

## **The Strategic Planning in Learning Styles for Qur'anic Memorization**

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### **Abstract**

Many Quranic schools and camps for teaching Qur'anic recitation have expended enormous resources and energy in trying to draft and produce a standard syllabus for the memorization of the Holy Qur'an in their respective schools nationwide. A number of these schools are graduating excellent Qur'anic reciters using the syllabus (Adam, 2012). But in Negeria, hundreds of Tahfiz schools are exiting with or with specific blue print of Tahfiz governing principles, talk less of strategic planning and future developmental plan.

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## INTRODUCTION

The development of Tahfiz education in Nigeria, in many states moved according to its own cultural and situational direction with the emergence of private and local Tahfiz schools institute known (Sangaya) in the Northern part of the country. Consequently, each school or Tahfiz administrators are free to adopt any curriculum or teaching methods from any source and according to the educational background of individual teachers concerned (Hashim, 2010).

This encourages Tahfiz teachers to teach based on their own experiences and not to adopt a specific teaching method. Therefore, Tahfiz education systems which exist are not following any specific and systematic teaching methods (Muhammad, 1995). The factors that have been identified as a source of weakness in the performance of Tahfiz are the weaknesses in teaching and learning methods of the Tahfiz. Thus, In Nigerian Qur'anic memorization schools that teachers still retain traditional methods of teaching and learning process in Tahfiz (Marzuq, 2008; Hashim, 2014).

Although they agreed with confidence that the use of modern technology is helping to improve the quality of memorizing the Qur'an (Marzuq, 2008). Weaknesses in students' performance in memorizing the Qur'an are also identified. It is due to difference in strategies of Tahfiz learning style which result the absent of proper strategy, methodology and motivation in Tahfiz schools in Nigeria. (Misnan and Dadi, 2003; Hashim, 2010). Again, Structured teaching and learning process for Tahfiz could not be implemented properly because professional teaching skill program offered by educational institutions does not make much contributions towards Tahfiz professional teaching competence (Azmil Hashim, 2013).

## THEORETICAL

Previous studies illustrate that the phenomenon of memorization of the Holy Quran has begun since the first day Angel Jibril revealed to the Prophet PBUH the first five verses of Suratul – Alaq, (Gilchrist, 1990) even though it was not institutionalized as it is in nowadays.

Conversely, Islam is most developed religion for the people of northern Nigeria, Hence, Islamic schools adopt the organizational format of Nigerian modern public-school system but differ in their basic institutional orientation toward promoting a wide Islamic cultural orientation. (Umar, n.d.) the old Quranic schools maintain their beginning of which the student would start with learning of *Arabic* and recitation of Quran from early childhood

to adolescence, while in the contemporary Quranic schools the system is more to that of modern public and private schools as previously discussed, (Umar, n.d.) though the current system need an urgent improvement in its strategic planning for teaching Quran as this is the subject matter of this paper.

As has been mentioned earlier, most of Tahfiz schools in Nigeria are not following any guide lines or blue print. However, the administrators are free to adopt any curriculum or teaching methods from any source (Hashim, 2010). This encourages Tahfiz teachers to teach based on their own experiences and not to adopt any specific teaching method (Muhammad, 1995). The following structure of the Tahfiz syllabus is an example of two different Tahfiz schools operating in different area in northern Nigeria, also with different mode of syllabus:

### **Sample 1 School of Abubakar Mahmud Gumi Tahfiz Nguru, Yobe State.**

They proposed that each student must memorized 30 Hizb starting from *Fatiha* according to program of memorization within six years, meanwhile if the student is capable to forward his memorization up to the end he may be permitted by school authority, the propose is as follows:

- Tahfiz one: four hizb
- Tahfiz two: four hizb
- Tahfiz three: four hizb
- Tahfiz four: six hizb
- Tahfiz five: six hizb
- Tahfiz six: six hizb

Over roll of the memorization within six years would reach thirty Hizb, but this is approximately for the all students, but special and exceptional students who are capable of memorizing the said syllabus and even exceed expectation should be allowed, which most of the students are (Salisu, 2013).

### **Sample 2 Al-mustaqeem, Islamic Center Abuja, Nigeria.**

Considering the deficiencies in the conventional Qur'an memorization syllabus, they found it necessary to propose a standard Qur'an syllabus suitable for schools and convenient for the pupils.

The syllabus contains the specific number of verses that the children are expected to memorize daily. This is because they observed that in the Quran, there are verses in some chapters which are difficult to memorize due to their complexity, similarity and length. Based on these they proposed it in the way that all chapters are breakdown into several verses based on their simplicity or difficulty that all chapters are to be memorized within six years (Adam, 2013).

## METHODOLOGY

A quantitative research design is used in the main survey of this paper using a structured questionnaire, this method is used as the objective theories will be examined by comparing it with the scale of variables. The variables used in this study are measurable, typically on instruments which the numbered data will be analyzed using statistical procedures (Shan, 2018). The questionnaire consists five questions and demographic background. Research questions were answered for the purpose of conducting the research, and demographic background was collected from the respondents to know their information.

In addition, a sample of 30 Persons consists of two groups – male and female as well as teachers and head teachers of Tahfiz schools, 20 respondents were randomly selected to fill the distributed questionnaires. There was no restriction set in terms of selecting participants.

The voting options was on the strategic planning in learning styles for Qur'anic memorization schools in Nigeria, which include: Strongly agree, Agree, Not Sure, Disagree and Strongly Disagree. 5 questions that were included in the questionnaire are as follows:

The teachers who are good in memorization can teach students well.

The teachers make students repeat lines from the Quran until they can memorize the verses.

The teachers follow school curriculum in their teaching

The teachers only teach according to their own strategy

The teachers insist on memorization revision always

## RESULTS AND DISCUSSION

**Gender:** 18 questionnaires received from the respondents and 2 were not return.

The gender of the respondents that collected 20 questionnaires which most of them were male, they account for 70% (14) of the respondents. 4 female teachers answered the questionnaires, which account to 20% of the total respondents that participated in survey. Another 2 respondents did not return the questioners which account 10% of the respondents.

**Schools of respondents:** Private 14, Public 4 and Not return 2

The kind of schools where teachers who are the respondents of this questionnaire belong to, as can be observed most of the respondents (14) are from Private schools, which accounts of 70% of total 16

respondents. only (4) respondents are from Public schools which accounts to 20% of the respondents, and (2) respondents fail to return their questionnaires that account 10% respectively.

### Years of Teaching experience of respondents

The different years of experience of respondents, most of the respondents spent more than 10 years of teaching Quran in Tahfiz schools, they account for 20% that is about (4) of total respondents who have 10 – 15 years of experience. while 30% (6) of respondents have 15 – 20 years of experience, again 30% (6) of respondents have 20 years and above as teaching experience. (2) questionnaires have not been returned.

### Results of main research question: Strategic planning in learning styles for Quranic memorization.

a. The teachers who are good in memorization can teach students well.

The responses gathered from respondents that determine the frequency of the teachers who are good in memorization can teach students well. As can be observed 40% of the respondents (8) strongly agreed that teachers who are good in memorization can teach students well, and another 40% of respondents (8) agreed with statement also, while only 10% (2) disagreed. 2 questionnaires were not return that is the total of 10%.

b. The teachers make students repeat lines from the Quran until they can memorize the verses.

The responses gathered from 70% of the respondents who strongly agreed that the teachers make students repeat lines from the Quran until they can memorize the verses and shows 20% of the respondents who agreed on the statement. 2 questionnaires 10% were not return from the field work.

c. The teachers follow school curriculum in their teaching

The responses of 55% gathered from respondents who strongly agreed that teachers follow school curriculum in their teaching, and only 25% agreed, while 10% are not sure, 2 questionnaires 10% were not return from the field work.

d. The teachers only teach according to their own strategy

The responses of 45% who Agreed that the teachers only teach according to their own strategy, and 30% strongly agreed with the statement, as can be observed only 10% disagreed and 5% are not sure. 2 questionnaires were not return.

e. The teachers insist on memorization revision always

The responses of 45% who strongly agreed that

the teachers insist on memorization revision always, and another 45% agreed with the statement also. 2 questionnaires were not return from the field work.

Based on the demographic result shown in the previous statements, the number of Tahfiz private schools are higher than that of government, so government need to establish more Tahfiz schools in Nguru town area of Yobe state of Nigeria, so as to have a standard curriculum for all over the Tahfiz schools established under Local or State government.

It also shown that the total number of male teachers in Tahfiz school are higher than female, the former account for 70% and the female 20% only, the attention of government and private sector is needed for employing more females in teaching Quranic recitation.

In the case of teaching experience, the responses shown the different years of experience of respondents, most of the respondents spent more than 10- 20 years of teaching Quran in Tahfiz schools, other spent more than 20 years which shows that most of the Tahfiz teachers are competent and qualified for teaching Quran due to their extensive experience.

Moreover, the purpose of this paper is to find out Tahfiz learning styles strategy and student's performance in Quranic memorization in Nigeria, based on the data collected, many respondents believed that there was an absence of standard Strategic planning in learning styles for Quranic memorization, hence they responded with agree and strongly agree in most cases of their answers as shown earlier.

According to Hashim (2010) administrators of Tahfiz schools in Nigeria are free to adopt any system or method they think is suitable for the age of their students due to the absence of standard curriculum and strategic planning in most of the Quran memorization schools. This also encourages Tahfiz teachers to teach based on their own experiences and not to adopt any specific teaching method (Muhammad, 1995).

## CONCLUSION

The findings of this paper are significant toward strategizing the educational system in Quranic memorization schools, both from the government side and private sector, this is in order to upgrade and modernize the current system since this study confirmed the problem through many answers of the respondents.

In a nutshell, as can be seen from previous studies and from the result obtained in this paper,

there was an absence of standard Strategic planning in learning styles for Quranic memorization in the selected area, However, even current littlest strategies are absolutely quite different from this school to another as shown based on the data collected.

Finally, as part of recommendation of this paper, effort should also be done to encourage the existence of the following, so also more research should be carried out to study them, these include:

Need of more public Tahfiz schools, more female Quranic teachers, standard blue print and future developmental plan for both public and private, establishing Islamic centers at government and private sector, establishing union of Islamic private schools and establishing more relationship between government schools and that of private.

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