

Research Article

Implementation of the Tahfidz Daurah Program in Improving the Quality of Qur'an Memorization Among Students at Muhammadiyah Kwala Madu Langkat Islamic Boarding School

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ABSTRACT

This research began with the researcher's curiosity about the existence of a Quran quarantine program known as the daurah tahfidz program at Pondok Pesantren Muhammadiyah Kwala Madu Langkat. Through an intensive and structured approach, it is hoped that this program can facilitate students in achieving a memorization target of 5 juz effectively and sustainably. This research aims to understand how the implementation of the daurah tahfidz program improves the quality of Quran memorization among students at Pondok Pesantren Muhammadiyah Kwala Madu Langkat, which includes planning, execution, and supervision. The research method used in this study is qualitative research with data collection techniques through observation, interviews, and documentation. The results of this study indicate that before the implementation of the tahfidz program, the ustadz/ustadzah first made a plan. The planning of the daurah program was structured by the Muhammadiyah Kwala Madu Langkat Islamic Boarding School. The implementation of the tahfidz daurah program at the Muhammadiyah Kwala Madu Langkat Islamic boarding school can be considered successful and has improved the quality of Quran memorization as planned. The implementation of the tahfidz course program uses the *tikrar* method to memorize the Qur'an. Evaluation is conducted after returning to the pesantren by participating in a *muraja'ah* circle guided by a Ustadz/Ustadzah.

Keywords: Implementation; Daurah Program; Al Qur'an Memorization; Memorization Quality; Students of Islamic Boarding Schools

1. INTRODUCTION

The Qur'an is the word of Allah and the final holy book revealed to the Prophet Muhammad SAW through the angel Jibril, transmitted gradually. As the last book, the Qur'an holds a very important position in Islamic teachings. This is due to the fact that the Qur'an is the source of various sources of Islamic law that cannot be contested (Siti Inarotul Afidah, 2022). A very noble act in the sight of Allah SWT is memorizing the Qur'an; Allah will place those who memorize the Qur'an alongside the Prophets in paradise. According to the scholars, the obligation to memorize the Qur'an is a *fardhu kifayah* because they are the people chosen by Allah to receive the gift of the holy book, the Qur'an. Which means If one member of the community does it, then the obligation for the others is lifted (Komarodin, 2023).

The first stage in understanding the information contained in the Qur'an is memorizing it. Before someone memorizes the Qur'an, there are several processes that must be undergone, of course with a strong and correct understanding. However, some people understand the substance of the Qur'an first before memorizing it. When reading the verses of the Qur'an, one must concentrate on the pronunciation and the fluency of the articulation points of the letters. One must not neglect the pronunciation and accuracy of reciting the Qur'an because this will change the meaning of the verse. Allah obliges the Qur'an not only to be read and understood but also to maintain its purity. Allah guarantees in His word, "Indeed, we are the ones who sent down the Qur'an, and indeed, we will be its guardian." (Mawaddah, 2022).

The commitment of someone who memorizes the Qur'an must always be maintained once they have made the decision to memorize the Qur'an. Because he has tied his happiness in life to the Qur'an and must always repeat his memorization as often as possible (Saputra, 2021). It is very reasonable for some Muslims to be motivated to preserve and protect the Qur'an from falsification by memorizing it. One of them is by holding tahfidz sessions individually or by religious institutions, such as Islamic schools and pesantren.

The implementation of the tahfidz course program seems to be a unique new thing in formal educational institutions, such as schools. This is due to the fact that schools are mostly centered on science education, even though religious lessons may only last 2 to 4 hours a week. The allocation of time far from the standard is sufficient if the goal is to achieve knowledge and good deeds. Because religious knowledge is not just for being studied, but also must be implemented in daily life (Rustiana et al., 2022). Pondok Pesantren Muhammadiyah Kwala Madu Langkat is one of the pesantren educational institutions that offers a tahfidz daurah program. The purpose of this program is to improve the quality of Quran memorization. Additionally, it is one of the flagship programs at Pondok Pesantren Muhammadiyah Kwala Madu Langkat. The poor quality of the students' memorization and their low motivation to memorize the Qur'an are the benchmarks for the implementation of this program. This tahfidz course program has a memorization target of five juz within two weeks.

Many school children nowadays prefer playing with gadgets rather than reading the Qur'an. The holding of tahfidz daurah at Muhammadiyah Kwala Madu Langkat Islamic Boarding School is intended so that the students can understand the benefits of memorizing every verse in the Qur'an. This tahfidz daurah program also positively impacts the quality of the students' Quran memorization (Masyrifatul Faizah, 2021). From the explanation above, the researcher wants to conduct further research on the tahfidz daurah program at Muhammadiyah Kwala Madu Islamic Boarding School, so the author chose the research title "implementation of the tahfidz daurah program in improving the quality of qur'an memorization of students at muhammadiyah kwala madu islamic boarding school, langkat."

2. RESEARCH METHOD

This research uses a qualitative approach, aimed at collecting data on the implementation of the daurah tahfidz program in improving the quality of Quran memorization among students at Pondok Pesantren Muhammadiyah Kwala Madu Langkat. This approach emphasizes the importance of understanding social phenomena and collecting descriptive data from observed behaviors, both verbally and in writing. Suryono said that qualitative research is research aimed at determining, measuring, or describing the nature or characteristics of social influences that cannot be explained, measured, or described using a quantitative approach (Agus Subagyo, 2023). This research was conducted at the Muhammadiyah Kwala Madu Langkat Islamic Boarding School in January. This research involves the ustadz/ah in charge of the tahfidz program and the students participating in the program.

The data collection techniques used are observation, interviews, and documentation. Interviews were conducted with the ustadz/ustadzah in charge of the tahfidz program and the students participating in the tahfidz program. The data analysis technique is based on the Miles and Huberman analysis model. This technique is carried out through several stages, namely data collection, data reduction, data display, and conclusion drawing (Matthew B. Miles, 1994). Data collection is carried out through observation, interviews, and documentation. All the data obtained is systematically recorded in field notes. Data reduction, which occurs after primary and secondary data are collected, involves sorting, creating themes, categorizing, focusing data according to the topic, discarding, organizing, and summarizing in units of analysis. Next, the data is re-examined and categorized based on the issues discussed. Data relevant to the research objectives is described in sentence form after being reduced. This provides a comprehensive overview of the research subject. The data display method presents data in the form of a story. In addition, the analysis findings are presented in the form of a sentence description chart that systematically and sequentially shows the relationships between categories. Conclusion drawing, at this stage the conclusions have been found to be accurate and in accordance with the data obtained in the field (Agus Subagyo, 2023). The data validity technique in this study uses the source triangulation method. Source triangulation is used to test data from various informants and can enhance data credibility by testing data collected during the research process from different sources or informants (Susanto & Jailani, 2023).

3. RESULTS AND DISCUSSION

3.1 Research Results

Planning the Tahfidz Daurah Program in Improving the Quality of Qur'an Memorization of Students at Muhammadiyah Kwala Madu Langkat Islamic Boarding School

Based on the results of the interview conducted with Ustadzah Naila Halrisya, the person in charge of the tahfidz program, regarding the planning of the tahfidz program at Pondok Pesantren Muhammadiyah Kwala Madu Langkat, it is known that administratively and in writing, the planning is carried out by the pesantren with the initial stage of determining the objectives for the sustainability of the tahfidz program. This program is designed to assist the students of Pondok Pesantren Muhammadiyah Kwala Madu Langkat in systematically and effectively improving their ability and quality of memorizing

the Qur'an. And it can provide the students with a deeper understanding of religious knowledge so that they can comprehend and apply the contents of the Qur'an in their lives. Then the second stage is to determine the implementation method, the Daurah tahfidz at Pondok Pesantren Muhammadiyah Kwala Madu Langkat will be conducted in the form of intensive classes, where the students will learn in a focused manner and be guided by experienced Ustadz/ah. The method that will be used for memorizing the Qur'an in this program is the tikkar method.

Next is determining the duration, schedule, and location for the implementation of the tahfidz program. Pondok Pesantren Muhammadiyah Kwala Madu Langkat holds the tahfidz program every month. Which means that in the first and second weeks, it is attended by male students, and in the third and fourth weeks, it is attended by female students. The tahfidz daurah program at Pondok Pesantren Muhammadiyah Kwala Madu Langkat is not conducted within the pesantren environment, but the implementation of this program is located at Yayasan Mulia Rahman Insani. And at the end of the tahfidz program, the students will take a memorization exam as an assessment of their progress and the quality of their Quran memorization. After that, as a closing, a tahfidz graduation ceremony will be held, inviting the parents of the students who participated in this program.

Implementation of the Tahfidz Daurah Program in Improving the Quality of Al Qur'an Memorization of Students at Muhammadiyah Kwala Madu Langkat Islamic Boarding School

Based on the interview conducted by the researcher with Ustadzah Naila Halrisya regarding the implementation of the Daurah Tahfidz program, Ustadzah Nayla explained that the implementation of the Daurah Tahfidz Program is carried out biweekly, with male students participating in the first week and female students in the second week. This program is conducted outside the pesantren environment, specifically at the Yayasan Mulia Rahman Insani. The implementation of this program aims to serve as a review so that the memorization of the students can be maintained and the quality of their memorization can be improved. This daurah program has a set memorization target of 5 juz.

In its implementation, this tahfidz course program requires the students to use the tikkar method as a way to memorize the Qur'an. The tikkar method involves reading the Qur'an repeatedly and is the oldest method, widely used by Qur'an memorizers from the past to the present. Tikkar is defined as repetition. Quran memorizers using the tikkar method will always repeat a verse, sentence, word, or even letter 4 to 24 times (Nurzannah, 2021a). During the implementation of the tahfidz program, the students are given a schedule for memorization sessions three times a day, namely after Fajr until eight o'clock, at ten o'clock after Dhuha, and after Dhuhr. Then in the evening, the students focus on memorizing for the next day's recitation. In their daily routine of memorizing the Qur'an, the students also perform acts of worship such as tahajjud prayer and dhuha prayer as complementary activities in the daurah program. (Interview with Ustadzah Naila Halrisya). Then, regarding the benefits and challenges of the tahfidz program in improving the quality of the students' memorization, in this case, the researcher conducted an interview with one of the students participating in the tahfidz program, Rasqiyah Amanah Chaniago, who stated that the tahfidz program greatly helps students in adding and improving their memorization. The obstacles experienced by the students during the implementation of the tahfidz program are boredom and laziness within the students, which hinder the process of memorizing the Qur'an.

The researcher also interviewed Ustadzah Hafizah Amriani, who is also the person in charge of the tahfidz program, regarding the effectiveness of the implementation of the tahfidz program in improving the quality of the students' Quran memorization. She stated that this program has proven to be effective and successful. With the daurah program, it can help students improve the quality of their recitation and memorization, and over time, some students have completed their memorization beyond the target. This is evidenced by the fact that 19 students have finished memorizing the Qur'an with 30 juz and with a high-quality memorization. However, there are also some students who are unable to complete their memorization targets due to varying abilities and potentials. Nevertheless, they still receive instruction on effective methods of memorizing the Qur'an so that they can apply it when they return to the pesantren. And the final stage of the implementation of this tahfidz program after two weeks is the holding of a tahfidz graduation ceremony as a form of appreciation for the students who have completed their memorization of the Qur'an. And inviting the parents of the students to witness the graduation ceremony.

Evaluation of the Tahfidz Daurah Program in Improving the Quality of Al Qur'an Memorization of Students at Muhammadiyah Kwala Madu Langkat Islamic Boarding School

Based on the results of the researcher's observation and interview with Ustadzah Naila Halrisya, she stated that the Ustadz/ah always evaluate the memorization of the students after they return to the pesantren. The evaluation or assessment activities are conducted by holding muraja'ah halaqah, which will be guided by the ustadz/ah, aimed at maintaining the quality of the Quran memorization. The evaluation activities of the muraja'ah halaqah are scheduled to be

conducted twice daily, where students who have attended the tahfidz course must submit their memorization review of at least 2 pages each day or 3 juz each month. According to Ustadzah Hafizah, the minimum amount that must be submitted by the students is 2 pages per day. Evaluation is an activity aimed at measuring success. Every ongoing program must be evaluated as a measure of its success. Similarly, the tahfidz course program at Pondok Pesantren Muhammadiyah Kwala Madu Langkat. The criteria for the evaluation assessment in this tahfidz program are the intention and sincerity of the students in memorization, pronunciation of letters, quality of memorization, tajwid, memory retention, and the beautification of the Quran.

3.2 Discussion

Based on the research results above, the implementation of the Daurah Tahfidz Program in Improving the Quality of Al Qur'an Memorization of Santri at Muhammadiyah Kwala Madu Langkat Islamic Boarding School is carried out through several stages, namely, The first stage is to develop the plan that will be implemented. Planning is one of the most essential functions of management, because with this function, other functions that will be developed are born. Planning includes a well-thought-out plan to achieve goals, just as a program will be implemented (Kasmawati, 2024a). The planning carried out in the tahfidz daurah program at the Muhammadiyah Kwala Madu Islamic boarding school is done in three ways: conducting registration, setting memorization targets, and scheduling activities. Planning in the tahfidz daurah program is essential to achieve the desired goals. The creation of a pleasant environment for memorization and complex and effective learning can motivate students to improve the quality and quantity of their memorization (Zulfan Ependi, Asnelly Ilyas, Suharmon, 2023).

The second stage after planning is the implementation of the tahfidz program at the Muhammadiyah Kwala Madu Langkat Islamic boarding school. The implementation of this tahfidz program is carried out using the takrir method, which is believed to enhance the quality of the students' Quran memorization. Implementation (actuating), often referred to as mobilization, is the main function in the management process. The processes of individuals, groups, or complex organizations have a very important actuating function. Implementation is also a series of planning and organizing activities that have been carried out previously (Kasmawati, 2024b).

The third stage is the evaluation of the tahfidz program, The evaluation is conducted by holding a muraja'ah halaqah that will be guided by a ustadz/ah, to maintain the quality of the students' memorization. The main objective of the evaluation is to measure and determine the level of success of the students after participating in the learning activities. And it is also used as a benchmark for planning and developing future learning (Hasrian Rudi Setiawan, 2020). It is very important to conduct an evaluation of the learning process so that teachers can determine student success and assess the process using the knowledge they have gained. This aligns with the objectives of assessment, which are to determine the level of student competency mastery, establish competency completeness, create enrichment or improvement programs based on the level of competency mastery, and enhance the learning process.(Nurzannah, 2021b). Likewise, the implementation of the tahfidz program conducted by Pondok Pesantren Muhammadiyah Kwala Madu Langkat.

4. CONCLUSION

Based on the results and discussion, it can be concluded that, administratively and in writing, the planning is carried out by the Muhammadiyah Kwala Madu Islamic Boarding School. By opening registration for students who wish to participate in the tahfidz program, as well as setting mandatory memorization targets and scheduling the activities. And for the implementation of the tahfidz program, it is carried out outside the pesantren environment, namely at the Rahman Insani Berastagi Foundation. Held twice a month, with each two-week period alternating between male and female students. The method used is the tikkar method, which involves reading the Quran repeatedly. The implementation of the tahfidz program at the Muhammadiyah Kwala Madu Langkat Islamic boarding school can be considered successful, as evidenced by the improvement in both the quantity and quality of the students' memorization after participating in the tahfidz program. In addition, there are 19 students who have completed memorizing the Qur'an in 30 sections, exceeding the predetermined memorization target. The evaluation of this tahfidz program is conducted when the students return to the pesantren, with a muraja'ah halaqah guided by the Ustadz/ah with the aim of maintaining the quality and memorization of the students' Al Qur'an.

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