

Tahfiz Teachers Strategy in Fostering Students' Qur'an Memorization

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ABSTRACT

Purpose of the study: This study aims to analyze the strategies used by tahfiz teachers in fostering student memorization, as well as their impact on the development of student memorization.

Methodology: This research is a descriptive-based qualitative research with 3 respondents as research subjects. The interview method is the main method and the observation and documentation methods are complementary. The data collection technique uses interview techniques with questions regarding the implementation of the tahfiz teacher's strategy in fostering memorization of the Qur'an. While the observation method is used to strengthen or clarify the results of interviews, and the documentation method is used to find out the location and subject of research.

Main Findings: (1) The Tahfiz teacher's strategy in fostering students' memorization of the Qur'an has three stages, namely: planning, implementation, and evaluation. (2) The obstacles of tahfiz teachers in fostering student memorization are students who do not understand tajweed, students who are not fluent in reading the Qur'an, lazy students to memorize memorization, sleepy and lethargic students and the difficulty of students in remembering memorization. (3) the efforts of tahfiz teachers in fostering student memorization at Ahmad Dahlan junior high school in Jambi City, namely teachers try to make students always muraja'ah, teachers always motivate students, give rewards and teachers are always patient and consistent in dealing with students who always repeat the same mistakes in memorizing the Qur'an.

Novelty/Originality of this study: This study aims to fill the lack of literature regarding the Tahfiz Teacher Strategy in Fostering Student Memorization. This finding provides a new contribution to the development of more interesting and effective tahfiz learning strategies for other schools or madrasahs.

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1. INTRODUCTION

The Qur'an is the word of God revealed to the Prophet Muhammad through the angel Gabriel. The Qur'an is an amazing book for people who want to use their minds and eyes to think and reflect on it [1]. The Qur'an was revealed in stages over a period of approximately 22 years [2]. The Qur'an is published in Arabic. The Qur'an was revealed to Prophet Muhammad little by little. The Qur'an was revealed in stages over a period of approximately 22 years [2]. The Qur'an was transmitted mutawatir, meaning that it was narrated by many people, accepted by many people, transmitted to many people [3]. Thus, the authenticity and purity of the Qur'an

is guaranteed throughout the ages because it has been memorized and written down by Muslims since the time of the Prophet until today [4]. Because indeed the Qur'an is maintained by Allah Subhanahu wa ta'ala. as he said in Q.S. Al-Hijr verse 9:

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ

“Indeed, it is We who revealed the Qur'an and it is We who maintain it.” (QS. Al-Hijr:9).

The preservation of the Qur'an is not only because Allah Subhanahu wa ta'ala revealed it and Allah is the one who maintains the authenticity of the Qur'an, but also because of the people who memorize the Qur'an [5]. Memorization of the Qur'an is one of the important aspects of Islamic education which not only serves as a mastery of the text, but also as an effort to explore the values contained therein. Thus, the ability to memorize the Qur'an is very important for every muslim [6]. As we know in Q.S. Al-Hijr verse 9, Allah entrusts its preservation to His servants who memorize the Qur'an. People who reject the Qur'an's purity and miracles show that they do not believe in the Qur'an as the last and most perfect holy book. The progress of modern science is actually inseparable from the contribution of the Qur'an by the Almighty. Of course, if they only follow the Qur'an's guidance, human beings will benefit and do much good for the pleasure of Allah Subhanahu wa ta'ala [7].

The process that a person goes through to memorize the Qur'an is not easy and very long [8]. Therefore, memorizing the Qur'an requires a very long time, because the responsibility is not just for a moment, but for life. [8]. The way to realize a Muslim and Muslimah who is able to memorize the Qur'an is the existence of a memorization curriculum in schools at the junior high school level or equivalent to Madrasah Tsanawiyah. Nowadays there are still many students who graduate from Junior High School or Madrasah Tsanawiyah who still stammer in reading the Qur'an, one of the factors is that they do not master and explore what has been taught by their parents and teachers at school and even they do not want to develop the soft skills and hard skills (mastery) they have so that when they graduate from school they do not have the knowledge they have learned while in school [8]. In this context, the role of tahfiz teachers is crucial, considering that they are not only responsible for transferring knowledge, but also for fostering students' character and mental resilience. Teachers have an important role in the teaching and learning process, because in the teaching and learning process, teachers become learning resources, leaders, mentors, supervisors, motivators and evaluators [9].

In addition, the methods and materials taught must be in accordance with the students' ability levels. It is a very important factor to understand student differences during learning so that students can and are able to absorb well the lessons given by the teacher. Thus, teachers must have the right strategy based on student characteristics, through the different learning traits of each student. Some of the research above concludes that the results of the learning process cannot be separated from the methods and strategies in teaching and learning that are appropriate and effective [9]. Strategy is a pattern of action that is planned and determined deliberately to carry out an action or activity that is directed or intended to achieve success in achieving goals [9]. Teachers are the second parents at school, therefore many teachers foster and strive for their students to be able to read the Qur'an and even to memorize it.

Previous research conducted by Hasanah [10] the gap analysis between previous research and this study lies in different concepts and contexts. Previous research focused on tahfiz education in non-formal institutions (Rumah Qur'an) and analyzed teacher strategies in many institutions in one sub-district. Meanwhile, this study focuses on the context of the integration of tahfidz program into formal education (junior high school). The novelty of this research is that although many schools have tahfiz programs, this research will probably explore in depth how teachers' strategies in fostering memorization of the Qur'an in the context of formal education, which may still be limited compared to non-formal educational institutions (such as Rumah Qur'an). Many studies on tahfiz usually focus on education at the primary level or non-formal institutions. This study provides novelty by looking at the application of tahfiz at the junior high school level, which has different age and curriculum characteristics.

This research is very important to do considering the reality in modern times today that children who want to learn, read and study the Qur'an are very few, let alone to memorize the Qur'an. Children are more engrossed in watching movies on television and playing online games on Android. This concern has been responded to by Islamic educational institutions. Islamic educational institutions in Jambi city have developed methods for memorizing the Qur'an both through additional programs and as subjects. Programs that are specifically designed as the main target. One of the educational institutions that has a Qur'an memorization program in fostering the memorization of the Qur'an of its students is Ahmad Dahlan Junior High School, Jambi City. In practice, the Qur'an memorization lesson (Tahfiz) at Ahmad Dahlan Junior High School, Jambi City is a subject and a superior program implemented in Islamic-based schools, because in general not all schools implement the program.

The results of the initial observations made by the author at Ahmad Dahlan Junior High School in Jambi City found that learning to memorize the Qur'an according to the memorization target, where students before

completing school at Ahmad Dahlan Junior High School in Jambi city are required to be able to memorize at least 3 juz. The results of the initial observations made by the author at Ahmad Dahlan Junior High School in Jambi City found learning to memorize the Qur'an according to the memorization target, which students before completing school at Ahmad Dahlan Junior High School in Jambi city are required to be able to memorize at least 3 juz. Therefore, tahfiz teachers must use the right strategy.

The cause of the above problem is that children who want to learn, recite, study the Qur'an are very few, especially developing to memorize the Qur'an is very rare, and children who have memorized are very lazy in memorizing what they have memorized. Children are more engrossed in watching movies on television and playing online games on Android, such as Player Unknown's Battlegrounds and Mobile Legends. And also the cause is that not all seventh grade students of Ahmad Dahlan Junior High School in Jambi City previously came from Madrasah Ibtidaiyyah schools or Integrated Islamic Elementary Schools, they are mostly from general elementary schools. Even so, this does not rule out the possibility that Ahmad Dahlan Junior High School cannot succeed in achieving the target they want, because as we know before that every year there is progress and development at Ahmad Dahlan Junior High School, especially in terms of the Qur'an tahfiz program. This is certainly inseparable from the efforts made by tahfiz teachers and other teachers. They foster students by using appropriate and effective methods and strategies in the teaching and learning process. So that their students can read the Qur'an and even memorize it and can produce good graduates and can read the Qur'an and can memorize the Qur'an according to tajweed and reach the predetermined memorization target. This is what is interesting and becomes an attraction in this research.

Based on the background of the problems that have been described, it is interesting for researchers to examine more deeply and thoroughly about the Tahfiz Teacher's Strategy in Fostering Students' Qur'an Memorization at Ahmad Dahlan Junior High School, Jambi City.

2. RESEARCH METHOD

2.1. Research Design

Researchers conducted research using qualitative research. Qualitative research works alone in the field, therefore in this study researchers used a descriptive approach in the form of words, behavior, and actions of the subjects studied. This qualitative research emphasizes an in-depth understanding of the phenomenon under study through observation and interviews. The focus is on interpreting the meaning behind the teacher's strategy in fostering student memorization at Ahmad Dahlan Junior High School in Jambi City.

2.2. Research Subject

The subjects of this research were seventh grade students who were the target of coaching, as well as other parties such as principals and teachers at Ahmad Dahlan Junior High School in Jambi City. Their words and actions are the main source of data in this study.

2.3. Data Collection Technique

Data collection in this study was conducted through interviews and direct observation. Interviews were conducted in depth to explore the experiences, perceptions, and thoughts of the subjects related to religious guidance and character education. In addition, participant observation was also used to see the behavior and interactions that occur in the environment.

2.4. Data analysis Techniques

In this study using the data triangulation method, namely by comparing the results of interviews with relevant documents to ensure data validity. Data collected from various sources, such as interviews and archives at Ahmad Dahlan Junior High School in Jambi City, were analyzed by matching the suitability of the subject's statements with written data, thus producing accurate and comprehensive findings.

2.5. Research Procedures

The research procedure began with data collection through in-depth interviews and participant observation at Ahmad Dahlan Junior High School in Jambi City. Furthermore, the data was analyzed by triangulation, namely the results of interviews compared with related documents. Researchers also recorded all field data obtained during the research process. The final step is to formulate valid analysis results and draw conclusions based on verified data.

3. RESULTS AND DISCUSSION

3.1. Tahfiz Teacher's Strategy in fostering memorization of the Qur'an Students at Ahmad Dahlan Junior High School, Jambi City

A learning strategy is a plan that contains a series of activities designed to achieve learning objectives [11]. The following will explain the Tahfiz Teacher's strategy in fostering students' memorization of the Qur'an at Ahmad Dahlan Junior High School, Jambi City. From the results of interviews that the author conducted with the head of Ahmad Dahlan Junior High School in Jambi City, namely Ustadz Ar, he explained that: "At Ahmad Dahlan Junior High School in Jambi City, for the implementation of the tahfiz teacher's strategy in fostering students' memorization of the Qur'an, there are three stages, namely: first planning, second implementation, and third supervision."

This is supported by the results of Wahid Hasim's research which explains that teachers as educators certainly need a strategy in the learning process which includes three stages, namely planning, implementation, and evaluation [12].

Learning planning. Lesson planning is a systematic approach that includes analyzing learning needs, formulating learning objectives, developing learning strategies, developing teaching materials, and developing evaluation tools in an effort to achieve the expected learning objectives [13]. The planning carried out by the principal and teachers will determine the success of student memorization or the success of the Tahfizul Qur'an program [14].

Based on the results of the researcher's interview with the head of Ahmad Dahlan Junior High School in Jambi City, Ustadz Ar, he explained that: "In planning Tahfiz learning, we prepare the basis, objectives, learning materials, time allocation, and prepare a Tahfiz Qur'an lesson plan." From the interview above, it can be understood that in this planning the teacher prepares the basis and learning objectives, learning materials, time allocation, and the preparation of the Tahfiz Qur'an lesson plan. The goal is to achieve student success in memorizing the Qur'an and for students to live life in accordance with Islamic rules both at school and in the community.

Furthermore, Ustadz RHU also explained about the basis and purpose, he explained that: "The basis for the learning of Tahfiz Qur'an is as we know that our holy book for Muslims, namely the Qur'an, of course our lives will not be separated from the Qur'an. Therefore, it is our obligation to maintain and protect the holy book of our religion, namely the Qur'an. So the purpose of the establishment of this Qur'an Tahfiz learning is: First, it is hoped that students who graduate from Ahmad Dahlan Junior High School Jambi City can complete 3 Juz of the Koran, namely juz 30, juz 1 and juz 2 and we hope that after graduating from school students are able to become priests at school or in the community. Second, the goal is to motivate, foster and guide students to memorize and love the Qur'an by practicing it in everyday life and to instill in the hearts of students that memorizing the Qur'an is important."

Setting learning objectives is the starting point of the learning design process, and the previous step is the first step in creating a learning plan. Learning objectives become a reference for the entire learning design process because they contain specifications of knowledge, skills and attitudes or skills that students will achieve at the end of the learning process. The success of students in achieving these goals is one indicator of the success of the education system. The success of students in achieving these goals is a measure of the success of the learning system used by the teacher [15].

Furthermore, Ustadz RHU also explained about the material and time allocation that had been planned and determined, he explained that: "Furthermore, in planning Tahfiz Qur'an learning, we also plan or prepare Tahfiz Qur'an learning materials. In accordance with the mutual agreement between the principal, the head of curriculum and the Tahfiz Qur'an teacher, the Tahfiz learning material at Ahmad Dahlan Junior High School in Jambi City consists of three levels. The first level of material is juz 30 for grade VII students, the second level is juz 1 for grade VIII students and the third level is juz 2 or juz 29 for grade IX students. Regarding the time allocation, the school curriculum along with the principal and teachers agreed to allocate quite a lot of time due to considering the material and memorization targets. So every day there is learning tahfiz Qur'an. Plus muraja'ah in the morning and in the afternoon."

In accordance with the planning and mutual agreement, the daily material for seventh grade students is determined, namely every day students are given material to memorize 1-10 verses if the number of verses is short, 1-5 verses if the number of verses is long. Planning and determining this material is the goal so that the implementation of learning is carried out properly and in accordance with the target to be achieved. The time allocation for learning Tahfiz Qur'an at Ahmad Dahlan Junior High School in Jambi City is in accordance with the agreement of the school curriculum along with the principal and teachers, it is determined that the Tahfiz learning time allocation is carried out every day. Due to considering the material and memorization targets which are quite a lot. Plus muraja'ah in the morning and in the afternoon.

Furthermore, Ustadz RHU also explained about the learning plan device he explained that: "In the learning plan device section, we prepare an annual program, semester program, syllabus, and finally make a Learning Implementation Plan and learning assessment or evaluation including the calculation of effective

attendance hours according to the current academic calendar prepared by the school curriculum. In preparing the evaluation plan, then according to the existing provisions, it is determined that the evaluation will be carried out through three types of evaluation, namely daily evaluation, mid-semester evaluation, and end-of-semester evaluation.”

Preparing learning tools is part of lesson planning. This decision is based on the Law of the Minister of Education and Culture Number 65 of 2013 concerning Primary and Secondary Education Standards. In the third chapter, it is said that learning planning is the planning of learning tools, preparation of learning media and materials, assessment tools and learning situations. These components are implemented in the form of curriculum and lesson plans based on content standards. Teachers should be able to adjust learning tools to suit the existing curriculum. Learning tools are guidelines in carrying out learning activities in the classroom. Learning tools are something that teachers must prepare in implementing the learning process. Learning tools can be a guide for teachers in the learning process, both in the classroom, in the laboratory and outside the classroom. The learning tools consist of an annual program, semester program, syllabus, making lesson plans, and learning assessments [16].

The first learning tool analysis is the annual program, which is a plan that determines the time allocation in one year to achieve the set goals (Competency Standards and Basic Competencies). The timing must be determined so that students are able to master all the core skills of the curriculum [17]. In accordance with the results of the researcher's interview with Ustadz RHU, he explained that: “In this annual program, the teacher makes it before the implementation of the new school year. So that it can be a guideline for the new school year. The goal is that the learning process will be more organized and structured so that learning activities become effective and efficient.”

The annual program is a plan that specifies the amount of time required during a school year to achieve the set objectives (the level of ability and basic skills must be determined in order for students to grasp all the basic skills of the curriculum). The annual program is a general plan for each subject and grade, created by subject teachers to guide the development of subsequent programs, such as semester programs, weekly plans, daily programs or study programs for each grade subject. The annual program is created after the number of teaching hours for a particular subject is known. Due to the amount of time required, teachers must plan the year-long program at the beginning of the new school year [17].

The semester program is an elaboration of the annual program, which includes what will be achieved in that period of time. The semester program is a model of teaching and learning activities in a semester, the activities are made according to the division of free time, the number of topics in the semester, and the number of tests determined by the subject. The semester program cannot be compiled before the annual program is compiled. Therefore, it is necessary to analyze the steps in preparing the Annual Program and Semester Program [18].

In accordance with the results of the researcher's interview with Ustadz RHU, he explained that: “Regarding the semester program, this cannot be done before the Annual Program is determined, so before making a semester program we must first complete the Annual Program. Because this Semester Program is an elaboration of the Annual Program. This semester program is a form of learning activities in one semester. This semester program is determined based on the division of free time, the number of topics in the semester.” The semester program aims to make it easier for teachers to allocate time to teach the material that must be achieved in that semester. Or in another sense, namely that the semester program is an elaboration of the annual program so that this semester program cannot be compiled before the annual program is compiled. The semester program contains outlines of what is to be implemented and achieved in the semester [19].

The syllabus is a form of curriculum development whose suitability must be seriously considered. The syllabus is a set of plans and arrangements for the implementation of learning and assessment that are systematically arranged, containing interrelated components to achieve mastery of basic competencies [20]. Ustadz RHU he explained that: “the syllabus is our reference for teaching and developing further programs. In this syllabus contains the material that we will convey, then there are indicators of success, Time, media so important for teachers in the learning process.”

Ustadzah ZMF also explained that “ ” in making this syllabus, teachers should make their own and quote from depdiknas. Because every school is different. In the syllabus there are competency standards and basic competencies that will be described in the materials. While we know the students here have advantages in competence and therefore the syllabus that we make we adjust to the circumstances of the students here. And when the material is different, the indicators are also different, the number of teaching hours is different. The benefit of this syllabus is as a reference in teaching.”

In general, the syllabus should contain the objectives of the subjects to be taught, the objectives of the subjects, the skills necessary to understand the subjects, the sequence of the subjects taught, the activities and learning resources to support the success of the teaching, and the various evaluation techniques used [20].

The learning implementation plan is one of the tools in the teaching and learning process that must be prepared by teachers. Teachers must have the competence to develop a learning implementation plan in

accordance with government decrees [21]. Ustadz RHU explained that “ ” the learning implementation plan is a learning implementation plan that will be carried out by the teacher. The learning implementation plan is an elaboration of the syllabus outlined according to competency standards and basic competencies. The learning implementation plan that we make is in accordance with national standards.”

The learning implementation plan is also called the learning implementation plan is a plan of a design or plan of teachers in teaching that teachers must do to teach, and this plan is prepared by teachers before carrying out teaching and learning activities at school. The learning implementation plan contains subject-specific rules on what will be used for teaching and learning activities when carrying them out [21].

Furthermore, the researcher interviewed Ustadzah ZMF regarding the evaluation or assessment of learning he explained that: "in the daily evaluation of learning tahfiz Qur'an we plan and determine by using student control books, from this control book it will be found which students are skilled and which are slow in memorizing the Qur'an according to the target. In addition, midterm and end-of-semester evaluations we plan and assign midterm evaluations using oral exams and questions set in advance. For its implementation according to the calendar.”

By planning learning evaluations, schools can set clear performance indicators and goals for each lesson or activity. Systematic reviews can identify strengths and weaknesses in teaching and make decisions based on strong evidence. This helps schools design appropriate interventions to address existing deficiencies and improve teaching effectiveness. In addition, learning evaluation planning also plays an important role in the development of teacher professionalism. Through formative assessments, teachers can receive valuable feedback on their teaching performance. This allows them to talk [22].

From the results of the interview above it can be concluded that in the planning carried out by the principal and teacher Tahfiz Ahmad Dahlan Junior High School Jambi city they implement or prepare the basis, objectives, learning materials, time allocation, and develop a learning plan. Which each of the explanations of the five components have researchers convey in the interview section above.

Implementation. Implementation is an effort made by the teacher to realize the design that has been prepared both in the syllabus maupun lesson plan [23].

From the results of the researcher's interview with one of the teachers of Tahfiz Qur'an, Ustadz RHU, he explained that: "in the implementation of Tahfiz Qur'an learning we carry out several steps in the teaching and learning process of Tahfiz Qur'an learning in the classroom. The steps are: applying the material that has been prepared for each meeting, using appropriate methods, recording the results of student deposits in deposit books that have previously been prepared, carrying out learning by conducting good classroom management and the implementation of Tahfiz Qur'an learning based on lesson plans.”

Utadzah ZMF explained that: "regarding the implementation of the material that will be taught in Tahfiz Qur'an learning in Class VII, it is carried out in a way that before teaching we first apply and convey the material to students in accordance with what has been set by the curriculum development team, after which the material is implemented in the learning process. For the material, grade VII students memorize juz 30. Which students per day the most increase memorization of verses of the Qur'an at least memorize 1-10 verses per day in accordance with the length of the short verse and in accordance with the ability of students to memorize verses of the Qur'an.”

Furthermore, Ustadz RHU, he explained that: "the method in general, if this tahfiz we can not use too many methods, so the method into the tahfiz method in general such as Talaqqi, Tahsin, new entry into Tahfiz. Give them plenty of time for a deposit and mengfalal. Muraja'ah suppose 1-3 verse, after that the children come forward and tahsin justification reading, after that then we do tahfiz deposit. In the tahfiz Deposit we also carry out tahsin also because there are children who lack a clear mention of makhrijul the letter has a short length of madnya not yet fluent then we justify it there. Then they use the method of Qira'ah Wal Tasmi', after they have completed one surah. There's a Tasmanian jukebox. Because of their condition to move juz it must mentasmi'kan memorization of the previous first. In Ahmad Dahlan there is a special book for children who are already divided by the book. This deposit book is used to record the results of deposits that have been deposited by students. So after they deposit at school and have been able to signature from the school then students are required to deposit again to their parents and signed by the parents, so In Sysaa Allah mutqin memorization, so like that for memorization.”

The results of this study are also supported by other studies in which the method usually used to foster student memorization is. By reading, listening to the teacher, reading verse by verse to memorize and dividing it into parts to memorize (juz'i), depositing or listening to the newly memorized memorization to the ustadz (talaqqi) and placing it in three parts. In other words, with sabghi (new memorization), saqab (repeating new memorization) and manzil (old memorization) as well as other memorization methods, memorization is the recitation (repetition) of things that have been memorized to strengthen. the stored data. As a step that facilitates memorization is Tahsin al-Qur'an, so that students can read the Qur'an in accordance with makhraj and tajwidnya and fluent in reading the Qur'an [24].

Learning methods have a very important role and function in the teaching and learning process. The first learning method is capable of being an extrinsic tool, which means that an educator becomes a motivator for learners. Placing educators as motivators for learners will be active motives and act as a stimulant from outside (external). The learning method will play a role and serve as a stimulating tool from outside that can arouse learners. The learning method is very important because it is an extrinsic tool. The second is a learning strategy. An educator must know the ability of students in learning, such as the level of intelligence that students have, this greatly affects the absorption of students in learning, some are fast, some are being, and some are slow in understanding the materials presented. For that, an educator must need the right learning strategy, and methods are one of the solutions [25].

Furthermore, Ustadzah ZMF also explained about the management of classes in learning Tahfiz Qur'an he explained that: "the management of this class is quite important. Because the classroom atmosphere is neat, arranged, clean and beautiful when viewed will create a comfortable and conducive teaching and learning climate. Such as arranging the layout of tables and chairs, kept clean and the display of calligraphy and the display of pictures and writings on the walls that contain the motivation and spirit of student learning, which was made by Junior High School students Ahmad Dahlan Jambi city. At the time of learning the Qur'an tahfiz carried out casually but seriously. Learning activities are usually carried out in the classroom or outside the classroom so that students are not saturated in memorizing and making students happy and enthusiastic in memorizing."

In order for the results of the study to be stronger researchers in this case also make observations. Researchers see that the cleric and cleric in Junior High School Ahmad Dahlan Jambi city is very concerned about the condition of the class.

Creating a learning atmosphere and an atmosphere that stimulates learning is the application of learning methods in the classroom that must be done by teachers in order to cause the spirit of learning and can improve learning progress, so that teachers must be able to organize or manage learning activities effectively [26]. The purpose of classroom management is to create an effective and enjoyable teaching and learning environment, which motivates students to learn to the best of their abilities and eliminates potential obstacles that interfere with the learning process in order to achieve academic success [26].

The purpose of classroom management is to create an effective and enjoyable teaching and learning environment, which motivates students to learn to the best of their abilities and eliminates potential obstacles that interfere with the learning process in order to achieve academic success [27]. In an educational environment, the ability to understand and respond to students' needs has a significant impact on their engagement and success [28].

In the implementation of Tahfiz Qur'an learning, the researcher also made observations about teaching and learning activities in the first Mengah Ahmad Dahlan School. In this case the researcher interviewed Ustadz RHU, he explained that: "in the implementation of learning Tahfiz Qur'an learning activities rely on the Implementation Plan of learning that has been set, which the implementation of learning activities starting from the introduction, core activities, and closing activities."

The preliminary activities carried out by the teacher are in accordance with the preliminary activities described by Permendikbud RI No.81a of 2013 namely that in the preliminary activities, the activities carried out by teachers are: (a) prepare students both psychologically and physically to be ready to follow the learning process; (b) Ask questions about the material that has been learned and associate with the material to be learned. (c) deliver learners to a problem; (d) convey the purpose of learning; (e) deliver an outline of the material and activities to be carried out learners [29].

The function of the introductory activity is to create an effective learning start that allows students to follow the learning process well. The learning process is strongly influenced by preliminary activities, therefore preliminary activities must be planned and implemented systematically, flexibly, effectively, and efficiently [29].

Furthermore, in the core activities of teachers provide guidance to students to mengfahal Al-Qur'an. Which for the children of Class VII teachers are extra in guiding students because many students are still new in memorizing the Qur'an, usually teachers guide students by repeating the reading of the Qur'an or talaqi after that the teacher told the students to write down the words of the verse to be memorized, after that the students listened to what was read by the teacher. After the students have been really fluent in reading the Qur'an then the students were instructed to deposit their memorization, which for grade VII students was the target of juz 30 memorization, which per day students were instructed to deposit as much as 1-10 verses if the number of short verses, and 1-5 verses if the number of long verses.

Core activities according to Permendikbud RI No.81a of 2013 uses a scientific approach that includes observing, questioning, collecting information and associating, communicating results. Based on these provisions, teachers try to describe the learning process in core activities using a scientific approach consisting of 5m learning activities (observing, asking questions, collecting information, processing information, and communicating) [29].

Next The Last is the closing activity. In this closing activity the teachers told the students to *memurajaahkan* back memorization. For students who have not memorized it is ordered to memorize back at home. After that the study was closed with the reading of prayers together. Closing activities are carried out based on the planning that has been made by the teacher. Teachers need to plan, and carry out final and follow-up activities effectively, efficiently, flexibly and systematically. The final activity in learning is not only interpreted as an activity to close the lesson, but also as an assessment of student learning outcomes and follow-up activities. Follow-up activities should be taken based on the process and learning outcomes of students [29].

Evaluation. Evaluation in education is an important part of the learning process. When the learning process is considered as a process of changing the behavior of learners, then the role of evaluation of the learning process becomes very important. Assessment is the process of collecting, analyzing, and interpreting information to determine students' ability to achieve learning goals. A good evaluation system can show the quality of learning and help teachers plan learning strategies. For students themselves, a good evaluation system can motivate them to improve their abilities [30].

Related to the evaluation of tahfiz teacher strategy in fostering students memorize Al-Qura'n in Junior High School Ahmad Dahlan Jambi city Ustadz RHU, explained that: "the evaluation stage is very important in learning, it is useful to know the extent to which the ability of students in learning in this case of course the extent of student memorization and the extent to which the ability of students in memorizing the Qur'an. Where the implementation of the evaluation is carried out by means of a daily repeat of the rote deposit, after which the rote exam in the midterm exam, and at the end of the semester exam. After that the results of the evaluation were submitted to the principal as a consideration of the success of learning Tahfiz Qur'an."

3.2. Obstacles faced by Tahfiz teachers in fostering memorization of the Qur'an students in Ahmad Dahlan Junior High School Jambi city

Every learning material that is applied there must be obstacles faced by teachers in the learning process. It also includes the study of the Qur'an. In general, many things can be obstacles in the learning process both in terms of human resources, students, existing systems, and facilities and infrastructure [31].

As explained by the head of Ahmad Dahlan Junior High School in Jambi city, Ustadz Ar, he explained that: "because students who enter this school are not necessarily diverse from integrated Islamic schools. There are from public schools, sometimes the reading has not been smooth and even the Koran has not been smooth, it has been a junior high school but the Koran has not been able to. But there is an intensive program of the tahfiz program itself so that children who have been fluent in the Koran just ran to tahfiz if students who have not been fluent in the Koran after *ngajinya* while later in bombing-guided by tahfiz little by little. It's not just in the seventh grade even in Grades 8 and 9 that there are still students who are not fluent. Because these students have different abilities. But there is a fast hafaln there too, there is a new child Grade 7 sdah memorize 5 juz. So yes it is in accordance with the ability of each student."

To strengthen the results of the interview above, the researchers also made observations. Based on the results of observations made by the researchers found the results of the constraints of teachers when fostering student memorization that researchers see many students who have difficulty in memorizing the Qur'an because there are some students who have not been so fluent in reading the Qur'an and *tajwidnya* even they do not quite understand. This is because not all students who enter this school are from integrated Islamic schools but there are also those from public schools. After that there are also students who are lazy to memorize them, and there are also students who are lethargic, and sleepy in the classroom.

Based on the results of interviews and observations of researchers above can be analyzed that the obstacles tahfidz teachers in fostering student memorization are students who are still not very familiar with *Tajweed*, students are not fluent in reading the Qur'an because not all students come from integrated Islamic schools but there are also from Public Schools, students are lazy to *memuraja'ah* their.

3.3. Tahfiz teacher's efforts in fostering memorization of the Qur'an students in Ahmad Dahlan Junior High School Jambi city

The quality of memorization is the quality when memorizing the Qur'an, and the look of memorization is like; reading the Qur'an clearly, reciting it clearly and knowing the science of *Tajweed*. But the students are many obstacles when memorizing the Qur'an and consequently the quality of memorization maintenance is low or students do not like the rules in reading the Qur'an, so it takes tahfiz teachers who are able to improve the quality of memorization of the Qur'an students, G uru tahfiz who can improve the quality of memorization of the Qur'an: emphasize the intention, motivate students, *muraja'ah*, *Talaqqi* [32].

The efforts of teachers tahfiz Ahmad Dahlan Junior High School Jambi city in fostering memorization of the Qur'an that students will researchers expose the results of interviews and observations below.

As explained by the headmaster of Ahmad Dahlan Jambi city, Ustadz Ar, he explained that: "one of the efforts that we apply in fostering student memorization is to create a program of *dhuha* prayer in congregation and *muraja'ah* together before *dhuha* prayer. Held at 06:50-07: 55. Before we begin, we're going to talk about

how to get all the kids together. Muraja'ah from juz 30 the next day continued juz 1 and juz 29 so on. This means that students always do their rote muraja'ah so that memorization is not lost. Furthermore, after the dhuha prayer is finished, the teachers also motivate the students to always maintain and improve their memorization. Next, students return to class to carry out the learning process. Before students start learning tahfiz students are ordered to memuraja'ah first memorization that has been memorized in the past days and also ordered memuraja'ah memorization of those who will be deposited on that day."

Furthermore, the researcher also interviewed Ustadz RHU, he explained that: "efforts are being made to foster students' memorization, namely teachers must arrive on time so that time is not wasted, after that they try to direct the children before they deposit they must read their memorization first. Apart from that, one of the efforts made is to give special awards from schools other than students who have memorized a lot will get rewards from schools. His Reward is in the form of a boy can dress koko and sarong the same Qur'an if the woman mukena the same Qur'an. So that students are encouraged and encouraged to memorize the Qur'an.."

Furthermore, researchers also make observations. Based on the observation that researchers do teachers always strive to foster student memorization, by holding Dhuha prayer program in congregation, do muraja'ah before Dhuha prayer begins, always come on time, always provide motivation to students, always try to be patient and consistent in dealing with students.

Based on the results of interviews and observations above can be analyzed that the efforts of tahfiz teachers in fostering memorization of students in Junior High School Ahmad Dahlan Jambi city, teachers always strive so that students are always murajaah by making Duha prayer program and do murajaah morning before Duha prayer began, the next effort is the teacher always motivates students, reward by holding a tahfiz graduation ceremony for students who have a lot of memorization will be given gifts, men's koko, sarongs and the Qur'an, women's mukena and the Qur'an. The last effort is the teacher is always patient and consistent in dealing with students and fostering students who are always wrong and lazy in memorizing the Qur'an.

This study can provide insight into how effective teaching strategies can improve students' Quranic memorization skills. The results can be used to formulate more efficient methods of teaching tahfidz in other schools, especially at the level of Junior Secondary Education. Overall, the implications of this study are very important for improving the quality of religious education in schools, as well as supporting the formation of student character through planned and directed teaching. However, this study has some limitations, such as the limited number of subjects that may not fully represent all students in Sekolah Menengah Pertama Ahmad Dahlan Kota Jambi. In addition, research conducted only at Ahmad Dahlan Junior High School in Jambi city may not be representative of the conditions or strategies implemented in other schools, so the results may not be generalizable to a broader context.

4. CONCLUSION

In an interview researchers with principals and teachers tahfiz can be formulated that the strategy of teachers Tahfiz in fostering memorization of the Qur'an students there are three stages, namely: planning, implementation (implementation), and supervision (evaluation). **Planning.** From the results of interviews conducted by researchers can be concluded that in the planning carried out by the principal and teacher Tahfiz Ahmad Dahlan Junior High School Jambi city they implement or prepare the basis, objectives, learning materials, time allocation, and develop a learning plan. Which each of the explanations of the five components have researchers convey in the interview above. **Execution.** In the implementation of learning Tahfiz Qur'an there are several steps in the process of teaching and learning Tahfiz Qur'an in the classroom. These steps are: implementing the material that has been prepared for each meeting, using the appropriate method, recording the results of student deposits in the deposit book that has been previously prepared, implementing learning by conducting good classroom management and the implementation of Tahfiz Qur'an learning based on the learning implementation plan. **Evaluation.** From the results of interviews that researchers do can be formulated that the evaluation is very important to be implemented, because the evaluation can be a measure of the success of learning for the future. Evaluation conducted at Sekolah Menengah Pertama Ahmad Dahlan Kota Jambi is the same as other schools, namely daily evaluations, midterm exams and graduation assessments. Tahfiz teacher obstacles in fostering student memorization are students who are still not very familiar with Tajweed, students are not fluent in reading the Qur'an because not all students come from integrated Islamic schools but there are also from Public Schools, students are lazy to memorize their rote memorization, students megantuk, and lethargy and difficulty of students in remembering or memorizing their rote. Tahfiz teacher's efforts in fostering memorization of students in Junior High School Ahmad Dahlan Jambi city, namely teachers always strive for students to always muraja'ah by making Duha prayer programs and doing muraja'ah in the morning before Duha prayer begins, the next effort is the teacher always motivates students, rewards by holding tahfiz graduation events for students who memorize a lot, they will be given gifts, men's Koko, sarongs and the Qur'an, women's mukena and the Qur'an. The last effort is that the teacher is always patient and consistent in dealing with students and fostering students who are always wrong and lazy in memorizing the Qur'an.

For future research related to tahfiz teacher strategies in fostering memorization of the Qur'an in order to provide a deeper insight into the effectiveness of tahfiz strategies applied and the potential for development in the future and can explore the various tahfiz learning methods used by teachers at the school and analyze their influence on the quality of student memorization.

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