

ANALYSIS OF TAHFIDZ PROGRAM IN THE DEVELOPMENT OF AL-QUR'AN MEMORIZATION ABILITY AND STUDENT ACADEMIC ACHIEVEMENT

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Abstract

This journal reviews the Analysis of the Tahfidz Program in the Development of Al-Qur'an Memorization Ability and Student Academic Achievement. The main focus includes Analysis of Tahfidz Program in Developing Students' Memorization Ability, Academic Achievement in Tahfidz Program, and Obstacles Experienced by Students in Memorizing Al-Qur'an. An in-depth analysis was applied to explore how the tahfidz program developed and improved its quality. The results illustrate that the tahfidz program can provide great benefits in improving the quality of students' memorization and academic achievement. However, to get the maximum benefit, support and cooperation from the surrounding environment are needed.

Keywords: Tahfidz Program, Al-Qur'an Memorization, Academic Achievement.

مستخلص البحث

تستعرض هذه المجلة تحليل برنامج التحفيظ في تنمية قدرة الطلاب على حفظ القرآن الكريم والتحصيل الأكاديمي للطلاب. ويتضمن المحور الرئيسي تحليل برنامج التحفيظ في تنمية قدرة الطلاب على الحفظ، والتحصيل الأكاديمي في برنامج التحفيظ، والمعوقات التي يعاني منها الطلاب في حفظ القرآن الكريم. وقد تم تطبيق تحليل متعمق لاستكشاف كيفية تطوير برنامج التحفيظ وتحسين جودته. أوضحت النتائج أن برنامج التحفيظ يمكن أن يقدم فوائد عظيمة في تحسين جودة الحفظ والتحصيل الأكاديمي لدى الطلاب. ومع ذلك، للحصول على أقصى فائدة، هناك حاجة إلى دعم وتعاون من البيئة المحيطة.

الكلمات المفتاحية: برنامج التحفيظ وتحفيظ القرآن الكريم والتحصيل الدراسي.

INTRODUCTION

The Qur'an is a wonderful book for those who are willing to use their minds and the eyes of their hearts to think and ponder about it. "Hifẓ bi Al-Qur'an is memorizing the Qur'an in the order in which it appears in the Ottoman Mushaf starting from Surah al-Fatihah to Surah An-Nas with the intention of worshiping, protecting and preserving the word of Allah". every Muslim there is a strong desire to memorize the Qur'an. The Qur'an is the eternal holy book of Islam, a guide for all



mankind. *“Barang siapa yang mengamalkannya, maka ia akan mendapat pahala; barang siapa menyuruh padanya, maka ia telah ditunjuki pada jalan yang lurus; barang siapa yang berpegang teguh padanya, maka ia telah berpegang tali yang kuat yang tidak akan pernah terpecah-pecah; dan barang siapa yang berpaling darinya dan mencari petunjuk selainnya, maka ia telah sangat sesat”*. Among the ways in which Allah preserves the purity of the Qur’ān is by making some of His servants’ memorizers of the Qur’ān.

Operationally memorizing the Qur’ān is a duty and obligation for people Islam to always keep and maintain it, one of which is by memorizing it. But the situation in this modern era, there are still few Muslims who memorize the Qur’ān. Memorizing the Qur’ān is an act of worship, will experience many obstacles and obstacles, both from within and from outside himself, especially in this day and age where globalization and modernization cannot be avoided. This has a psychological impact on humans. Therefore, a systematic memorization program is needed to support the students’ memorization process. On the basis of preserving the Qur’ān and grounding the Qur’ān, many educational institutions, both formal and non-formal based, open the Qur’ān Tahfidz program as a distinctive feature of their institutions compared to other institutions.

Among them there are those who establish educational institutions specifically to memorize the Qur’ān and there are also those whose initial establishment was not an institution for memorizing the Qur’ān but because of the demands of society and the times so that the Qur’ān Tahfidz program was opened.

The implementation of the Qur’ān Tahfidz program in formal educational institutions such as schools, seems to be a very unique novelty. This is due to the fact that schools are largely focused on pure Science subjects, although there are religious lessons that may last 2 hours to 4 hours per week. A time allocation that is far from sufficient if what is to be achieved is knowledge and charity. Because religious knowledge must not only be learned but also implemented...

The educational institution that opened the *Tahfidz* Al- Qur’ān program and became the object of research this time is MTs Negeri Pasuruan. Researchers are interested in conducting research at the institution because this Madrasah is the only State Madrasah Tsanawiyah in Pasuruan owned by the Government which has a Tahfidz Achievement Program which is the main choice of the surrounding community to enter their children into the institution, the next reason is because the parents are also interested in the quality of the Madrasah which succeeded in producing hafidz and hafidzah who are also not inferior to their academic and non-academic achievements, as evidenced by the many achievements they print. Another reason parents or their own children want to memorize the Qur’ān and also get quality formal education.

This journal will investigate in depth the extent of the Quality of the Tahfidz Program With a focus on memorization development and student academic achievement, this journal seeks to provide a broad view of what are the problems faced by students in memorizing the Qur'an and their solutions.

METHOD

The approach used by researchers in this study is a qualitative approach. While the type of research used is a case study. The data in this study are divided into two forms, namely data obtained in the form of words or oral speech (verbal) and behavior from subjects (informants) related to the implementation of the principal's academic supervision to improve the orientation of graduates in schools. And data derived from documents, photographs, and objects that can be used as a complement.

Data sources in this study can be divided into two, namely human and non-human. Human data sources function as subjects or key informants and the data obtained through informants is soft data. While non-human data sources are in the form of documents relevant to the focus of research, the data obtained through documents is hard data.

Data analysis in qualitative research is carried out during data collection in the field and after all data is collected with interactive model analysis techniques.

RESULTS AND DISCUSSION

After conducting a series of interviews and observations with the school, it is known that the implementation of the Qur'an tahfizh program begins after the new student admission process is completed and the new learning year has begun, by optimizing the duties and responsibilities of each party as described in the structure in the planning sub chapter of the Qur'an tahfizh program, which consists of the head of the madrasa in collaboration with the deputy head of curriculum, tahfidzh coordinator, homeroom teacher, and tahfizh teacher.

The existence of various parties involved in the Qur'an tahfizh program encourages the success of the program such as the head of the madrasa who pioneered the existence of the Qur'an tahfizh program and until now it has been developed by the next head of the madrasa, then the head of the curriculum who provides support and performance for the success of the Qur'an tahfizh program by scheduling subjects that are differentiated from the regular program or other programs, and also the Qur'an tahfizh coordinator who always monitors students' memorization activities by coordinating them with the Qur'an tahfizh teacher who is always willing to coach and

receive student deposits, as well as the head of class who takes part in the implementation of the Qur'an tahfizh program.

As for the admission of students in the tahfizh Al-Qur'an program, it is different from prospective students in other programs, prospective students in the tahfizh program must go through additional tests. The additional tests are the Al-Qur'an memorization and Al-Qur'an recitation tests. This is as stated by the Head of Curriculum in his interview;

"For those who want to enter this program, first their reading of the Qur'an is tested, whether it is feasible to memorize the Qur'an and if they have a piggy bank of memorization, we test, fluent or not. After the test stage is completed and the person meets the school qualifications, then they are asked to be willing to muqim in the hut, if they are not willing, even though they pass the test, then they are still not accepted into this program."

In line with the waka curriculum, the coordinator of the tahfizh program also said the same thing;

"We tested them, who tested directly Siti Asiyah (Ustazah class VII) accompanied by me. What we test is their recitation of the Qur'an and their memorization. If they pass, then we accept them with the condition that they must stay here, if they don't want to stay here, then they are not accepted in this program."

In conducting observations, researchers found out that the learning and teaching activities (KBM) of the tahfizh Al-Qur'an program at MTs Negeri Pasuruan began in the morning at 06.45 am to 03.30 pm.

In the first hour, learning activities begin with BTQ (Read and Write Al-Qur'an) by reading the Al-Qur'an together with the muhafizhah for 30 minutes. Then proceed with depositing the reading of the Qur'an (bin Nazhar) to the muhafizhah before the reading is memorized.

The evaluation activities of the Qur'an tahfizh program at MTs Negeri Pasuruan are divided into two types, namely: First, the evaluation is carried out every midterm exam and final exam of the semester. Second, evaluations that are carried out whenever an evaluation is needed.

Evaluation activities carried out every midterm and final exam are evaluation activities related to program sustainability, such as tahfizh learning methods, memorization targets, and problem solving in the program. While evaluations carried out at any time are technical evaluations, such as memorization places, transferring group members to other groups, and so on.

Among the objectives of this research is to describe the data about academic achievement strategies at MTsN Pasuruan. Based on the findings of the study, it is known that the strategy of achieving academic achievement in MTsN Pasuruan is as follows.

a. Set UM (Madrasah Examination) class average targets

Setting clear targets at work is one of the keys to success. The existence of clear targets at the beginning of the work process can be used as a standard for measuring success and at the same time as a reference for work processes. There is a popular phrase in the leadership world “Think from the end of mind”. If something to be achieved or the target is clear, then all work processes and potential are directed to achieve the target.

Setting standards is one component of the management function, namely plan. Plan is the activity of setting standards, especially in relation to teacher performance standards, learning experience standards and learner learning outcome standards. Setting these standards depends on what approach is used, such as using standards-based, fitness for purposes, minimum standards or best standards. Based on an interview with the principal of MTsN Pasuruan, Drs. Nur Edi Samani, M.Pd., the standard average score of the UM class is 8.

b. More focus on UM lessons in semester 5

In response to this, the principal and other school leaders must make priorities. The strategy taken is that starting in semester 5, MTsN Pasuruan students are focused on concentrating on learning the subject matter tested at UM, namely Indonesian, English, Mathematics and Science. Other materials, especially tahfidz Al Quran, are carried out outside of school hours. Tahfidz targets that have not been achieved are pursued in the *mukhoyyam* Al Quran program after UM is over. To pursue two targets, namely the target of academic achievement and tahfidz at the same time is very difficult.

Self-motivation mentoring by teachers

That is the mentoring (*coaching*) of students by teachers to pump students’ enthusiasm in facing the exam. In this coaching, one teacher guides two students. This assistance is not only about the lessons tested at UM but also about personal problems that can hinder the achievement of success in UNBK. The purpose of this assistance is to maintain student learning motivation so that it remains stable and even increases and peaks on the days of UM implementation.

c. Student mentoring by subject teachers (internal guidance)

Student Mentoring by Subject Teachers or also called internal guidance is tutoring held by the school with teachers from within the school. Grade 9 students are grouped based on their ability according to the diagnostic test results. One group consists of 10-15 students. Each group is accompanied by a teacher of the subjects tested at UM. In these guidance

groups, they study UM subjects with the assistance of a teacher according to the subject. This assistance is carried out once every week.

The difference with external tutoring is that internal tutoring has participants per group according to the classification that has been made before. While external tutoring participants per class without any classification of abilities based on diagnostic tests. The existence of this tutoring and mentoring in school management can be included in special service management. Special services are efforts that are not directly related to the teaching and learning process in the classroom, but are specifically given or handled by the principal to students so that they are more optimal in carrying out the teaching and learning process.¹² Thus the opportunity to excel is very large.

d. Involving parents in national exam preparation

MTsN Pasuruan holds two meetings with grade 9 student guardians in one semester, namely in the final semester or semester 6. The first meeting at the beginning of the semester was in the form of parenting with the focus of material on how to refresh parents to together with the school to deliver their children's success in UM (Madrasah Examination). In addition, parents are given a report on the development of their children's academic achievements at the beginning of the semester. The second meeting at the end of the semester or before the implementation of UM with the main agenda of the student's final achievement report before participating in UM and prayer together.

e. Problems and solutions

From the data as described, MTsN Pasuruan has strong supporting factors to achieve achievements both in the academic field and tahfidz Al Quran. These supporting factors are (1) a conducive environment, (2) highly dedicated teachers, (3) adequate facilities and infrastructure, (4) a foundation that fully supports school activities, (5) school committee management and student guardians who actively cooperate with the school, (6) adequate facilities and infrastructure.

In addition to the supporting factors, there are also inhibiting factors. However, MTsN Pasuruan also anticipates these inhibiting factors with several solutions.

The inhibiting factors to achieve academic achievement are (1) Teachers of certain UNBK subjects are still junior, (2) There are many subjects, (3) The School Management System is still new (still looking for the best model). To overcome these inhibiting factors, the following solutions were prepared: (1) Bringing in certain subject teachers from outside

the school, (2) Cooperating with pesantren in organizing learning activities, (3) Comparative studies or *benchmarking* to other more advanced schools.

The inhibiting factors for tahfidz achievement are (1) The availability of tahfidz teacher human resources is lacking, (2) The number of non tahfidz activities, (3) The tahfidz management system is not yet standardized. The solutions to these problems are (1) Submitting tahfidz teachers to pesantren, (2) Selecting student activities so as not to interfere with tahfidz targets, (3) Comparative studies to more advanced tahfidz schools or pesantren.

CONCLUSION

The planning of the tahfizh program at MTsN Pasuruan involves the madrasah which includes designing the objectives of the establishment of the Al-Qur'an tahfizh program, which is the initial stage of making MTsN Pasuruan towards Madrasah Qur'ani, appointing the person in charge (coordinator) of the Al-Qur'an tahfizh program, determine the target of memorization per semester, which is 2.5 juz, determine the classroom (study) of the tahfizh Al-Qur'an program, determine the number of hours and days per-week for Al-Qur'an memorization activities, and determine the method that will be used in the implementation of the tahfizh Al-Qur'an program, namely the deposit method.

The implementation of the tahfizh program at MTsN Pasuruan involves the head of the madrasa, the deputy head of the curriculum, the coordinator of the Qur'an tahfizh program, homeroom teachers, and tahfizh teachers, all decisions that have been coordinated by the madrasa must be approved in advance by the foundation, all parties as mentioned above take part in the success of the Qur'an tahfizh program, Each group is guided by two muhafizhah, the total number of students in the Qur'an tahfizh program is 66 students with; 28 for class VII, 19 students in class VIII, and 19 in class IX.

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