

The Effect of Implementing The Sabaq Sabqi Manzil Method on Students' Motivation To Memorise The Qur'an at SMP IT Tahfidzul Qur'an Lembang

Ikhsan Hamza*

SMP IT Tahfidzul Qur'an Lembang, Indonesia

Abstract

Students' motivation to memorize the Qur'an at SMP IT Tahfidzul Qur'an Lembang demonstrates an achievement that merits appreciation. This condition is reflected in students' enthusiasm for participating in the tahfiz program and in their attainment of the memorization targets established by the school. Such conditions indicate the influence of the *Sabaq Sabqi Manzil* method in the tahfiz learning process. This study aims to analyze the effect of implementing the Sabaq Sabqi Manzil method on students' motivation to memorize the Qur'an and to describe the level of motivation during the implementation of this method. The study employed a quantitative associative approach with an ex post facto research design. The research subjects consisted of all 26 students of SMP IT Tahfidzul Qur'an Lembang, selected using a total sampling technique. Data were collected through a questionnaire that had undergone validity and reliability testing and were analyzed using normality, linearity, and simple linear regression tests with the assistance of SPSS. The results indicate that the implementation of the Sabaq Sabqi Manzil method and students' motivation to memorize the Qur'an were classified in the very high category. Simple linear regression analysis revealed a significance value of $0.008 < 0.05$ and an R Square value of 0.262, indicating that the implementation of the Sabaq Sabqi Manzil method contributes 26.2% to the variance in students' motivation to memorize the Qur'an, leading to the acceptance of the alternative hypothesis.

Keywords: Islamic Education, Learning Motivation, Qur'an Memorization, Sabaq Sabqi Manzil Method, Tahfidz Learning

Received: 05/01/2026

Revised: 07/01/2026

Accepted: 08/01/2026

Published: Vol. 5 No. 1, page 45-50 (2025)

* Corresponding author, ikhsanhasan199@gmail.com
<https://jurnal.stainmajene.ac.id/index.php/elfakhru>

INTRODUCTION

The authenticity of the Qur'an has been preserved throughout the history of the Muslim community. The process of reading, understanding, reflecting upon and putting into practice the Qur'an constitutes stages of worship, each of which carries its own reward.([Musthofa & Khotimah, 2023](#)) The Qur'an is an eternal miracle in Islam, the relevance of which is increasingly proven as scientific knowledge advances. This holy book was revealed by Allah SWT to the Prophet Muhammad SAW as a guide to lead humanity from darkness to enlightenment, and to direct them onto the right path.([Muhammad, 2022](#))

Amidst the challenges faced by Qur'an memorisation programmes in Indonesia, where many institutions struggle with fluctuating levels of motivation amongst pupils, there is an interesting phenomenon worthy of further study. A Qur'an memorisation programme at SMP IT Tahfidzul Qur'an Lembang has demonstrated exceptional results. All pupils successfully exceeded the set memorisation targets. This phenomenon raises a crucial question regarding the factors contributing to the programme's success.

In Indonesia, there are around 99,000 Qur'anic educational institutions, covering a variety of types, including tahfidz institutions.([Kementerian Agama RI, 2022](#)) However, the reality on the ground shows that the journey of memorising the Qur'an is fraught with challenges. Previous research has revealed that motivation to memorise the Qur'an has a significant impact of 17 per cent on the quality of the students' memorisation.([Putra et al., 2021](#)) Febrani's study also confirms that the dynamics of santri motivation are significantly influenced by social support, religious factors, teaching methods and the role of the supervising teacher.([Febrani et al., 2022](#))

The main challenges frequently faced by students in tahfidz programmes include difficulty in maintaining consistency in daily memorisation, frustration at forgetting previously memorised material whilst adding new material, a lack of mastery of the articulation points of letters and tajwid, and learning methods that lack a systematic approach.([Febrani et al., 2022](#)) These factors contribute to a decline in motivation, which in turn leads to stagnation or even the cessation of memorisation activities. However, institutions employing appropriate learning methods yield different results; learners are able to maintain high levels of motivation and consistently achieve their memorisation targets. The success of a Qur'an memorisation programme requires an approach capable of fostering learners' intrinsic motivation through the selection of effective and structured learning methods. Extrinsic motivation can be cultivated by creating a religious and supportive learning atmosphere, thereby ensuring that Qur'an memorisation targets are achieved to the fullest extent possible.([Fajri, 2021](#))

The process of memorising the Qur'an requires a systematic approach to ensure that memorisation is well organised and achieves the best possible results. In this modern age, there are various tahfidz methods available that can be applied to enhance the effectiveness of the Qur'an memorisation process.([Arfian, 2023](#)) The *Sabaq Sabqi Manzil* method has proven effective in improving the quality of pupils' memorisation. This method was first introduced in Indonesia by *Ustadz* Devis Said, head of the tahfidz programme, who learnt it from *Ustadz* Abbas Baco Miro, Lc. MA, of the Al-Birr Islamic Boarding School in Makassar. *Ustadz* Abbas himself learnt this method whilst studying in Pakistan and received his chain of transmission from Shaykh Maulana Dhiyaur Rahman at the Ma'had Sirajul Hidayah in Pakistan. Given these origins, the method is often referred to as the Pakistani method.([Baiti et al., 2023](#)) This method comprises three systematic components, namely *Sabaq*, *Sabqi* and *Manzil*. *Sabaq* refers to new material to be recited to the teacher, *Sabqi* is the *muraja'ah* (revision) of material recited to

the teacher in the recent past, whilst Manzil is the comprehensive revision of previously memorised material, which usually covers at least one full juz.(Pratiwi & Anwar, 2023)

Previous research at a primary school in Bekasi showed that the Sabaq Sabqi Manzil method is effective in improving pupils' memorisation and instilling discipline and time management skills.(Amanallah et al., 2025) Another study by researchers at the Darul Aman Gombara Islamic boarding school in Makassar confirmed that this method is highly effective and efficient in producing huffadz and hafidzah who possess a *mutqin* (solid) memorisation that is not easily forgotten.(Tang & Ismail, 2025)

At the SMP IT Tahfidzul Qur'an Lembang Qur'an memorisation centre, the implementation of the Sabaq Sabqi Manzil method has produced a phenomenon worthy of study: all pupils have not only achieved the set memorisation targets but have also demonstrated a high level of enthusiasm throughout the memorisation process. Based on the researcher's initial observations, the pupils appeared enthusiastic about attending each memorisation session, were active in their muraja'ah, and demonstrated a high level of consistency. This situation stands in stark contrast to the common phenomenon in many other tahfidz institutions, which face challenges with pupil motivation.

This positive phenomenon raises an important research question does the success of the programme as reflected in the achievement of memorisation targets and the students' high level of enthusiasm correlate with the application of the *Sabaq Sabqi Manzil* method in relation to motivation for memorisation? In other words, is the *Sabaq Sabqi Manzil* method not only effective in cognitive terms (memorisation outcomes), but does it also have a positive impact on the affective aspects (motivation) of the students?

Previous research has employed a qualitative descriptive approach to explore the implementation of the Sabaq Sabqi Manzil method.(Amanallah et al., 2025) Meanwhile, quantitative studies specifically measuring the impact of this method on memorisation motivation remain very limited. This study aims to address this gap by employing a quantitative approach to measure the effect of the implementation of the *Sabaq Sabqi Manzil* method on learners' intrinsic and extrinsic motivation. Based on the background outlined above, this study aims to examine the effect of the implementation of the *Sabaq Sabqi Manzil* method on pupils' motivation to memorise the Qur'an. It is hoped that this study will make a theoretical contribution to enriching the literature on Qur'anic learning methods, particularly regarding the relationship between learning approaches and pupils' motivation.

RESEARCH METHOD

This study employs a quantitative approach using an ex post facto research design. Ex post facto research is research conducted to investigate events that have already occurred and then trace them back to identify the factors that may have caused them. This method was chosen because the researcher did not apply any treatment or manipulation to the independent variables, but rather measured variables that had occurred naturally in the field, namely the implementation of the Sabaq Sabqi Manzil method at SMP IT Tahfidzul Qur'an Lembang. This study employs an associative approach aimed at identifying the relationship or influence between two or more variables. The associative approach was chosen to analyse the impact of the implementation of the Sabaq Sabqi Manzil method on pupils' motivation to memorise the Qur'an. The research design is causal-comparative, seeking to establish a cause-and-effect relationship between the variables under investigation.

This study was conducted at the Tahfidzul Qur'an Islamic Junior High School in Lembang, Majene Regency, West Sulawesi. This location was chosen on the basis that the

school has consistently applied the *Sabaq Sabqi Manzil* method and has demonstrated positive results in helping pupils achieve their memorisation targets. This study was carried out over a period of two weeks, encompassing the preparation stage, data collection, data analysis, and the compilation of the research report.

This study involved 26 pupils enrolled in the Qur'an memorisation programme using the *Sabaq Sabqi Manzil* method at SMP IT Tahfidzul Qur'an Lembang. The sampling technique used in this study was total sampling, a method in which all members of the population are included in the sample. Total sampling was employed because the population size was relatively small (fewer than 30 people), therefore, to obtain more accurate and representative data, the entire population was included as research respondents. Consequently, the sample size for this study was 26 pupils.

Table 1. of Students at the Tahfidzul Qur'an Islamic Junior Secondary School 2025

No	Stundet	Total
1	Boys	11
2	Girls	15
Total		26

The instrument used in this study was a structured questionnaire. A questionnaire is a data collection technique that involves providing respondents with a set of written questions or statements to answer.

RESULTS AND DISCUSSION

Descriptive Statistical Analysis

Based on data collected from 26 students on the tahfidz programme at SMP IT Tahfidzul Qur'an Lembang, data was obtained regarding the effect of applying the *Sabaq Sabqi Manzil* method on motivation to memorise the Qur'an. The research data, collected via a questionnaire, was subsequently processed and analysed using statistical techniques to answer the research questions. This section outlines the research findings, which include the results of the normality test, the linearity test, and the results of the simple linear regression test, as follows:

Table 2. Results of the Kolmogorov Smirnov Normality Test

Unstandardized Residual		
N		26
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.28493721
Most Extreme Differences	Absolute	0.093
	Positive	0.069
	Negative	-0.093
Tes Statistic		0.093
Asymp. Sig. (2-tailed) ^c		.200 ^d

The results of the Kolmogorov–Smirnov normality test show an Asymp. Sig. (2-tailed) value of 0.200. As this significance value exceeds the $\alpha = 0.05$ threshold, it can be concluded that the distribution of the residual data does not differ significantly from a normal distribution. Thus, the assumption of normality of the data is satisfied.

Referring to the results of the normality test shown in the table above, it can be concluded that the residual data in the regression model satisfy the assumption of a normal distribution. Consequently, the use of simple linear regression analysis in this study may proceed, and the results obtained possess reliable statistical validity.

Table 3. of linearity test results
AnovaTable

			Sum of Squares	df	Mean Square	f	Sig.
Y * X	Between Groups	(Combined)	262.838	14	18.774	2.011	0.125
		<i>Linearity</i>	95.768	1	95.768	10.258	0.008
		Deviation from <i>Linearity</i>	167.070	13	12.852	1.377	0.301
	Within Groups		102.700	11	9.336		
	Total			25			

The linearity test using ANOVA showed a significance value for linearity of 0.008 ($p < 0.05$), indicating a significant linear relationship between the Sabaq Sabqi Manzil method and motivation to memorise the Qur'an. This means that any change in the application of the method will be consistently accompanied by a change in the learners' motivation.

The Sig. Deviation from Linearity value of 0.301 ($p > 0.05$) confirms that there is no significant deviation from the linear relationship. The η^2 value of 0.719 indicates a large effect size, reinforcing the position of this method as a key factor in Qur'anic memorisation learning. These results validate the assumption of linearity and allow the simple linear regression analysis to proceed.

Table Simple Linear Regression Analysis
Model Summary

Model	R	R Squared	Eta	Eta Squared
1	0.512	0.262	0.848	0.719

Table Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	37.553	10.346		3.630	0.001
1	Sabaq Sabqi Manzil Method	0.478	0.164	0.512	2.919	0.008

A simple linear regression analysis showed that the Sabaq Sabqi Manzil method had a positive and significant effect on motivation to memorise the Qur'an ($\beta = 0.478$; $p = 0.008 < 0.05$). The R^2 value of 0.262 indicates that this method explains 26.2 per cent of the variation in the learners' motivation to memorise the Qur'an.

CONCLUSION

Based on the results of the research and the discussion that has taken place, it can be concluded that the Sabaq Sabqi Manzil method has proven effective in enhancing pupils' motivation to memorise the Qur'an at SMP IT Tahfizul Qur'an Lembang. The results of the simple linear regression analysis show that the significance value of 0.008 is less than 0.05. This finding confirms that the application of the Sabaq Sabqi Manzil method has an effect on students' motivation to memorise the Qur'an. Thus, (H_a) is accepted and (H_o) is rejected. The coefficient of determination (R-squared) of 0.26 indicates that the Sabaq Sabqi Manzil method influences motivation to memorise the Qur'an, contributing 26 per cent to this effect.

REFERENCES

- Amanallah, A. S., Basuki, D. D., & Budianto, B. (2025). Implementasi Metode Sabaq, Sabqi, Manzil dalam Pembelajaran Tahfizul Qur'an pada Salah Satu Sekolah Dasar di Bekasi. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, Vol. 9(2), 935–945.
- Arfian, A. (2023). Penerapan Metode Sabaq, Sabqi dan Manzil Sebagai Kemampuan Dasar Menghafal Al Quran di Sekolah Swasta Islam Utsman Bin Affan. *IRA Jurnal Pengabdian Kepada Masyarakat (IRAJPKM)*, Vol. 1(1), 37–42.
- Baiti, N. N., Nahar, S., & Ok, A. H. (2023). Penerapan metode sabak, sabki dan manzil dalam pembelajaran tahfidz di sekolah menengah pertama. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, Vol. 9(2), 986–994.
- Fajri, A. (2021). Peran Guru Tahfiz Dalam Meningkatkan Motivasi Siswa Untuk Menghafal Al-Qur'an Dirumah Tahfidz ASSHADIQ Aur Birugo Tigo Baleh. Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi.
- Febrani, F., Mayasari, R., & Gaffar, A. (2022). Gambaran dinamika motivasi santri dalam menghafal Al-Qur'an di pondok pesantren hafalan Qur'an di Kota Kendari. *Jurnal Mercusuar: Bimbingan, Penyuluhan, Dan Konseling Islam*, Vol. 2(1).
- Muhammad, Y. (2022). Implementasi Metode Sabqi dan Manzil sebagai solusi dalam menjaga hafalan Alquran santri Baitul Qur'an Markaz Al-Ma'tuq. *Tawazun: Jurnal Pendidikan Islam*, 15(3), 479–484.
- Musthofa, I., & Khotimah, H. (2023). Implementasi pendidikan pesantren tahfidz dan gerakan budaya qur'ani di Indonesia. *At Turots: Jurnal Pendidikan Islam*, 663–672.
- Pratiwi, W. N., & Anwar, M. R. (2023). Pengaruh Metode" Sabaq, Sabqi, Manzil" Terhadap Kemampuan Hafalan Santri di Rumah Tahfizh Al-Huda Pangkalpinang. *LENTERNAL: Learning and Teaching Journal*, Vol. 4(2), 80–94.
- Putra, F. P., Khadijah, K., & Fatia, A. (2021). Pengaruh motivasi menghafal al-qur'an terhadap kualitas hafalan al-qur'an santri. *Journal Cerdas Mahasiswa*, Vol. 3(2), 160–172.
- RI, K. A. (2022). Kemenag Susun Direktori 99.000 Lembaga Pendidikan Al-Qur'&an - Untuk mengakses berbagai layanan Kementerian Agama, silakan kunjungi <https://kemenag.go.id/layanan> . Melalui portal ini, Anda dapat memperoleh informasi terkini mengenai, regulasi, pendid. <https://kemenag.go.id/nasional/kemenag-susun-direktori-99000-lembaga-pendidikan-al-qurrsquoan-wr78ez>
- Tang, M., & Ismail, I. (2025). Efektivitas Metode Sabaq, Sabqi, dan Manzil dalam Program Menghafal Al-Quran di Pondok Pesantren Darul Aman Gombara Makassar. *Jurnal Al-Qiyam*, Vol. 6(1), 17–29.