

THE INFLUENCE OF COLLEGE STUDENTS' LEARNING STYLE THE QUR'AN MEMORIZING METHOD IN UKM LPTQ UMY

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Abstract

It is essential for us to be knowledgeable about learning styles regarding the method of memorizing the Qur'an, because both of them associate with sensory memory entering the five senses. Afterward, we can implement our understanding of learning styles to determine the appropriate method of memorizing the Qur'an. This study aims to determine the effect of learning styles on the method of memorizing the Qur'an in UKM LPTQ UMY students and to determine the proponent and inhibiting factors in that process. Quantitative research methods with sampling techniques were used in this study. The results of the study show that there is an influence of visual, auditory and kinesthetic learning styles on the Al-Qur'an memorization method. It can be seen from the F count = F count = 7.015, which is greater than the F table = 2.81. In addition, it is proven by the value of Sig. F is 0.001 less than 0.05 and there is a contribution of each visual, auditory and kinesthetic learning style to the Al-Qur'an memorization method; visual 18.81%, auditory 0.52% and kinesthetic learning style 14.06%. Accordingly, the R Square value of 0.334 shows that the proportion of the influence of visual, auditory and kinesthetic (VAK) learning styles on the method of memorizing the Qur'an is 33.4%. Therefore, it can be concluded that there is an influence of visual, auditory and kinesthetic learning styles on students on the method of memorizing the Qur'an in UKM LPTQ UMY.

Keywords: Learning Style; Visual; Auditory; Kinesthetic; Methods of Memorizing the Qur'an

INTRODUCTION

Al Qur'an is the word of Allah SWT as the holy book of Muslims, in which Al-Qur'an was conveyed mutawatir through the angel Gabriel to the Prophet Muhammad starting from Surah Al Fatihah and ending with Surah An Nas and if we recite it, it is also valued as worship practice. The Al-Qur'an was revealed on this earth to serve as a guide, guidance and warning for mankind which also discusses the fields of aqidah, morals, fiqh, history, and

muamalah. If humans make the Qur'an as a guide to life then they live on a straight (hanif) living path.

As muslims we are required to be able to learn, practice (carry out with devotion), and memorize Al-Qur'an. As stated in the Word of Rasulullah SAW which reads:

حَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

'Uthmān ibn 'Affān (may Allah be pleased with him) reported that the Prophet (may Allah's peace and blessings be upon him) said: "The best of you are those who learn the Qur'an and teach it to others." Sahih/Authentic. - [Al-Bukhari]

The hadith explains that people who study and memorize the Qur'an are classified as exalted people. Memorizing the Qur'an is a very extraordinary thing because people who are able to memorize the Qur'an have privileges both in this earth and in the hereafter. Even Allah SWT emphasized that the Qur'an is easy to memorize, as Allah SWT has emphasized in his word QS. Al-Qamar four times in verses 17, 22, 32 and 40. One of Allah's words verse 17 which reads

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

"And We have indeed made the Qur'an easy to understand and remember: then is there any that will receive admonition?" (QS. Al-Qamar verse 17). English Translation (Yusuf Ali)

This verse confirms that it is not difficult to memorize the Qur'an. If we memorize the Al-Qur'an, there are privileges obtained, including those who memorize the Al-Qur'an will become part of the family of Allah (Ahlullah) who are on earth, then can save their families and can give crowns of glory to their parents later, and so forth. This is contained in the words of

the Prophet which means "Read the Qur'aan, for it will come on the Day of Resurrection and intercede for its companions..." (Narrated by Muslim, 804).

The hadits above explains that we are ordered to read the Qur'an because by reading the Qur'an it will be easy for us to memorize the Qur'an. This reading process is even our main key to understanding something. Then the process of reading this story when the Prophet Muhammad SAW was a person who could not read then the first revelation came down to Muslims through the prophet, namely the command to read (Kurnia, 2017). Reading makes us understand what we want to memorize. So in memorizing the Al-Qur'an several stages are carried out, namely having to be able to read the Al-Qur'an fluently by tajwid. Usually, before we memorize the Al-Qur'an there will be tahsin. This tahsin aims to justify the wrong readings of the Qur'an. If memorizing the Al-Qur'an is done before tahsin, it is feared that mistakes will occur in reciting the Al-Qur'an which will also change the meaning. So that a lot of Al-Qur'an is done both for elementary, middle school, and college level children who can start with tahsin. So that at the student level they have also started memorizing the Al-Qur'an even though they are busy with lectures or their organization, but they are still persistent in memorizing the Al-Qur'an. Students are the period in which the transition from high school to higher education levels. This period is a time when someone is searching for their identity. According to Santrock (2010) in developmental psychology, college students are included in the category of late adolescence (early adulthood) or entering the early adult phase in their 20s. Obviously, memorizing the Al-Qur'an at this time is a special challenge because of many activities of its own and also environmental factors so that to increase the memorization of the Al-Qur'an it was sometimes felt very troublesome. Therefore, they also have to manage their time division into studying and memorizing the Qur'an.

Muhammadiyah University of Yogyakarta organizes a Student Activity Unit which accommodates students to learn the Qur'an and memorize and intellect (*taddabur*) it called the Tilawatil Qur'an Development Institute or

commonly called UKM LPTQ. In UKM LPTQ UMY, there are five divisions, one of which is 'tahfidz'. In 'tahfidz', all LPTQ administrators are required to join this field. In 'tahfidz', there are students who already have memorized the Qur'an of 3 chapters, 5 chapters or even 30 chapters. Even though they are busy with lectures, organizations and other activities, they still memorize the Al-Qur'an according to their respective targets. Based on the results of interview observations with four UMY LPTQ UKM students who took part in the tahfidz, it was found that there were uniqueness in UMY LPTQ UKM students when memorizing. There are students who (when memorizing) must read or listen or isolate themselves from the crowd. However, based on the learning styles they have and their methods of memorizing the Qur'an, some are associated, some are not. Therefore, this problem becomes a concerns for further studies related to learning styles and methods of memorizing the Qur'an.

LITERATURE REVIEW

1. Tips for Memorizing the Qur'an

a. Definition of Memorizing the Qur'an

Memorizing the Al-Qur'an comes from two words; memorizing and Al-Qur'an. Memorizing *per se* etymologically comes from the word memorizing which in Arabic is named Al-Hifdz which means to remember. So the word "memorizing" is equal with remembering. In terminology, memorizing means the act of remembering and absorbing and storing a word, message or information for a long period of time which continuously adhered in our subconscious mind (Masduki, 2018). When someone memorizes the Qur'an, the sound that is chanted out will reach the ears which then go to the brain with vibrations that can have a positive influence on brain cells as Allah SWT has ordained their fitrah (Ginanjari, 2017).

Based on the above statements, it can be inferred that

memorizing the Qur'an is an exalted deed in which we remember the recitations of the verses of the Al-Qur'an consciously and are always remembered as provisions when we die and leave this earth.

b. Rules for Memorizing Qur'an

The rules for memorizing the Al-Qur'an according to Muhsin and As-Sirjani as quoted in (Fikri, 2017) that the main rules for memorizing the Al-Qur'an include:

- Own a strong will

Having a strong determination needs to be instilled from an early age before memorizing the Qur'an so that the stance is firm and not easily swayed when going through various trials in the memorization process.

- Keep praying

It is important to always pray to Allah SWT to be looked after in good intentions and facilitated in the process of memorizing and maintaining memorization of the Al-Qur'an.

- Understanding the meaning of the verse appropriately

Understanding the meaning of the verse being memorized will make it easier to memorize the Qur'an and also understand the meaning of the verse being memorized.

- The science of tajwid can be mastered properly

The science of tajwid needs to be mastered properly so that during the process of memorizing the Qur'an we already know the law of recitation of the verses read. This is important because when the pronunciation, both the length and the reading, and the rules of reading are not mastered, it will change the meaning of the verse.

- Repeatedly reading

Repeating the recitation of the Al-Qur'an that we memorize will be able to sharpen our memory to remember for a long time

because we keep repeating it and will never forget. This needs to be done routinely, especially for those who have memorized their Al-Qur'an to be more *mutqin* level in their memorization.

- Read memorized verses during prayer (*salat*)

When we are in period of memorizing the verses of the Qur'an, it is better if we while we are praying (*salat*) to strengthen our memorization. Practicing memorizing the Qur'an in prayer will also test whether we really have memorized it appropriately or not.

c. Various Methods of Memorizing the Qur'an

Method comes from the Greek '*methodos*' which means "way or route." In English it is called method and in Arabic the method is defined as *manhaj* and *tariqah*. The method is a way or strategy or step. Memorization is a process of remembering something whether it is material or information.

The process of memorizing the Al-Qur'an is related to memory so that it is possible for the person who memorizes Al-Qur'an to be able to save his memorization so that they can be recalled in the short or long term. Memory in this recollection structure is divided into three systems; **first**, the sensory memory system, which functions to record stimulation that enters through the five senses. **Second**, short term memory system. **Third**, long term memory system. If the stimulation is not noticed, it will soon disappear. Conversely, when the stimulation is noticed, it will be transferred to short-term memory which is only able to store the stimulation for approximately 30 seconds. Then the stimulation that has been recorded in short-term memory will be transferred to long-term memory. If the stimulation is successfully recorded in long-term memory, it will be maintained (Mundiri and Zahra, 2017).

There are various methods of memorizing the Qur'an that can be applied to make it easier to memorize the Qur'an. According to Muthoifin, Anshori and Suryono (2016), the methods for memorizing the Qur'an include:

- The *juz'i* method is a method of memorizing the Qur'an by dividing the verses to be memorized by five lines, or seven lines, or ten lines, or one page, or one *hizb*.
- The *sima'i* method is a method of memorizing the Al-Qur'an by listening to the *murottal qori'* recordings that he or she likes.
- The *tasmi'* method is a method doing by broadcasting *muraja'ah* in front of public (Mercellina, Adil and Karoma, 2020).
- The *muraja'ah* method is repeating memorization of the Qur'an by listening to murottals or reciting memorized verses in prayer. According to Hurri as quoted in (Mercellina, Adil and Karoma, 2020:). There are three types of *muraja'ah* methods; *muraja'ah* alone, *muraja'ah* with friends, *muraja'ah* with an *ustadzah*.
- The *jama'* method is a method of memorizing the Al-Qur'an which is carried out together and associates it with the meaning of each memorized verse.
- The *kitabah* method is a method of memorizing the Qur'an which is done by writing the verses to be memorized on paper, then reading them repeatedly until they are memorized (Muthoifin, Anshori and Suryono, 2016: 33).
- The *Jibril* method is a method of memorizing the Qur'an by means of *taqlid-taqlid* or imitating the readings of the *sheikh* or his teacher (Imtihana, 2016).

- The *Ilham* Method is a method of memorizing the Qur'an by activating the right brain and left brain. (Firdausi, 2017).
- The *talaqqi* method is a method of memorizing the Qur'an by depositing memorized verses with the teacher.
- The *takrir* method is a method of memorizing the Qur'an by repeating verses until they are memorized (Rusadi, 2018).
- The *kaisa* method, is a method of memorizing the Qur'an by involving the members of the body, for example demonstrating the meaning of each verse with a movement. This method is usually widely used among children.

Based on the explanation above, the methods for memorizing the Al-Qur'an above can be classified based on learning styles as follows:

Tabel 1. Methods of Memorizing the Qur'an Based on Learning Styles

No.	Methods Memorizing the Qur'an	Lerning Style
1.	<i>Juz'i</i> method	Visual
2.	<i>Sima'i</i> method	Auditory
3.	<i>Tasmi'</i> method	Auditory
4.	<i>Muraja'ah</i> method	Visual/Auditory
5.	<i>Jama'</i> method	Visual
6.	<i>Kitabah</i> method	Visual
7.	<i>Jibril</i> method	Auditory
8.	<i>Ilham</i> method	-
9.	<i>Talaqqi</i> method	-

10.	<i>Takrir</i> method	Visual
11.	<i>Kaisa</i> method	Kinesthetic

2. Learning Style

a. Understanding Learning Styles

In seeking knowledge, learning process is needed to gain new knowledge. When someone learns they will capture what is learned in a way that is different from one another, it is what is called a learning style. With this learning style, we can find out how techniques to understand something, especially subject matter or lectures. If we know the learning style, it will certainly have a positive impact on the quality of our learning process and results. According to Munif Chatib as quoted in (Anwar and Sitompul, 2016) that the subjects the teacher wants to teach their students should be adapted to the learning styles of students because it will make it easier for students to catch lesson, and students will also feel please. According to Santrock as quoted in (Papilaya and Huliselan, 2016) that learning style is the way a person chooses to employ his abilities. Unlike the case according to DePotter and Hernacki (1999) that learning style is a person's way of combining ways of absorbing, organizing and processing information. Subsequently, the learning style here is a natural factor, so that in certain cases even though they are trained to receive information in a certain way, if it is not their habit then it is difficult (Ichsan, 2020). Based on some of the definitions of learning styles above, it can be inferred that learning style is a person's way of stimulating information so that it can be understood easily. Learning styles do not make someone smarter, but make it easy for someone to capture information efficiently and effectively according to their individual circumstances.

b. Kinds of Learning Style

Learning style is a person's way of understanding something and capturing information so that it can be understood easily. There are various types of learning styles, according to expert opinion, namely according to (DePotter & Hernacki, 1999) there are three types of learning styles, including:

- Visual

It is a learning style that focuses on vision (DePotter & Hernacki, 1999). People who have this learning style must first see real evidence in understanding something. People who have a tendency towards a visual learning style have characteristics including (DePotter & Hernacki, 1999): a) neat and organized, b) speak quickly, c) good long-term planners and organizers, d) careful attention to detail, e) remembering what was seen, rather than what was heard, f) remembers with visual associations, g) not distracted by noise, h) difficulty remembering verbal instructions, unless written down, i) prefers reading to being read aloud, j) prefers demonstrations to speeches, k) prefers painting or drawing to like music.

Students who have a visual learning style tendencies will find it easier to remember a certain concept with their visual abilities. They will be more sensitive to their sense of sight, and also more sensitive to the color of the text they read.

- Auditory

It is a learning style that focuses on listening to understand information (DePotter & Hernacki, 1999). Someone who has an auditory learning style has a strong ability to hear both sound and recordings. People who have an auditory learning style have characteristics (DePotter & Hernacki, 1999); a) talking to themselves when working, b) easily distracted by noise, c) moving lips when reading, d) speaking

loudly when reading and listen, e) easily repeats and reduces tones, bars, and timbres, f) finds it difficult to write, but is good at telling stories, g) fluent speaker, h) prefers music over painting or drawing, i) learns by listening and easily remembers what is heard rather than what is seen, j) likes to talk, discuss, explain something at length, k) prefers oral jokes to reading comics.

Students who have this auditory learning style will be more sensitive to their hearing. Students will tend to be easier to present properly when explaining, because they are easier to convey than to write. They will also be active when a discussion is held.

- **Kinesthetic**

It is a learning style that focuses on touching something that provides information so that it can be understood (DePotter & Hernacki, 1999). People who have a kinesthetic learning style tend to prefer practice, move or do something to be able to understand some information. The characteristics of people who have a kinesthetic learning style (DePotter & Hernacki, 1999) include: a) speaking slowly, b) responding to physical attention, c) being physically oriented and moving a lot, d) learning through practice, e) memorizing by walking and seeing, f) uses fingers when reading as a pointer, g) uses a lot of body signals, h) cannot sit (in a constant position) for a long period of time, i) likes productive games.

Students with this kinesthetic learning style will tend to learning activities that are carried out outdoors compared to indoor because they do not like learning that takes too long in an indoor atmosphere. They will tend to learn something that is practical or action. They will prefer learning that challenges

their abilities in the field compared to learning that has a lot of theories.

METHOD

This study uses a quantitative approach. Quantitative research is a research method based on positivism philosophy, used to examine certain populations or samples, data collection uses research instruments, data analysis is quantitative or statistical in nature with the aim of testing established hypotheses (Sugiyono, 2018). The data collection technique used in this study is a questionnaire with a sampling technique as the primary data source and secondary data used in this research is documentation in the form of student memorization achievement data. Data analysis techniques used are descriptive and regression techniques. Descriptive analysis is used to find out the distribution of each variable (Silalahi, 2017). This regression analysis is used to predict the relationship of the two variables; the independent variable to predict the dependent variable. This analysis is based on the existence of a causal relationship between the independent and dependent variables. Regression analysis is used where there is one independent variable hypothesized as the dependent variable (Silalahi, 2017).

RESULT AND DISCUSSION

1. Test the Significance of the Regression Equation

Tabel 2. Result of the Regression Equation Significance Test for the Qur'an Memorization Method

		Correlation			
	Method of Memorizing the Qur'an	Method of Memorizing the Qur'an	Visual learning style	Auditory learning style	Kinesthetic learning style
Pearson Correlation	Method of Memorizing the Qur'an	1.000	.392	.058	-.344
	Visual learning style	.392	1.000	-.209	.167
	Auditory learning style	.058	-.209	1.000	-.163
	Kinesthetic learning style				

		-.344	.167	-.163	1.000
Sig. (1-tailed)	Method of Memorizing the Qur'an	-	.004		
	Visual learning style	.004	-	.352	.010
	Auditory learning style	.352	.082	.082	.134
	Kinesthetic learning style	.010	.134	.139	-
N	Method of Memorizing the Qur'an	46	46	46	46
	Visual learning style	46	46	46	46
	Auditory learning style	46	46	46	46
	Kinesthetic learning style	46	46	46	46

Based on the output of SPSS 22 in Table 2, it shows that the results of the significance test between students' visual learning styles and the Al-Qur'an memorization method obtained a value of Sig. 0.004. Because the Sig value is less than 0.05 ($0.004 < 0.05$) then H_0 is rejected. So it can be inferred that the coefficient of the regression equation of students' visual learning styles on the Al-Qur'an memorization method is significant. Furthermore, the results of the significance test between students' auditory learning styles and the Al-Qur'an memorization method obtained a value of Sig. 0.352. Because the Sig value is greater than 0.05 ($0.352 > 0.05$) then H_0 is accepted. Therefore, it can be inferred that the coefficient of the regression equation of student auditory learning styles on the Al-Qur'an memorization method is not significant. Then the results of the significance test between students' kinesthetic learning styles and the Al-Qur'an memorization method obtained value Sig. 0.010. Because the Sig value is less than 0.05 ($0.010 < 0.05$) then H_0 is rejected. So it can be inferred that the coefficient of the regression equation of students' visual learning styles on the Al-Qur'an memorization method is significant. Thus it can be concluded that the coefficient of the regression equation between students' visual and kinesthetic learning using the Al-

Qur'an memorization method is significant, while the coefficient of the regression equation between auditory learning and the Al-Qur'an memorization method is not significant.

2. Linearity Test Regression Line

Tabel 3. Regression Equation Linearity Test Results Between Visual Learning Styles and Al-Qur'an Memorizing Methods

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Method of Memorizing the Quran * Visual Learning Style	Between Groups	(Combined) Linearity	44.710	8	5.589	1.714	.128
			25.448	1	25.448	7.806	.008
		Deviation from Linearity	19.262	7	2.752	.844	.558
	Within Groups		120.616	37	3.260		
	Total		165.326	45			

Based on Table 3, it shows that the results of the linearity test between visual learning styles and the Al-Qur'an memorization method obtained a value of Sig. of 0.558. Because the value of Sig. greater than 0.05 ($0.558 > 0.05$) then H_0 is accepted. So it can be inferred that the linear regression line of visual learning styles with the Al-Qur'an memorization method is linear.

Table 4. Regression Equation Linearity Test Results Between Auditory Learning Styles and Al-Qur'an Memorizing Methods

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Method of Memorizing the Quran * Auditory Learning	Between Groups	(Combined) Linearity	15.784	6	2.631	.686	.662
			.548	1	.548	.143	.708
		Deviation from Linearity	15.237	5	3.047	.795	.560
	Within Groups		149.542	39	3.834		

Style	Total	165.326	45			
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Based on Table 4, it shows that the results of the linearity test between auditory learning styles and the Al-Qur'an memorization method obtained a value of Sig. of 0.560. Because the value of Sig. greater than 0.05 ($0.560 > 0.05$), then H_0 is accepted. Therefore, it can be concluded that the linear regression line of auditory learning styles with the Al-Qur'an memorization method is linear.

Table 5. Regression Equation Linearity Test Results Between Kinesthetic Learning Styles and Al-Qur'an Memorizing Methods

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Method of Memorizing the Quran * Kinesthetic Learning Style	Between Groups	(Combined) Linearity	34.879	5	6.976	2.139	.080
		Linearity	19.516	1	19.516	5.984	.019
		Deviation from Linearity	15.362	4	3.841	1.178	.335
	Within Groups		130.447	40	3.261		
	Total		165.326	45			

Based on Table 5, it shows that the results of the linearity test between kinesthetic learning styles and the Al-Qur'an memorization method obtained a value of Sig. of 0.335. Because the value of Sig. greater than 0.05 ($0.335 > 0.05$) then H_0 is accepted. Therefore, it can be concluded that the linear regression line of kinesthetic learning styles with the Al-Qur'an memorization method is linear.

Accordingly, based on the three statements above, it can be concluded that the equation of the linear regression line of visual, auditory and kinesthetic learning styles with the Al-Qur'an memorization method is linear.

3. Multiple Linear Regression Test Estimation Model

Table 6. The Multiple Linear Regression Statistical Model Between Visual, Auditory and Kinesthetic Learning Styles for the Method of Memorizing the Al-Qur'an

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.642	1.411		3.291	.002
Visual Learning Style	.453	.123	.480	3.688	.001
Auditory Learning Style	.103	.147	.091	.701	.487
Kinesthetic Learning Style	-.594	.187	-.409	-3.171	.003

a. Dependent Variable: Method of Memorizing the Quran

Based on Table 6, it shows that the statistical model of multiple linear regression equations for estimating the effect of visual, auditory and kinesthetic learning styles on the method of memorizing the Qur'an is as follows:

$$\hat{Y} = 4.642 + 0.453X_1 + 0.103X_2 + -0.594X_3$$

Table 7. Results of Multiple Linear Regression Tests Between Visual, Auditory and Kinesthetic Learning Styles for the Method of Memorizing the Al-Qur'an

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	55.189	3	18.396	7.015	.001 ^b
Residual	110.137	42	2.622		
Total	165.326	45			

a. Dependent Variable: Method of Memorizing the Quran

b. Predictors: (Constant), Kinesthetic Learning Style, Auditory Learning Style, Visual Learning Style

Based on Table 7, it is found that the calculated F value = 7.015 and the F table value = 2.81. Then the value of F count > F table, so that testing the

hypothesis H_0 is rejected and H_a is accepted. Thus it can be concluded that there is an influence of visual, auditory and kinesthetic learning styles on the method of memorizing the Al-Qur'an.

4. The Contribution of Each Visual, Auditory and Kinesthetic Learning Style to the Method of Memorizing the Qur'an

Based on the test results, it was found that the contribution made by each visual, auditory and kinesthetic learning style to the Al-Qur'an memorization method was 33.4%. Visual learning styles contributes 18, 81% to the Al-Qur'an memorization method, auditory learning style contributes 0.52% to the Al-Qur'an memorization method, and kinesthetic learning style contributes 14.06% to the Al-Qur'an memorization method. This means that the visual learning style has a higher effect on the Al-Qur'an memorization method and the auditory learning style has a lower effect on the Al-Qur'an memorization method, as well as the kinesthetic learning style has quite an effect on the Al-Qur'an memorization method.

This learning style is identically similar with absorbing information that a person can perceive through the five senses which is very relevant to existing methods of memorizing the Qur'an. All of them are centered on sensory memory which are integrated on the five senses. Sensory memory captures what is seen, heard, felt and smelled so that it is concentrated in our five senses (Waluyo, 2014). This is evidenced by the influence of learning styles including visual, auditory and kinesthetic by memorizing the Al-Qur'an. There is relevance between learning styles and existing methods of memorizing the Qur'an. Therefore, if we have a tendency towards a visual learning style, for example, a memorization method that can make it easier to use is a memorization method that involves visual aspects, as well as for the auditory person and kinesthetics. The most important thing about memorizing the Qur'an is

retain it. The importance of retain the memorization of the Qur'an because humans are bestowed with memory in the brain by Allah SWT, this is short-term memory, memory that only stores in a few seconds; and there is also long-term memory, memory that will be stored for a long time and maintained (Mundiri & Zahra, 2017). If we can stimulate memorization skills that previously merely to be memorized for a shorter period of time, then try to stimulate it into long-term memory so that the memorizations will be maintained. The most important effort for *hafidz* and *hafidzah* when memorizing the Al-Qur'an does not stop when they are able to memorize a *surah* or verses of the Al-Qur'an, but the effort to continue in *muraja'ah* so that their memorization can be stored in long-term memory will always be maintained in our brains so that our memorization of the Qur'an we do not only memorize in a moment but every moment, so that we can achieve *mutqin* level.

CONCLUSION

Based on the results of the analysis, the visual, auditory and kinesthetic (VAK) learning styles of students have an influence on the method of memorizing the Al-Qur'an. Based on the formulation of the problem, the results and discussion of the research, it can be concluded that there is a significant influence of visual, auditory and kinesthetic learning styles on the method of memorizing the Qur'an as evidenced by the value of $F_{count} = 7.015$ greater than the value of $F_{table} = 2, 81$. In addition, it is proven by the value of Sig. F of 0.001 is smaller than 0.05. When viewed from the R Square value of 0.334, it shows that the proportion of the influence of visual, auditory and kinesthetic learning styles on the method of memorizing the Qur'an is 33.4%. While the remaining 66.6% is influenced by other variables that are not in the regression model. Hence, in this study the visual, auditory and kinesthetic (VAK) learning styles of students affected the method of memorizing the Qur'an in UKM LPTQ UMY.

There is contribution of each visual, auditory and kinesthetic learning style to the Al-Qur'an memorization method; visual learning style 18.81%, auditory learning style 0.52% and kinesthetic learning style 14.06%. Therefore, if it is identified from the R Square value of 0.334, it shows that the proportion of the influence of visual, auditory and kinesthetic learning styles on the method of memorizing the Qur'an is 33.4%.

The learning style with the Al-Qur'an memorization method becomes influential because both are relevant and jointly together involve the five senses. The visual learning style is more dominant in the visual aspect. Memorization methods that involve visual aspects as well, for example, the *juz'i*, *kitabah*, and *takrir* methods. The auditory learning style involves aspects of listening. Methods of memorizing the Qur'an that involve aspects of listening, such as the *sima'i* method. Likewise aspects of kinesthetic learning styles that involve aspects of parts of body movement. One of methods of memorizing the Qur'an that involves body movements, is *kaisa* method. All of these involve sensory aspects which are centered on the five senses. Therefore, there is an influence between learning styles and the method of memorizing the Qur'an. This is obviously very useful for students who have not found a method of memorizing the Al-Qur'an. The most important thing in memorizing the Al-Qur'an is not the essence of memorizing which only transfers to short-term memory, but the essence after being memorized is being able to transfer the memorization of the Al-Qur'an to long-term memory so that later memorization of the Al-Qur'an can be settled as *mutqin* (retained) within us. One of the efforts is by continuing to recite the memorization of the Al-Qur'an that has been memorized.

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