

## Research article

# The Urgency of Understanding the Verses of Mutasyabihat Lafdziyyah for Learning Tahfidz Al-Quran

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*Mutasyabihat lafdziyyah* verses are verses that are similar to *lafadz* used in the Quran. Students usually have difficulty in memorizing and reciting the *mutasyabihat lafdziyyah* verses which are characterized by a fall in the voice and several doubts faced by students during the recitation or when jumping between the poems or letters. Understanding the *mutasyabihat lafdziyyah* verses in the juz 30 of the Qur'an directly impacts students learning ability of the juz 30 of the *tahfidz* al-Quran. The purpose of this study was to (i) understand the verses of *mutasyabihat lafdziyyah* in the juz 30 of the Qur'an and (ii) minimize students' mistakes and doubts when reciting or memorizing the juz 30 of the Qur'an, especially when encountering *mutasyabihat lafdziyyah*. The study used a systematic literature review design by documenting and reviewing articles related to *mutasyabihat lafdziyyah* verses, the problems of the *tahfidz* al-Quran, and the *tahfidz* method. All articles used in the study were published during 2012–2021 and accessed from lens.org, DOAJ, and Google Scholar. It was found that understanding the verses of *mutasyabihat lafdziyyah* had a direct effect on the quality of student memorization. By understanding the *mutasyabihat lafdziyyah* verses in the juz 30, students memorized better and mistakes and doubts were increasingly minimized when reciting or during the examinations.

**Keywords:** *Mutasyabihat Lafdziyyah* verses, the problems of *Tahfidz* al-Quran, *Tahfidz* method

## 1. Introduction

At this time, the study of *tahfidz* al-Quran is felt to be very significant to be developed. Many Islamic educational institutions in Indonesia today are promoting and developing the *tahfidz* al-Quran program [1]. Now, *tahfidz* al-Quran has become a matter of great interest to both formal and non-formal educational institutions, parents, and children as students [2]. There have been many people who have tried to memorize the Quran, from children to adults, even the institutions of *tahfidz* al-Quran have begun to increase. They compete to memorizing the Quran [3].

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Published 20 June 2022

Publishing services provided by Knowledge E

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Selection and Peer-review under the responsibility of the ICIGR 2021 Conference Committee.



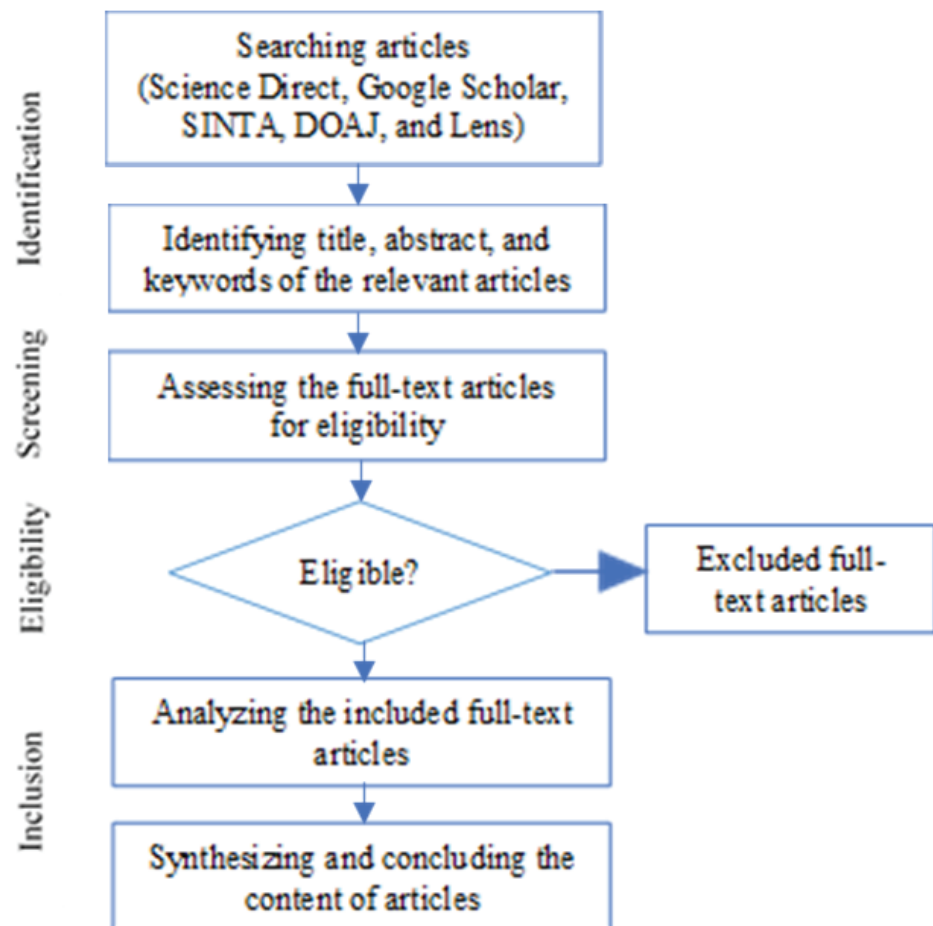
Furthermore, the Ministry of Religion through the Directorate of Early Education and Islamic Boarding Schools in the 2015-2019 Islamic Education strategic plan launched a launching program for 10,000 *tahfidz* al-Quran students in the 2015-2020 period with a target of 7-18 years old students [4]. This shows the high enthusiasm of the Muslim community and the Indonesian government to make Indonesian children memorize the Quran.

On the other hand, learning *tahfidz* al-Quran is inseparable from problems. Not a few problems faced by students or teachers. Problems that occur in learning *tahfidz* al-Quran include the lack of attention to the quality of student memorization. The teacher focuses more on the memorization target (quantity) rather than maintaining the quality of student memorization [5]. This resulted in students' memorization was not solid and not strong. Among other problems is the lack of understanding of students related to *mutasyabihat lafdziyyah* verses so that students often get stuck and turn to other letters [6]. For example, in Juz 30, *fa amma man tsaqulat* is read as *wa amma man khaffat* (Surah al-Qari'ah), *yaumaidzin tukhadditsu* is read *yaumaidzin yasduru* (Surah al-Zalzalah), *wa al-laili idza saja* (Surah Adh-Dhuha) is read as *wa al-laili idza yaghsya* (Surah al-Lail) and various other verses and letters that have similarities in Juz 30.

*Mutasyabihat* means having a similar meaning to one another. In general, the meaning of the *mutasyabihat* verse is conveyed in several models. First, the *mutasyabihat* verse is a verse where it means that only Allah knows it. Second, that the *mutasyabihat* verse has many variations (*lafadz*). Third, the *mutasyabihat* verse requires further explanation by another verse, or this verse does not stand alone but requires certain information at another time [7]. The meaning of the *mutasyabihat lafdziyyah* verses here are verses that have the same or similar *lafadz* [8] either contained in one letter or between letters.

## 2. Methods

This scientific article was prepared using the SLR (Systematic Literature Review) method. This method researchers do by identifying, reviewing, evaluating, and interpreting all available research. With this method, researchers review and identify journals systematically, which in each process follow the steps that have been set [9]. Among the steps that need to be done are identification, screening, feasibility, and inclusion [10]. The research flow in this paper is shown in the following figure:



**Figure 1:** The research procedure.

Stage 1: Identification. Reference searches from Lens.org, DOAJ, and Google Scholar adjusted with title variables and keywords, namely "Mutasyabihat Verses, Probematika Tahfidz al-Quran, and Tahfidz Method". Found as many as 359 articles.

Stage 2: Filtering. After identifying in the first stage, many articles were found that did not match, so the researchers extended the search and filtered articles using the same keywords. Found as many as 121 articles.

Stage 3: Eligibility. From the screening results, the researchers chose articles that were worthy of research and analysis. Found as many as 52 articles.

Stage 4: Inclusion. At this stage, the researcher records the relevant literature according to the keywords in the search. All eligible articles were studied and analyzed to get a synthesis or conclusion. Found as many as 18 articles.

### 3. Finding and discussion

This article begins by conducting a literature review related to *mutasyabihat lafdziyyah* verses, the problems of learning *tahfidz* al-Quran and *tahfidz* method. From the review conducted, it was found that the understanding of the *mutasyabihat lafdziyyah* verses has an important urgency for the quality of student memorization. By understanding the *mutasyabihat lafdziyyah* verses contained in juz 30, students are increasingly minimized from mistakes and doubts when depositing memorization or exams. Furthermore, the researcher examines the urgency of the verses of *mutasyabihat lafdziyyah*, the problems of learning *tahfidz* al-Quran, and *tahfidz* method through a review of the following articles:

Based on the literature above, the percentage of publication years can be seen in the following table:

In the process of learning *tahfidz* al-Quran will not be separated from problems. Among these problems are the verses *mutasyabihat lafdziyyah*. These points are covered in 33% of journals [3,17,18,19,20,21]. There are many *mutasyabihat lafdziyyah* verses in the Quran, including Juz 30. Therefore, it is very important for students need to know these verses. These points are covered in 33% of journals [11,12,13,14,15,16]. In addition, to avoid pronunciation errors in the *mutasyabihat lafdziyyah* verses, an appropriate and good method of memorizing the Koran is needed. So that students' memorization of the Koran is of higher quality. These points are covered in 33% of journals [22,23,24,25,26,27].

### 4. Conclusion

The verses of *mutasyabihat lafdziyyah* are verses that have similarities or similarities to lafadz in the Koran. There are similarities or similarities in one letter and between letters. There are many in the Koran. In Juz 30, there are 16 similarities or similarities in one letter, while there are 12 places. Based on the results and discussion described above, it can be concluded that understanding the verses of *mutasyabihat lafdziyyah* in learning *tahfidz* al-Quran, especially juz 30, has a very important urgency for students. Among the urgency are (1) Improving the quality of student memorization, (2) Avoiding mistakes and doubts when depositing memorization or exams, (3) Knowing verses and letters in which there is *mutasyabihat lafdziyyah* either in one letter or between letters.

TABLE 1: Reference to the Verses of *Mutasyabihat Lafdziyyah* in Learning *Tahfidz* Al-Quran.

Reference to the Verses of <i>Mutasyabihat Lafdziyyah</i> in Learning <i>Tahfidz</i> Al-Quran	<i>Mutasyabihat Lafdziyyah</i>	The Problems of <i>Tahfidz</i> al-Quran	<i>Tahfidz</i> Method
Problematika Pembelajaran <i>Tahfidz</i> di Pondok Pesantren [3]		√	
Mengenal Ayat-Ayat <i>Mutasyabihah al-Alfadz</i> dalam al-Qur'an Sebagai Strategi Keberhasilan Menghafal al-Qur'an dalam Mata Kuliah <i>Tahfidz</i> di STAIN Kudus [11]	√		
<i>Al-Ayah Al-Mutasyabihat Al-Lafdziyyah fi Surah Al-An'am 'inda al-Kirmany</i> [12]	√		
Bentuk-Bentuk <i>Takrar</i> dalam Al-Quran menurut Tinjauan Balaghah (Studi pada Juz Amma) [13]	√		
Konstruksi Ayat-Ayat <i>Mutasyabihat Al-Alfadz</i> dalam Al-Quran (Studi Analisis Kitab <i>Durrah al-Tanzil Wa Ghurrah al-Ta'wil</i> ) [14]	√		
<i>Dilalah al-Mutasyabih al-Lafdzi fi As-Siyaqat al-Quraniyyah</i> [15]	√		
The Role and Function of The Context and Knowledge of Word in Review of Verses With Similar Words (Case Study: The Proportion of Words and Meaning) [16]	√		
Institute Of Quranic Education: Problems And Solutions [17]		√	
Memperkasa Generasi Penghafaz Al-Quran [18]		√	
Implementasi Metode Menghafal Al-Quran <i>Lauhun</i> , Membaca 20 kali dan Talaqqi pada Kelas VII <i>Tahfidz</i> MTs Hidayatul Insan Palangkaraya [19]		√	
Pengaruh Pelaksanaan Program Hafalan Al-Quran Terjadwal Terhadap Motivasi Santri dalam Menghafal Al-Quran di Pondok Pesantren Baiturrohman Prasung Buduran Sidoarjo [20]		√	
Problematika Mahasiswi Program <i>Tahfidz</i> Al-Quran di Ma'had Darul Hikmah IAIN Kediri [21]		√	
Implementasi Metode <i>Takrar al-Manhaji</i> Dalam Meningkatkan Kualitas Hafalan Al-Qur'an Siswa [22]			√
Metode Menghafal Alquran Pada Anak Usia Dini di <i>Tahfidz</i> Center Darul Hufadz kota Padang [23]			√
Pelaksanaan Metode Pembelajaran <i>Tahfidz</i> Al-Qur'an Di Madrasah <i>Tahfidz</i> Al-Qur'an Al-Imam 'Ashim Tidung Mariolo, Makassar [24]			√
Implementasi Metode Halaqah dan Resitasi dalam <i>Tahfidz</i> Al-Quran di SDIT EI – Haq Banjarsari Buduran Sidoarjo [25]			√
Metode Pembelajaran <i>Tahfidz</i> Camp Di SMAIT As-Syifa Boarding School Subang [26]			√
Metode <i>Tahfidz</i> Al-Quran [27]			√

## Acknowledgments

Thank you for the suggestions and corrections from the reviewers so that this article becomes worthy of publication.

TABLE 2: Publication Year.

Year	Frequency	Percentage (%)
2012	1	5,5
2015	1	5,5
2016	1	5,5
2017	4	22,2
2018	2	11,1
2019	4	22,2
2020	3	16,6
2021	2	11,1
Total	18	100

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