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The Implementation of the Al-Qur'an Memorization Program at the Palembang Alumnika Science Elementary School

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Abstract

The substance of this research is implementing the Al-Qur'an memorization program by involving leaders of educational institutions, teachers, students, and parents. This study seeks to determine the process of implementing the Al-Qur'an memorization program at the Palembang Sains Alumnika Elementary School and the supporting and inhibiting factors. The research used a qualitative method with a descriptive approach. The informants were the principal, the head of the program, and the teacher memorizing the Qur'an. Data collection techniques were used interviews, observation, and documentation. Data analysis techniques through data condensation, data presentation, and concluding. This study indicated that the implementation of the Al-Qur'an memorization program could be seen from 1) organizing, namely a) making an organizational structure; b) classifying teachers; and c) grouping students; 2) direction, which is given at the beginning of each new academic year; 3) motivation; and 4) coordination, namely holding a meeting at the beginning of each semester. The supporting factors, namely 1) the existence of motivation; 2) the age of students who are still children; 3) the availability of teachers to memorize; 4) there is support from the school environment and parents of students. While the inhibiting factors, namely 1) some students have not been able to read the Qur'an fluently; and 2) students are less routine in repeating memorization because of online learning.

Keywords: *Implementation, Memorizing Al-Qur'an, Program*

Introduction

Education is the principal means that must be managed regularly and by the various views developing in life. The higher the human aspiration, the more demanding an increase in the quality of education as a means to achieve it will be.¹ So education must be a bridge for humans to achieve their goals, namely to become educated human beings.

¹ Dety Mulyanti, "Pendidikan Lingkungan Hidup Dalam Konsep Islam," *Nizham Journal of Islamic Studies* 4, no. 2 (October 12, 2017): 253–70.

Education aims to develop the potential that exists in students based on interests and talents by being educated, taught, and guided so that students can become intelligent, moral, and knowledgeable human beings per the nation's ideological philosophy.² Islamic education is understood and developed from the basic teachings and values of the Qur'an and *as-Sunnah*. Islamic education can be in the form of educational thoughts and theories built and developed from these sources.³

Islamic education is forming a person's personality or character following the fundamental values contained in the Qur'an and *as-Sunnah* so that the individual can reflect the personality of a Muslim with noble character.⁴ Consequently, Islamic educational institutions are places to carry out educational activities that shape the personality or character of students based on the Qur'an and *As-Sunnah*. Therefore, Islamic educational institutions must be appropriately managed to achieve the educational goals set. In addition, the management of Islamic educational institutions also requires human resources to achieve these goals.⁵

The availability of sufficient human resources will affect the implementation stage as one of the activities and functions of management.⁶ Implementation is sure to happen in the management function because it seeks various actions so that all group members, from the top to the lowest level, try to achieve organizational goals.⁷ Organizing is the process of grouping activities to achieve various goals and assigning each work group. Organizing is done to collect and manage all the necessary resources so that the desired work can be carried out correctly.⁸

An exemplary implementation process in an educational institution will also produce good quality education. In carrying out the educational process in educational institutions, the principal is the leading actor in managing and regulating educational programs to run

² Nur'ani Jumadiah et al., "Implementasi Supervisi Akademik Kepala MIS Batusangkar," *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)* 1, no. 2 (April 1, 2017): 12–25, <https://doi.org/10.31851/jmksp.v1i2.1003>.

³ Rusmaini Rusmaini, *Ilmu Pendidikan Islam* (Palembang: Grafindo Telindo Press, 2016), 7.

⁴ Mohammad Adnan, "Pola Asuh Orang Tua Dalam Pembentukan Akhlak Anak Dalam Pendidikan Islam," *Cendekia: Jurnal Studi Keislaman* 4, no. 1 (2018): 66–81, <https://doi.org/10.37348/cendekia.v4i1.50>.

⁵ Dian Nugraheni and Lina Sinatra Wijaya, "Pelaksanaan Program Internship Dalam Upaya Meningkatkan Citra Lembaga Pendidikan (Studi Kasus: Fakultas Teknologi Informasi-Universitas Kristen Satya Wacana)," *Scriptura* 7, no. 2 (2017): 47–56, <https://doi.org/10.9744/scriptura.7.2.47-56>.

⁶ Usman Effendi, *Asas Manajemen* (Depok: RajaGrafindo Persada, 2018), 110, <https://opac.perpusnas.go.id/DetailOpac.aspx?id=890260>.

⁷ Sukmadi Sukmadi, *Dasar-Dasar Manajemen* (Bandung: Humaniora Utama Press, 2017), 52.

⁸ George R. Terry and Leslie W. Rue, *Dasar-dasar Manajemen Edisi Revisi*, trans. G.A Ticoalu (Jakarta: Bumi Aksara, 2019), 70.

effectively and efficiently.⁹ Most of the activities in an organization are implemented so that a reasonably long period is often set in doing so and carried out regularly. The things that can affect the implementation factor are resources, leadership, and commitment.

The principal, as the executor, has the task of aligning the type of implementation and human resources so that the teaching and learning process can take place properly and is required to manage educational institutions so that they can carry out the planned programs.¹⁰ One type of educational program is the Al-Qur'an memorization program.¹¹ Now the Al-Qur'an memorization program is not only developed and implemented in Islamic educational institutions and Islamic boarding schools, but this program has also been included in several formal educational institutions, both public and private, with the dynamics of each educational institution in developing Al-Qur'an memorization program.¹²

The Qur'an is a book that guides humans for the happiness of life in this world and the hereafter. Its relationship with science encourages all humans to use their minds and increase knowledge by making the universe an object for learning.¹³ The Qur'an also includes valuable knowledge for human life in this world and the hereafter. Therefore, studying the knowledge of the Qur'an must be the foundation of students so that they like to study the Qur'an because the age of eight years is the golden age for learning. After all, they still have strong memorization abilities.¹⁴

Implementing the Al-Qur'an memorization program impacts student development positively because memorizing the Qur'an at the age of children can strengthen students' memories so that they get used to memorizing everything they have just learned.¹⁵ To carry

⁹ Mardan Umar and Feiby Ismail, "Peningkatan Mutu Lembaga Pendidikan Islam (Tinjauan Konsep Mutu Edward Deming Dan Joseph Juran)," *Jurnal Ilmiah Iqra'* 11, no. 2 (February 26, 2018): 14–24, <https://doi.org/10.30984/jii.v11i2.581>.

¹⁰ Apriani Safitri and Mujiati Mujiati, "Efektifitas Pelaksanaan Supervisi Akademik Kepala Sekolah," *Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan* 19, no. 1 (February 7, 2019): 1–12, <http://dx.doi.org/10.30651/didaktis.v19i1.2215>.

¹¹ Ahmad Fikri Sabiq, "Implementasi Metode Annida Dalam Program Menghafal Al-Qur'an Di SD Plus Tahfidzul Qur'an Annida Salatiga," *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan* 8, no. 2 (2020): 526–39, <https://doi.org/10.36052/andragogi.v8i2.164>.

¹² Marliza Oktapiani, "Tingkat Kecerdasan Spiritual Dan Kemampuan Menghafal Al-Qur'an," *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam* 3, no. 1 (June 10, 2020): 95–108, <https://doi.org/10.34005/tahdzib.v3i1.861>.

¹³ Abuddin Nata, *Islam Dan Ilmu Pengetahuan* (Jakarta: Prenada Media Group, 2018), 50.

¹⁴ Ferdinand Ferdinand and Muhammad Ibrahim, "Pelaksanaan Progam Tahfidz Al Qur'an (Studi Pesantren Darul Arqam Muhammadiyah Gombara Sulawesi Selatan)," *Tarbawi : Jurnal Pendidikan Agama Islam* 3, no. 01 (June 27, 2018): 37–50, <https://doi.org/10.26618/jtw.v3i01.1379>.

¹⁵ Ferdinand and Ibrahim.

out this memorization program, of course, it is necessary to start with sincere and sincere intentions and want to try to memorize the Qur'an.¹⁶

A teacher is expected to have creative teaching methods to educate students so that the process of implementing the Al-Qur'an memorization program continues to run effectively and efficiently.¹⁷ The implementation of the Al-Qur'an memorization program is the variable chosen in this study because the implementation of the Al-Qur'an memorization program places more emphasis on three areas of education, namely skills,¹⁸ knowledge, and attitudes that can affect the quality of students as the output of an educational institution.¹⁹

Research conducted by Habibah shows that memorizing the holy verses of the Qur'an requires the proper method, namely the classical system carried out by six friends in one week. The *Talaqqi* system (how to learn to teach the Qur'an) divides students into several groups or *halaqah* with *talaqqi* material as pilgrimages.²⁰ In addition, research conducted by Hariyatmi, et al. shows that memorizing the Qur'an is not only used to fulfill the curriculum in Islamic schools but is the obligation of every Muslim to study the Qur'an. Several characteristics can be applied to memorize the Qur'an, such as diligence, diligence, tenacity, painstakingness, patience, persistence, hard work, and discipline.²¹

Palembang Sains Alumni Elementary School is one of the educational institutions that implement the Al-Qur'an memorization program. That is by the school's vision, namely as a superior primary education institution that will produce students who are pious, intelligent, intellectual, emotionally intelligent, spiritual, and able to compete in global competition. Based on the results of interviews conducted on November 8, 2021, with the principal, it was shown that Palembang Sains Alumnika Elementary School is a

¹⁶ Alimuddin Camma et al., "Strategi Berbasis Motivasi dalam Pengajaran Tahfidzul Quran di SMP IT Imam Syafi'i Samarinda," *Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran* 7, no. 1 (March 1, 2020): 1–11, <https://doi.org/10.21093/twt.v7i1.2199>.

¹⁷ Ferdinand and Ibrahim, "Pelaksanaan Progam Tahfidz."

¹⁸ Fajriyatul Islamiah, Lara Fridani, and Asep Supena, "Konsep Pendidikan Hafidz Quran pada Anak Usia Dini," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 3, no. 1 (January 7, 2019): 30–38, <https://doi.org/10.31004/obsesi.v3i1.132>.

¹⁹ Alfin Taufiq Almujab and Moch Mukhlison, "Pengaruh Motivasi Belajar Dan Kecerdasan Spiritual Terhadap Pelaksanaan Program Tahfidz Al-Qur'an Di SMP Negeri 1 Wungu Kabupaten Madiun," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 9, no. 2 (August 26, 2019): 187–202, <https://doi.org/10.33367/ji.v9i2.1019>.

²⁰ Umi Intiha'ul Habibah, "Implementasi Program Tahfidz Al-Qur'an (Studi Kasus Di SMP Unggulan Al-Furqon Driyorejo Gresik)," *Jurnal Syntax Admiration* 2, no. 4 (April 23, 2021): 701–11, <https://doi.org/10.46799/jsa.v2i4.222>.

²¹ Hariyatmi Hariyatmi et al., "Implementasi Pendidikan Karakter melalui Kegiatan Munaqosah Tahfidzul Qur'an di MIM Kerten Banyudono, Boyolali," *Buletin KKN Pendidikan* 1, no. 2 (May 6, 2020): 50–55, <https://doi.org/10.23917/bkkndik.v1i2.10766>.

modern Islamic school with the motto of noble character. Therefore, BTQ (Read Write Al-Qur'an) was held local content subjects, so the tafsir program was included in BTQ subjects.

The Al-Qur'an memorization program is one of the flagship programs at the Palembang Sains Alumnika Elementary School. With the Al-Qur'an memorization program, it is hoped that the student's faith, knowledge, and charity will be more balanced, and when students are at the 6th-grade level, at least they have memorized the 30th juz.²²

Efforts made by the principal in implementing the Al-Qur'an memorization program are memorizing juz 30 first for first, second, and third-grade students before memorizing several selected Al-Qur'an letters. If students have memorized more than 20 surahs of the Qur'an on juz 30, then they will be combined into an intensive memorization class or intensive memorization program. From this phenomenon, the authors are interested in researching "Implementation of the Al-Qur'an Memorization Program at the Palembang Sains Alumnika Elementary School".

Methods

The research location is Palembang Sains Alumnika Elementary School in Arwana No. 13 Griya Revari Indah, Talang Kelapa Village, Alang-Alang Lebar District, Palembang City. This research uses a qualitative research type. This research type is more concerned with the process than the results because the relationship between the studied parts will be much better if observed.²³ Therefore, qualitative research is conducted in natural conditions and is discovery. Researchers are required to be able to adapt to the research environment. So researchers must be armed with broad theory and insight to conduct direct interviews and analyze the object under study to make it more straightforward.²⁴

There are three data collection techniques: interviews, observation, and documentation. The interview is obtaining information for research purposes using face-to-face questioning between the interviewer and the respondent using an interview guide.²⁵ The observation technique is the systematic observation and recording of recorded

²² Nurlaila Nurlaila, "Anak-Anak Dan Hafalan Al-Qurán: Studi Metode Menghafal Al-Qurán Untuk Anak-Anak," *Hikmah: Journal of Islamic Studies* 16, no. 1 (December 19, 2020): 83–99, <https://doi.org/10.47466/hikmah.v16i1.168>.

²³ Saipul Annur, *Metodologi Penelitian Pendidikan* (Palembang: Noer Fikri, 2013), 108.

²⁴ Hardani Hardani et al., *Metode Penelitian Kualitatif Dan Kuantitatif*, ed. Husnu Abadi (Yogyakarta: Pustaka Ilmu, 2020), 237.

²⁵ Hardani et al., 138.

phenomena. Documentation techniques are tools used to analyze, design, and document systems and to understand the interrelationships between one subsystem and several other subsystems.²⁶ Interview, observation, and documentation were used to obtain data on implementing the Al-Qur'an memorization program. The interview was conducted with the principal, teacher memorizing the Qur'an, students, and guardians of students.

Discussion

Implementation of the Al-Qur'an Memorization Program at the Palembang Sains Alumnika Elementary School

The Al-Qur'an memorization program is one of the flagship programs at the Palembang Sains Alumnika Elementary School. That is by the school's vision, namely as a superior primary education institution that will produce students who are pious, intelligent, intellectual, emotionally intelligent, spiritual, and able to compete in global competition. In carrying out the Al-Qur'an memorization program, it is necessary to organize, direct, motivate and coordinate.

Organizing

Based on the results of interviews with the Principal, Head of the Al-Qur'an Memorization Program, and Teachers Memorizing Al-Qur'an, it was found that Mrs Eliza chaired the organization of the memorization program, and the teacher for memorizing classes was returned to each homeroom teacher. Then there is also a grouping of students based on the memorization level, which can also be known through observations made by researchers.

The Al-Qur'an memorization program is adjusted to the memorization ability of each student. For students who have memorized more than 20 letters from juz 30, they will be combined into an intensive memorization class or an intensive memorization program so that students become more active in increasing memorization. The organization of the Qur'an memorization program consists of the head of the memorization program and the memorization teacher. The homeroom teacher will assist the head of the memorization program to coordinate each class. The program for memorizing the Qur'an is divided into two: the program for memorizing the Qur'an and the intensive program for memorizing the Qur'an.

²⁶ Sugiyono Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D* (Bandung: Alfabeta, 2013), 64.

Based on the results of interviews, observations, and documentation, it shows that the organization in the implementation of the Al-Qur'an memorization program at Palembang Sains Alumnika Elementary School starts from the preparation of the organizational structure by the principal, namely the chief executive and its members for the division of labor. In addition, the head of the Al-Qur'an memorization program will also group the implementing members of the Al-Qur'an memorization program, starting from the teacher, Al-Qur'an reading teacher, and Al-Qur'an memorization teacher. Then the teacher memorizing the Qur'an will also group his students based on the level of student memorization. For students who have memorized more than 20 letters of the Qur'an, they will enter an intensive program of memorizing the Qur'an.

The results of this study are the same as those of Kartika's research. In organizing the Al-Qur'an memorization program, it is divided into three stages. In the first stage, all students must master where the letters come out, the procedures for reading the Qur'an and improving the reading of the Qur'an. In the second stage, students participate in the initial program of memorizing the Qur'an. In the fourth stage, students begin to memorize the Qur'an and deposit the memorization to the teacher.²⁷

In contrast to the research conducted by Fatmawati, it is known that in the organizing stage, the division of work tasks has not been fully organized due to the lack of teachers who can teach the Qur'an. That makes students sometimes study the Qur'an by themselves without being guided by the teacher because the teacher is busy with other things. Furthermore, the division of tasks to guide the deposit of memorizing the Qur'an to only one teacher so that the teacher is exhausted makes the deposit of memorizing the Qur'an ineffective.²⁸

Based on the similarities and differences between the results of this study and previous studies, it can be concluded that before starting the Al-Qur'an memorization program, it is necessary to establish a structure and division of tasks for teachers. To support this, sufficient human resources are needed so that the implementation of the Al-Qur'an memorization program can run effectively and efficiently.

²⁷ Tika Kartika, "Manajemen Pembelajaran Tahfidz Al-Qur'an Berbasis Metode Talaqqi," *Jurnal Isema : Islamic Educational Management* 4, no. 2 (December 31, 2019): 245–56, <https://doi.org/10.15575/isema.v4i2.5988>.

²⁸ Eva Fatmawati, "Manajemen Pembelajaran Tahfidz Al-Qur'an," *Jurnal Isema : Islamic Educational Management* 4, no. 1 (August 26, 2019): 25–38, <https://doi.org/10.15575/isema.v4i1.5255>.

Briefing

Directing is combining the efforts of group members to achieve goals. In carrying out a business, there is a need for direction. Therefore, each member must have information or direction to carry out their duties.²⁹

Based on the results of interviews, observations, and documentation that have been carried out, it can be concluded that the direction of the Al-Qur'an memorization program given by the principal was carried out before the decision letter was issued. The directions are regarding the program's purpose to memorize the Qur'an and the SOP (Standard Operating Procedure) that will be implemented.

The chairman of the Al-Qur'an memorization program also provides direction when the meeting is in progress regarding the problems in implementing the Al-Qur'an memorization program and motivates teachers so that students remain enthusiastic about memorizing and provide good examples for teachers to memorize the Qur'an. Then the teacher memorizing the Qur'an will also instruct students on how to read the Qur'an correctly and adequately following the science of recitation.



Figure 1. Online Meeting for the Implementation of the Al-Quran Memorization Program

The results of this study are the same as those of research conducted by Arobi: Before implementing the Al-Qur'an memorization program, teachers must memorize the Qur'an to understand the SOP strategies for implementing memorizing the Qur'an and program objectives. Memorize the Qur'an.³⁰

The results of this study are also the same as those of Kartika's research. Before implementing the Al-Qur'an memorization program, it is necessary to guide teachers and

²⁹ Terry and Rue, *Dasar-dasar Manajemen Edisi Revisi*, 54.

³⁰ Jimatul Arrobi, "Manajemen Pembelajaran Tahfidz Al-Qur'an Di MTs Yaspi Syamsul Ulum Kota Sukabumi," *Lombok Journal of Science* 3, no. 2 (August 23, 2021): 9–15.

a mechanism to guide memorizing the Qur'an.³¹ The results of this study are also the same as research conducted by Fatmawati; before starting the implementation of the Al-Qur'an memorization program, it is necessary to motivate teachers to guide them in memorizing the Qur'an professionally.³²

Based on the results of this study and previous studies, it can be concluded that before the implementation of the Al-Qur'an memorization program, direction and motivation is needed by school leaders so that the objectives of the Al-Qur'an memorization program can be achieved.

Motivation

Motivation is a process that describes the intensity, direction, and persistence of individuals to achieve their goals. There are three main elements in motivation: the intensity or strength within the individual, the direction to be achieved, and the persistence of efforts made to achieve the desired goal.³³

Based on the results of interviews, observations and documentation, it can be concluded that the motivation for giving starts during meeting activities and before making a schedule of events. The motivation given by the principal is the purpose and benefits of the Al-Qur'an memorization program for teachers and students.



Figure 2. Giving Motivation to Teachers Memorizing the Qur'an

Then the head of the Al-Qur'an memorization program will also provide motivation related to teaching methods to students and an excellent example for teachers to memorize Al-Qur'an. After that, the Al-Qur'an memorization teacher will apply the motivation given by the head of the Al-Qur'an memorization program in terms of teaching students and hold competitions for students to be enthusiastic about participating in the Al-Qur'an

³¹ Kartika, "Manajemen Pembelajaran Tahfidz."

³² Fatmawati, "Manajemen Pembelajaran Tahfidz Al-Qur'an."

³³ Effendi, *Asas Manajemen*, 167.

memorization program. In addition, efforts are being made to motivate the implementation of the Al-Qur'an memorization program, namely by holding an intensive program of memorizing the Qur'an, because, with this program, students become more focused and have a particular time to memorize the Qur'an.

The results of this study are the same as the results of research conducted by Suryana et al., which showed that the provision of motivation was carried out through 1) assigning tasks and responsibilities to all teachers; 2) improving the ability of teachers; and 3) teaching the Qur'an is a call from the heart.³⁴

The results of this study are also the same as the results of research conducted by Rudianto, namely the provision of motivation to teaching through freedom in choosing methods and strategies to guide the memorization of the Qur'an.³⁵

Based on the results of this study and previous studies, it can be concluded that teachers need motivation. That is important because teachers who do not have the motivation to guide memorizing the Qur'an will not be enthusiastic in guiding.

Coordination

Coordination is integrating (combining), synchronizing and simplifying the implementation of separate tasks continuously to achieve goals. With coordination, there is a balance by aligning interactions so that they can achieve goals effectively and efficiently.³⁶ Based on the results of interviews, observations, and documentation, it can be concluded that the coordination process of the Al-Qur'an memorization program is carried out at the beginning of every new academic year. The principal will coordinate the number of students' memorization, implementation schedule, and how to teach teachers, such as the memorization method that will be applied.

The head of the Al-Qur'an memorization program will also coordinate with school principals and Al-Qur'an memorization teachers regarding the method of memorizing the Qur'an that will be applied and work together with Al-Qur'an memorization teachers by giving each other advice and motivation. In addition, the teacher memorizing the Qur'an

³⁴ Yaya Suryana, Dian Dian, and Siti Nuraeni, "Manajemen Program Tahfidz Al-Quran," *Jurnal Isema : Islamic Educational Management* 3, no. 2 (2018): 220–30, <https://doi.org/10.15575/isema.v3i2.5014>.

³⁵ Bambang Rudianto, M. Ihsan Dacholfany, and Sudirman Aminin, "Manajemen Pembelajaran Tahfiz Al-Qur'an Dalam Mencapai Target Hafalan Di SMP Islam Darul Muttaqin Metro Lampung," *Poace: Jurnal Program Studi Administrasi Pendidikan* 1, no. 1 (February 18, 2021): 33–41, <https://doi.org/10.24127/poace.v1i1.613>.

³⁶ Husaini Usman, *Manajemen Teori, Praktik , Dan Riset Pendidikan*, 3rd ed. (Jakarta: Bumi Aksara, 2011), 488.

will make a list of the number of students' memorization to be collected and submitted to the homeroom teacher to be collected to the head of the Qur'an memorization program and the school principal. So, it can be concluded that implementing the Al-Qur'an memorization program includes organizing, directing, motivating and coordinating activities between the school principal, the head of the Al-Qur'an memorization program and teachers memorizing the Qur'an so that this program can continue to run. Smoothly and achieve the set targets.

Supporting and Inhibiting Factors in the Implementation of the Al-Quran Memorizing Program

Several factors can affect the implementation of the Al-Qur'an memorization program, namely internal and external factors. These internal factors, such as needs, drives, and goals, come from within the individual. Meanwhile, external factors in implementing the Al-Qur'an memorization program include the support from parents, schools, and the community. The following are the supporting and inhibiting factors in the implementation of the Al-Quran memorization program at Palembang Sains Alumnika Elementary School:

Supporting Factors for the Implementation of the Al-Quran Memorizing Program

Motivation Factor

Based on the results of interviews, observations, and documentation, it can be concluded that there is motivation from within students to take part in the Al-Qur'an memorization program and an intensive program to memorize Al-Qur'an so that students become more enthusiastic about taking part in the Al-Qur'an memorization program, and have a particular time to memorize. The results of this study are the results of research conducted by Marisa and Muliati³⁷ and research conducted by Hidayah,³⁸ which showed the motivation given by the teacher in memorizing the Qur'an and the intensive program provided were able to motivate students in memorizing the Qur'an. The activeness of the teacher in providing motivation and intensive to students significantly affects the motivation of students in memorizing.

³⁷ Valentina Marisa and Indah Muliati, "Implementasi Pendidikan Karakter Melalui Program Tahfidz Alquran," *An-Nuha* 1, no. 2 (May 27, 2021): 159–66, <https://doi.org/10.24036/annuha.v1i2.41>.

³⁸ Nurul Hidayah, "Strategi Pembelajaran Tahfidz Al-Qur'an Di Lembaga Pendidikan," *Ta'allum: Jurnal Pendidikan Islam* 4, no. 1 (June 1, 2016): 63–81, <https://doi.org/10.21274/taalum.2016.4.1.63-81>.



Figure 3. Procurement of an Intensive Al-Qur'an Memorizing Program

Based on the documentation above, it can be seen that the teacher motivates memorizing the Qur'an through an intensive program so that students improve their memorization. This motivation is treated because in memorizing the Qur'an, there is often a decrease in enthusiasm experienced by students.

Age Factor

Based on the results of observations, interviews, and documentation. It can be concluded that age can also be a supporting factor in implementing the Al-Qur'an memorization program. That is because students' memorization abilities are faster and more focused on learning new things. The results of this study are from previous research conducted by Fatah³⁹ and Malwa,⁴⁰ which showed that the age factor greatly influenced students in memorizing the Qur'an.



Figure 4. Students who take part in the Al-Qur'an Memorizing Program

The above documentation shows that age is very influential in memorizing the Qur'an because being too old will make it challenging to memorize the Qur'an, and being too young will make students quickly bored with memorizing the Qur'an. Those who are

³⁹ Ahmad Fatah, "Dimensi Keberhasilan Pendidikan Islam Program Tahfidz Al-Qur'an," *Edukasia : Jurnal Penelitian Pendidikan Islam* 9, no. 2 (September 27, 2014): 335–56, <https://doi.org/10.21043/edukasia.v9i2.779>.

⁴⁰ Rosyidah Umpu Malwa, "Dukungan Sosial Orangtua Dengan Motivasi Belajar Siswa Putra Tahfidz Al-Qur'an," *Psikis : Jurnal Psikologi Islami* 3, no. 2 (2017): 137–44, <https://doi.org/10.19109/psikis.v3i2.1758>.

too old will easily forget because their memory is weak, but if they are too young, they will get bored quickly because their age is the age to play a lot.

Availability of Teachers Memorizing the Qur'an

Based on the results of interviews, observations, and documentation, it can be concluded that the presence of a teacher memorizing the Qur'an in implementing the Al-Qur'an memorization program can guide the student memorization process and straighten students' reading and memorization levels.



Figure 5. Teachers Memorizing the Qur'an at Palembang Sains Alumnika Elementary School

The results of the study follow the results of research conducted by Muntiarti et al.⁴¹ and Badruzaman,⁴² which shows that the availability of teachers can help students memorize the Qur'an. Teachers who can guide students to memorize the Qur'an are teachers who have the knowledge of reading the Qur'an well and have memorized the Qur'an.

Social Environmental Factors

Based on the results of interviews, observations, and documentation, it can be seen that the school also cooperates with the parents of students by involving them during the online learning process. So, parents help students memorize when learning online. The results of this study are based on the results of research conducted by Ansari et al.,⁴³

⁴¹ Titi Muntiarti, Ernawati Ernawati, and Bambang Indriyanto, "Evaluasi Program Tahfidz Al-Qur'an Di SMAIT Buahati Jakarta," *Jurnal Penelitian Dan Penilaian Pendidikan* 3, no. 1 (2021): 1–13, <https://doi.org/10.22236/jppp.v3i1.5913>.

⁴² Dudi Badruzaman, "Metode Tahfidz Al-Qur'an Di Pondok Pesantren Miftahul Huda II Kabupaten Ciamis," *Idea : Jurnal Humaniora* 2, no. 2 (October 22, 2019): 245–53, <https://doi.org/10.29313/idea.v0i0.4888>.

⁴³ Muhammad Iqbal Ansari, Abdul Hafiz, and Nurul Hikmah, "Pembelajaran Tahfidz Al-Qur'an Melalui Metode Wafa Di SDIT Nurul Fikri Banjarmasin," *Bada'a: Jurnal Ilmiah Pendidikan Dasar* 2, no. 2 (December 25, 2020): 180–94, <https://doi.org/10.37216/badaa.v2i2.359>.

Rohmatillah and Shaleh,⁴⁴ which showed that social and environmental factors greatly influenced students in memorizing the Qur'an. A conducive social environment will make students focus on memorizing the Qur'an.

Inhibiting Factors in the Implementation of the Al-Qur'an Memorizing Program

Some students are not fluent in reading the Qur'an

Based on the results of interviews, observations, and documentation, it can be concluded that the inhibiting factors for the implementation of the Al-Qur'an memorization program are that some students have not been able to recite the Qur'an, so they have not mastered the pronunciation of letters and the law of reading the Qur'an, and have not been able to keep up with his friends who are already fluent in reading the Qur'an.



Figure 6. Students Still Reciting Iqra'

These barriers can be overcome if the teacher memorizing the Qur'an provides intensive guidance to students who are not fluent in reading the Qur'an. In addition, the role of parents in guiding students to read the Qur'an is very influential because students interact the most with parents at home.

Do not repeat memorization regularly

Based on the interviews, observations, and documentation results, it can be concluded that the inhibiting factor for implementing the Al-Qur'an memorization program is the online learning process, so it is not easy to control student memorization. Parents need help carrying out the Al-Qur'an memorization program because this program is an activity of memorizing that needs to be carried out regularly and repeatedly. If students do

⁴⁴ Siti Rohmatillah and Munif Shaleh, "Manajemen Kurikulum Program Tahfidz Al-Qur'an Di Pondok Pesantren Salafiyah Syafi'iyah Al-Azhar Mojosari Situbondo," *Jurnal Pendidikan Islam Indonesia* 3, no. 1 (October 2, 2018): 107–21, <https://doi.org/10.35316/jpii.v3i1.91>.

not routinely repeat the memorization that has been memorized, the memorization will quickly forget.

Conclusion

Based on the results of the research that has been done, the following conclusions can be drawn: 1) The implementation of the Al-Qur'an memorization program at Palembang Sains Alumnika Elementary School is carried out through four stages, namely a) Organizing carried out by the principal of the implementing members of the Al-Qur'an memorization program 'an; b) Guidance given by the principal and head of the Al-Qur'an memorization program to the implementing members of the Al-Qur'an memorization program; c) The motivation given by the principal and the head of the Al-Qur'an memorization program; d) Coordination in the implementation of the Al-Qur'an memorization program. Supporting factors are the provision of motivation, the age of students who are still children so that they are more focused on learning new things, the availability of teachers memorizing the Qur'an in providing guidance and direction, and the support from parents of students. The inhibiting factor is that some students have not been able to recite the Koran smoothly, and students do not repeat memorization regularly, so the memorization becomes quickly forgotten.

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