaching materials for class 1 KMI in general, while the second journal more specifically examines class 1 Intensive B in Gontor Putri 8. From this comparison, it can be concluded that the two journals complement each other. The first journal focuses on aspects of the learning material needed to teach *Mahfudzot*, while the second journal examines the methods used in the learning process.

This research has a significant contribution and impact in the development of learning methods in the Islamic boarding school environment. Apart from strengthening the role of traditional learning methods such as *taqlid*, this research also provides scientific validation that repetition and imitation-based approaches are not only relevant but also very effective in language learning, especially for memorizing *Mahfudzot*. This was also stated in the journal (Adithya et al., 2023) which said that repetition is the key in the memorization process, the more often someone recites what is memorized, the stronger the memory for it. The resulting in-depth analysis can be an important reference for teachers in developing teaching strategies that are more focused and appropriate to the needs of students.

One of the main positive impacts of this research is that it emphasizes the importance of verbal interaction between teachers and students. This interaction is not only a means of conveying knowledge, but also builds a strong emotional relationship between the two, thereby creating a conducive and meaningful learning atmosphere. The *taqlid* method applied also shows that the Islamic boarding school education tradition has its own advantages, especially in systematically training memorization and pronunciation skills.

In the midst of technological developments and modernization, this research also proves that traditional methods such as *taqlid* remain relevant if adapted with

innovative approaches. This provides a strong message that the values of Islamic boarding school education can be maintained without having to abandon the need for effective and efficient learning. Thus, this research is clear evidence that traditional values-based education and modern approaches can work hand in hand to achieve optimal results. Effective learning requires a series of continuous and purposeful processes that are based on careful planning. The stages of implementing learning are a crucial aspect of the entire learning process because at this stage the success of implementing teaching and learning activities is determined. (Sofa, 2024)

CONCLUSION

The Taqlid method is an effective approach used in rote teaching, including Mahfudzot lessons at Pondok Modern Darussalam Gontor Putri 8, especially in class 1 Intensive B. This method emphasizes the process of repetition and imitation, where female students directly imitate the teacher's words to improve pronunciation and increase memorization. The learning process is carried out through several systematic steps, such as writing vocabulary, explaining the material, and reading verses repeatedly. Method implementation *imitation* shows various significant advantages, including increasing memorization abilities, accelerating understanding, and optimizing female students' learning motivation. However, its implementation faces several operational obstacles, such as limited time allocation, fluctuations in students' concentration, and biological challenges in the form of sleepiness during the learning process. Despite these challenges, learning *Mahfudzot* continues to play a vital role in forming the character of female students, considering the content of life values and advice that is applicable in everyday life. Through method implementation *imitation* systematic, female students are not only able to master the material for academic evaluation purposes, but also develop aspects of discipline and responsibility within themselves.

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