

## The role of tahfidz teacher in improving al-qur'an memorization at Riyadh El-Jannah Islamic School Bekasi

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### KEYWORDS

improving;  
memorizing the qur'an;  
tahfidz teacher

**ABSTRACT** This article aims to discover the Obstacles teachers feel in guiding students to memorize the Al-Qur'an and what strategies teachers use to help their students memorize the Al-Qur'an. The research used is qualitative with a descriptive analysis approach. The research results show that Tahfiz Riyadh El-Jannah teachers face various obstacles, such as students who are not yet fluent in reading the Koran, lack of student motivation, and differences in student intelligence. However, in dealing with these obstacles, teachers use strategies that Tahfiz teachers use, including time management, choosing a good place and environment, and determining the material to be memorized regularly. In educating students to memorize the Al-Qur'an consistently, it is essential to first develop a love for the Al-Qur'an through example or modern education to support memorizing the Al-Qur'an.

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### HISTORY

received: Apr 18, 2024

revised: May 21, 2024

published: May 26, 2024

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## INTRODUCTION

Implementing the Tahfiz Al-Qur'an program in formal educational institutions such as schools seems new and unique. This is because the school label generally focuses on the scientific fields of Mummy Science. Even if there are religious lessons, there may only be 2 to 4 hours a week. A time allocation that is far from sufficient standards if what is to be achieved is knowledge and charity. Because religious knowledge must be studied and implemented (Ajeng Wahyuni, 2019).

As the holy book of Muslims, the Koran has a unique side to memorizing it. Each individual is given the ability to memorize specific methods. Free time and using it for memorization activities is the most essential part of realizing these noble ideals. This Tahfiz Al-Qur'an activity has become part of life and became the central tradition of the early generations, where the Al-Qur'an was revealed during the time of the Prophet Muhammad. Among the friends of Rasulullah Saw who routinely performed Tahfiz Al-Qur'an included Ali bin Abi Talib, Abu Musa al-'Asy'ari, Abdullah bin Mas'ud, Abu Darda, Zaid bin Thabit, Uthman bin Affan, Umar bin Khattab and several other friends (Tamrin Talebe & Isramin, 2019).

One effort that can be made to maintain the existence and purity of the Al-Qur'an is to memorize and practice its contents. Of course, memorizing the Qur'an cannot be done overnight, but various methods, plans, processes, and achievement indicators are needed. So, children's ability to memorize the Al-Qur'an can be maximized because they are supported by adequate preparation, such as daily memorization targets, *tahsin* preparation at home and school, and *talaqqi* activities with the teacher. Apart from memorizing, memorizers are also required to maintain their memorization, with a *muraja'ah* plan or program carried out daily. In order to maintain memorization so that it is not forgotten or lost, strengthening memorization is carried out with *dhabit* and Tahfiz exam activities.

The role of Tahfiz teachers in developing memorizers of the Al-Qur'an is very much needed because it is necessary to achieve a good Tahfiz program and produce superior graduates. In this case, the Tahfiz teacher must have a methodology for guiding the memorization of the Al-Qur'an. Memorizing the Al-Qur'an is not an easy, simple task, and most people can do it without taking particular time and sincerity to mobilize their abilities and seriousness; no one can do it themselves except those with a strong desire. This is because many problems must be faced by memorizers of the Qur'an to achieve a high level in the sight of Allah SWT, starting from development, interest, creating an environment, and dividing time to the memorization method itself (As-Sijani, 2007).

Students also often complain that they have difficulty memorizing the Al-Qur'an—disturbances from both external and internal cause this. At first, students were enthusiastic about memorizing the Al-Qur'an but could not remain consistent. After that, they become lazy and lose enthusiasm because of many similar verses, difficult words, limited time, and much busyness. Memorizing and studying the Al-Qur'an is very easy because this is as Allah SWT says in the QS. Al-Qamar (54) verse 17 which reads:

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

*"And indeed We have made the Qur'an easy for study, so is there anyone who can take it?"* (Ahmad Taqiyuddin, 2018).

Improving the quality of memorizing the Al-Qur'an among students is inseparable from the efforts made by teachers and schools to ensure students' success. Because the ability to memorize the Koran is a skill and glory learned deliberately. To create students who can memorize the Al-Qur'an, there is a Tahfidz Al-Qur'an program in schools. The Tahfidz Al-Qur'an program at Riyadh El-Jannah Islamic School Bekasi aims to educate the Qur'an generation through its flagship program, Tahfidz Al-Qur'an.

Based on the explanation above, this article discusses the obstacles and strategies tahfidz teachers use at Riyadh El-Jannah Islamic School Bekasi Middle School to improve their students' memorization of the Al-Qur'an.

## **METHODS**

This research uses descriptive qualitative research, namely, the data collected in words, not numbers (Sudarwan Danim, 2002). According to Bogdan and Taylor, as quoted by Lexy J. Moleong, qualitative research is a procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Lexy. J. Moleong, 2000).

Meanwhile, descriptive research is a form of research aimed at describing or illustrating existing phenomena, both natural phenomena and human engineering. (Lexy. J. Moleong, 2000) This research aims to discover what obstacles teachers face and what strategies are used to improve students' memorization of the Al-Qur'an.

## **RESULT AND DISCUSSION**

### **Barriers and Teacher Strategies in Improving Students' Memorizing of the Al-Qur'an**

Memorizing the Al-Qur'an is the process of memorizing the Al-Qur'an memory using a particular method so that it can be recited fluently without looking at the Al-Qur'an. People who memorize the Koran are called hafiz/huffaz. Meanwhile, the Al-Qur'an is the words of Allah given to the Prophet Muhammad SAW through the angel Jibril AS, which is opened by Surah Al-Fatihah and closed by Surah An-Nas in mutawatir and reading it is considered worship (Abu Rahendra Maya Aisyah, 2014).

Memorizing the Koran is a very noble and praiseworthy act. People who memorize the Koran are some of the servants of Ahlullah on earth. Thus, memorization means memorizing new material that has never been memorized. Memorization is also called memory, but the process is different. Memories can be formed without us making a special effort to obtain them. If someone tells us about an incident that happened to them this morning, that incident can enter our memory just from listening to the story. On the other hand, memorization can only become a memory with special effort or action.

However, quite a few memorizers of the Al-Qur'an find it difficult. Teachers face several obstacles in guiding students' memorization of the Al-Qur'an, including 1) students who are not yet fluent in reading the Al-Qur'an. 2) Lack of motivation from students to memorize. 3) It is not easy to find reading that is the same as previously memorized. 4) There are differences in intelligence that occur in each student. 5) Providing limited time allocation (Sa'dullah, 2008).

In educational technology studies, learning strategies are included in learning design. Strategy is a tool, plan, or method to complete a task. In learning, strategy is related to delivering material in the learning environment. Learning strategies can also be interpreted as learning activities that teachers choose and use contextually, according to the characteristics of students, school conditions, the surrounding environment, and the learning objectives that have been formulated (Nasution, 2017).

Associated with teaching and learning, strategy can be interpreted as the general patterns of teachers and students in realizing teaching and learning activities to achieve

predetermined goals. Thus, the learning strategy is using all learning resources to teach students. As a method, learning strategies are developed with specific rules to form a separate field of knowledge. As a field of knowledge, learning strategies can be studied and then applied in learning activities (Nurhayati, 2018).

Strategy is a method or action used as a reference to achieve the success of a goal. In education, strategy is a significant point in realizing the success of predetermined educational goals. In implementing a program, the strategy also occupies a significant position, where the results will be maximum (Zelvi Fitriani, 2018).

Memorizing the Al-Qur'an is essential to be developed in every Islamic educational institution, both schools and madrasas because it is an effort to maintain the originality of the Al-Qur'an, which is an absolute obligation for Muslims to form noble individuals and increase intelligence. The formation of a noble and intelligent personality, namely a person who is devoted to Allah and His Messenger, and progress in the field of science are the educational goals and characteristics of an advanced Islamic educational institution. The success of the Al-Qur'an tahfiz program in an Islamic educational institution is a bridge towards achieving excellence in other scientific disciplines. Therefore, making the Tahfiz Al-Qur'an program successful for educational institutions is essential.

In this case, several strategies can be applied to Islamic educational institutions that manage the Tahfiz Al-Qur'an program. As follows:

1. Cultivate children's love for the Al-Qur'an. At least in creating children to love the Al-Qur'an, there are several methods that parents and educators must implement:
  - a. Make your home exemplary. A home is a place where someone gets nurtured. The role of the ustadz in directing students, for example, to memorize the Qur'an and go to the mosque, makes them love the Book of Allah, read it according to its rules, and makes them like memorizing the Qur'an by giving them motivation and valuable rewards.
  - b. The educator is a role model. The most important means of conveying knowledge that is easy to apply in everyday reality is by example (uswah). If an educator wants to instill in the souls of his students a love for the Qur'an, then he must be able to be a good role model that is reflected in himself. On the other hand, if the teacher's attitude and actions contradict what he taught them and do not tolerate good and noble attitudes and morals, then his students will hate everything they are told, including memorizing the Qur'an.
2. Utilize modern educational facilities. Among the facilities in question are as follows:
  - a. It creates challenging things so children are motivated to express all their potential. However, this must be balanced by encouraging them, not making them afraid.
  - b. Teaching students with tools that have light and sound effects, such as using a widescreen or a whiteboard with a phosphor and so on.

- c. Write everything the child has memorized on a board that is written as well as possible, and put it in a special place for the child.
- d. Make memorization software set up neatly and regularly, and teach children to refer to the software with appropriate time allocation.
- e. Make an achievement board with each child's name written on it and the number of times they have memorized the Qur'an.
- f. Using audiovisual means, such as computers and video.
- g. Create clear standards for memorizing the Qur'an, which can be used to determine each child's achievement (Siti Sarah Aisyah, 2018).

Two systematics need to be known in memorizing the Al-Qur'an with a unique program, namely concentrating on memorizing specifically and not studying other knowledge. Second, the memorization program is followed by other study programs in stages from three years to four years. Memorized material that has been memorized is very prone to be forgotten and lost, so it requires sufficient discipline to repeat the memorized juz-juz. Efforts to maintain can be made by *muraja'ah* (repeating) and prayer.

*Muroja'ah*, or memorizing the Al-Qur'an, is a process to strengthen the memorization of the Al-Qur'an. In the world of learning, it is called a learning review. Review itself means reviewing, checking again carefully, or examining (Partanto, 2001). Memorizing the Al-Qur'an means reading the verses of the Al-Qur'an without looking at the Al-Qur'an. This requires examination regarding the memorized verses and recitation of *tajwid* and *makharijul* of memorized verse letters. Therefore, it is necessary to have a review of memorizing the Qur'an in order to make the memorization of the Qur'an strong in the memory of someone who memorizes the Qur'an.

To improve the quality of memorizing the Al-Qur'an, it is necessary to have a Tahfidz Al-Qur'an program in Islamic schools. It is known that Riyadh El-Jannah Middle School Tahfiz teachers face various obstacles, such as students who are not yet fluent in reading the Koran, lack of student motivation, and differences in student intelligence. However, teachers also have strategies to manage time, choose a good place and environment, and determine the material to memorize regularly.

In educating students to memorize the Al-Qur'an consistently, it is essential to foster their love for the Al-Qur'an through example and modern education. Modern educational facilities, such as using tools with light and sound effects, memorization software, achievement boards, and audiovisual facilities, can help the learning process. Utilizing technology and creating a supportive learning environment is also an effective strategy for improving the ability to memorize the Al-Qur'an.

## CONCLUSION

Implementing the Tahfiz Al-Qur'an program in formal educational institutions such as schools is unique because it usually focuses on the scientific field of science. The Koran is unique in its memorization process, where each individual is given special abilities. Tahfiz teachers play an essential role in developing memorizers of the Koran.

Students often complain of difficulty memorizing the Al-Qur'an due to internal and external disorders.

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