

Learning Strategies in Memorizing Al-Qur'an Juz 30 at TPQ Al-Isro

Yuli Anjarwati

UIN K.H. Abdurrahman Wahid Pekalongan

Email: yulianjarwati1@gmail.com

Abstract

The objectives of this study are 1. To find out the learning strategies used in memorizing the Al-Qur'an Juz 30 TPQ Al-Isro Samarinda 2. To describe the factors that support and hinder the strategy of memorizing the Qur'an juz 30 TPQ Al-Isro Samarinda This study is a descriptive qualitative data source in this study were 10 teachers, one admin and 26 students who were in the tahfidz class at TPQ Al-Isro Samarinda, the data collection technique used observation, interviews, further documentation to answer the research problem formulation using triangulation techniques. The analysis used by the researcher is triangulation because it is a data checking technique by utilizing something outside the data for data checking purposes, the researcher uses three kinds of triangulation, the first is triangulation of data sources in the form of on-site informants, events and documents containing the data in question, the second triangulation of techniques or data collection methods that come from interviews, observations, and documents checking the same data but with different tools. The results of this study are the strategies used in TPQ Al-Isro in the form of tiktirar, tahsin, tasmi', murojaah. The supporting factors in TPQ Al-Isro are the enthusiasm of the children, the ability to read the Qur'an, the motivation of teachers and parents and providing varied strategies and inhibiting factors in memorizing the Qur'an at TPQ Al-Isro, among others, mobile phones, laziness, lack of communication and cooperation with parents.

Keywords: qiraati, memorize Al-Qur'an, TPQ

A. Introduction

The Qur'an is the Kalamullah which was revealed to the prophet Muhammad through the intermediary of the angel Gabriel, the Qur'an is also a book that is guaranteed to be authentic. Prophet Muhammad immediately memorized it and then taught it to his children, family and friends, over time the Al-Qur'an continues to be preserved for its authenticity by the next generation in the memorization process, it should be reserved for the most part before the end of life because education is something that is needed by the people humans, especially in early childhood, it is an effort that is shown from the time in the womb until the age of 6 years so that children can receive stimulation and help growth and development of physical and spiritual matters and can prepare themselves for a higher level In a study compiled by Sri Slamet on the effect of

memorizing the Qur'an on cognitive intelligence in Kindergarten at Madiswi Surakarta, it was stated that:

Memorizing Quran improved the children's cognitive intelligence. The improvement scores were up to 15.63%. All children in the present research achieved higher cognitive intelligence. It was found that memorizing Quran had a positive influence on the children's cognitive capability Various kinds of activities were introduced to children in order to motivate them to learn tahfidz Al-Quran in an interesting way.¹ Children found that memorizing letters in the Quran was not a difficult task, but it was interesting. This activity was carried out for nine days. Every day, the researcher invited children to memorize 1-2 verses. This tahfidz activity began as the children imitated the teacher saying each word until memorizing a full verse. The activity was repeatedly done until children could memorize 1-2 verses per day.

It can be concluded that the great scholars of the golden age produced works that departed from the epistemology of the Qur'an which they had memorized from an early age. All scholars contribute to nature creating civilization because their figures can be a solution to the decline of materialism in science

At an early age or at an institution (TPQ) the power of memorization is very good, it is even said that it is the golden years for memorizing the Qur'an because at that time children were still not filled with various kinds of thoughts with it. many people who memorized the Qur'an were born. With this achievement, it cannot be separated from several factors, including the strategy in memorizing the Qur'an which is one of the plans made by non-formal institutions so that students can memorize the Qur'an by going through various appropriate actions and supported by resources. there are educators, and of course have expertise in that field.

According to Zakiyyah, the child is a mandate given by Allah to anyone, wherever and whenever according to his will, this trust requires intensive care, education, and consistent teaching on the right rules, so it is imperative for every educator to learn how to fulfill it. the rights of this trust²complicated things that require hard work and great attention for every educator is the search for the most appropriate method in teaching the Qur'an to children

Because the teaching of the Qur'an is the foundation in Islam, so that children continue to grow above their nature. Because memorizing the Qur'an is not something that is easy and can be done by many children, especially for those who do not know the ins and outs of the procedures for memorizing the Qur'an, it is not many educational institutions offer programs to memorize the Qur'an and maybe only a few institutions that galvanize in memorizing the Qur'an.³

¹ Sri Slamet, "The Effect of Memorizing Qur'an on the Children Cognitive Intelligence", in jurnal *Humanities & Social Sciences* edisi no. 3, Vol. VII, 2019.

²Juwariyah, *Fundamentals of Child Education in the Qur'an*, (Yogyakarta: Teras, 2010), h.5.

³ Wiwi Alwiyah Wahid, *Guide to Memorizing the Super Flash Al-Qur'an*, (Yogyakarta : DIVA Press, 2015), h. 9.

In addition, it is often found in the field that many students or students have difficulty memorizing the Qur'an, especially when getting the same verse and will cause skipping surah, and these students will read different suras, and also many of the students still have difficulty memorizing verses. end and connect to the next surah because you have not memorized the composition of the surah and the end of the verse in a surah

Departing from the notion of teaching strategy, which is a way of delivering learning materials to achieve the goals that have been set, the function of teaching strategies cannot be ignored because teaching strategies also determine the success or failure of a teaching and learning process and are an inseparable unit. part of the teaching system. Therefore, the use of strategies must be appropriate and in harmony with the characteristics of students, materials, environmental conditions (settings) where teaching takes place. The advantage of a strategy lies in several influencing factors, including: objectives, student characteristics, situation and condition of teacher's abilities and personality, as well as facilities and infrastructure.

With a good and correct strategy, it is hoped that students will not only be able or fluent and fluent in reading the Qur'an but it is also hoped that these TPQ Al-Isro students, can participate in becoming "Ahlul Qur'an". gradually starting from them memorizing juz"amma to be applied in their lives, always maintaining and maintaining their memorization properly and correctly so that they are not lazy and stay away from immoral acts so that their memorization is maintained until the end of their lives.

Departing from these various problems, therefore the author wants to study the Learning Strategies for Memorizing the Qur'an Juz 30 TPQ Al-Isro Samarinda From the research that has been studied above, various scientific works have some similarities and differences. After being considered, the author or researcher wants to conduct research to find out how the Al-Qur'an Memorizing Learning Strategy at TPQ Al-Isro Samarinda

In order for this research to focus on the problem, the authors write down the subject matter 1. What strategies are used in memorizing the Qur'an Juz 30 TPQ Al-Isro Samarinda? 2. Factors that support and hinder the strategy of memorizing the Qur'an juz?

Based on the formulation of the problem, the purpose of this research is to answer the existing problems, namely 1. To find out the learning strategies used in memorizing the Qur'an Juz 30 TPQ Al-Isro Samarinda 2 To describe the factors that support and hinder the strategy of memorizing the Qur'an juz 30 TPQ Al-Isro Samarinda

The benefits of the research that the author wants to achieve are 1. Theoretical benefits for the author to add insight 2. Benefits for institutions to serve as innovation and motivation to continue to develop ananda tips in memorizing the Qur'an.

B. Methods

This type of research is a field research (Field Research) the population in this study is the TPQ Al-Isro teacher totaling 11 people consisting of 10 teachers, 1 admin and 26 students in the tahfidz class, data collection techniques using observation, interviews, and documentation using triangulation data analysis techniques because it is a data checking technique by utilizing something outside the data for data checking purposes,

Researchers used three kinds of triangulation, firstly triangulation of data sources in the form of on-site informants, events and documents containing the data in question, secondly triangulation of techniques or methods of collecting data from interviews, observations, and documents checking the same data but with different tools.

C. Result

1. Definition of strategy

Strategy in English is a tactic used by teachers in carrying out the learning process so that it can influence students or students to achieve learning objectives effectively and efficiently. Initially this word was used in warfare but developed into various fields such as education, economics, and many more.⁴

As an effort by educators to help students carry out learning activities, the purpose of the learning strategy is to realize the efficiency and effectiveness of learning activities carried out by students, parties who involve in educators, as well as students who interact actively with one another, the contents of their activities are teaching materials sourced from the curriculum of an educational program⁵

- a. Learning strategies can be classified into: Direct learning strategies (direct instruction) Direct learning strategies are strategies that have the highest level of teacher-centeredness, and are most often used. This strategy includes lecture methods, didactic questions, explicit pursuits, practice and exercises, and demonstrations. Effective hands-on learning strategies are used to expand information or develop skills step by step.
- b. Indirect learning strategies (indirect instruction) Indirect learning shows a high form of student involvement in observing, investigating, in indirect learning, the teacher's role shifts from lecturer to facilitator, supporter, and personal source. The teacher designs the learning environment, provides opportunities for students to be involved, and if possible provides feedback to students. Indirect learning strategies imply the use of printed, non-printed materials.
- c. Interactive learning strategy (Interactive instruction) Interactive learning strategies refer to forms of discussion and sharing among students. Interactive learning strategies are developed in the range of grouping and

⁴ Ministry of Education, *Kamus Besar Bahasa Indonesia*, Edisi keempat, (Jakarta: Gramedia pustaka Utama, 2010), h. 1340.

⁵ Majid A, *Learning strategies*, (Bandung : PT Remaja Rosdakarya, 2013). h. 25.

interactive methods. In it there are class discussions, small group discussions or working on group assignments and student collaboration in pairs

- d. Learning Strategies through Experience (Experiential Learning)
Learning strategies through experience using the form of inductive sequences, student centered, and activity-oriented. The emphasis in experiential learning strategies is on the learning process and not the learning outcomes. Teachers can use this strategy both inside and outside the classroom. For example, in the classroom a simulation method can be used, while outside the classroom an observation method can be developed to obtain an overview of public opinion

Learning strategies contain alternatives that must be considered to be selected in the context of learning planning. Learning strategy as a general pattern and sequence of teacher-student actions in realizing learning activities. A teacher who plans his teaching first must think about his strategy, after determining an alternative then he prepares a teaching plan or instructional design.

2. Quran learning strategies

In carrying out learning the Qur'an accompanied by clear goals, related to the process of achieving the goals of institutions such as TPQ Al-Isro which has a strategy in learning to memorize the Qur'an. :

- a. The shove system or individual in practice, students take turns one by one according to ability
- b. Individual classics, in practice the teacher explains the subject matter for only two–three pages and emphasizes his achievements
- c. Classical read and listen, the teacher explains the subject matter then the students or students are tested one by one and listened to by all the other students⁶

According to Drs. Ahsin W. Al Hafidz in his book entitled practical guidance on memorizing the Qur'an includes the following:

- a. Double Repeat Strategy

To achieve a good level of memorization, it is not enough to just memorize one process, this perception is a wrong perception because it will lead to disappointment after facing reality, the Prophet has also stated in his hadith that the verses of the Qur'an are more agile than a tied camel. To overcome this problem, double repetition is needed, for example, if in the morning one page has been memorized, it will be in the afternoon, and in the afternoon repeating one verse that has been memorized in the morning. Memorizing at the right time greatly affects the quality of memorization, it is generally done in the morning before the dawn prayer and in the afternoon, in the morning the mind is fresher which makes it easier to focus on memorizing, not switching to the next verse before the previous verse. memorized really memorized, because if

⁶ Zarkasyi, *Pioneering TKA Education*, (Semarang: Lentera hati, 2010), h. 13- 14

you haven't really memorized it will be difficult to connect to the next verse

- b. Memorizing the sequence of verses that are memorized in a single number after actually memorizing the verses. In the verses of the Qur'an there are the same verses, so there needs to be a double repetition because it could be reversed or the verse is skipped, in general a person's tendency to memorize the Qur'an is to finish quickly and pursue targets so that they ignore murojaah re-memorizing because of that in memorizing the Qur'an there needs to be precision and thoroughness, especially in long verses so that it will interfere with fluency, usually verses that are difficult to memorize will be easy to master when doing multiple memorization because they will have good attachment
- c. Using one type of mushaf It is not obligatory to use one type of Mushaf, but in general, memorizing the Qur'an uses an angled Qur'an, and does not change the Mushaf because if it changes frequently it will disrupt the pattern of memorization, so that it will interfere with memorization because they are not accustomed to using Mushaf. Therefore, it would be more profitable to use one type of mushaf
- d. Understanding the meaning of memorized verses, Understanding the meaning of the verse means knowing the meaning or asbabun nuzul in it so that it will support the memorization process and will add to the treasures of Islamic knowledge so that students or students know what caused the revelation of the verse, what interpretations are contained in the verse.
- e. Pay attention to similar verses In terms of the meaning of pronunciation and the composition or structure of the language, there are many similarities between one verse and another, some are exactly the same and some are slightly different in sentence structure, so it must be considered in such a way. so that they are not confused so that they can understand its meaning and structure. verses that have similarities so that they can be memorized well
- f. Simaan in front of the teacher or student As a final evaluation which will test how strong the memorization is in the form of simaan, of course it will be listened to by the teacher or all students who are members of the tahfidz class, train mentally and can measure the extent of understanding of memorizing the Qur'an⁷

According to the journal Heritage of Nusantara there are several methods to memorize qur'an

- a. Ngeloh / nyetor, which is the recitation of verses to be memorized by using special form or sheet of the Qur'an corner as desired by students.
- b. Muroja'ah, which means students read in pairs, one recites and the other listens alternately performed in a group chapters. (murid mengulang kembali bacaan nya dan disimak oleh orang lain)

⁷Ahsin W, Al Hafidz, *Practical Guidance on Memorizing the Qur'an* (Jakarta: Amzah, 2010), h. 24 – 25.

- c. Mudarasah, which plays each recitation or reading among students in a group of chapters in a ceremony This is done alternately by verse or a few verses in turn by the caregiver
- d. Sima'an, which plays each recitation or reading in pairs, one recites and the other listens, alternately performed in a group chapters.
- e. Bin nazar, which is reading the Qur'an by seeing the text. Bil Ga'ib, which is a student's mastery of memorizing Qur'an verses without seeing the manuscripts

3. Supporting factors in memorizing the Qur'an

a. Internal

Internal factors are a person's physical condition that comes from a person who is innate and greatly supports success, including:

- 1) Talent In general, talent is a component to achieve success in the future, in this case students who have talent will be easily attracted and easy to memorize their own interests are a very high tendency or great desire for something, consciously will be serious about pursuing it. The Qur'an without the need to be asked by the cleric, strong talent and interest will facilitate and accelerate success in memorizing the Qur'an
- 2) Motivation, This situation is an encouraging reason to do something. This motivation can come from the pleasure in memorizing and the priority arena of people who memorize the Qur'an because in these activities it is required to be serious without knowing fatigue, and despair, because many students who find it difficult and after that stop in the middle of the road that's why self-motivation is very important
- 3) Intelligence is a very important ability in supporting memorizing the Qur'an because intelligence is a psychic ability to react to stimuli or adjust in the right way.
- 4) Age, Research shows that at the age of children, children's memory is stronger or can be said to be a golden age compared to adults, because at the age of children, they are still fresh, no distracting thoughts and more focused, no busyness. or problems in life.⁸

b. External

Internal factors are conditions in the surrounding environment, namely factors that come from outside

- 1) Availability of teachers
The existence of a teacher or ustadzah will have a very important influence because as a determinant of the success of memorizing the Qur'an this position is intended to guide students, this position plays a major role in the quality of student memorization.
- 2) The environment is a factor that has a very important role in religious education, because the environment can cause high learning enthusiasm if our environment is good but on the contrary, if faced

⁸ Masagus H.A. Fauzan Yayan, SQ, *Quantum Tahfidz*. (Jakarta: Emir, 2015), h.27

with a bad environment then the spirit of learning to memorize will be lost, for example family factors are very important. support their children in memorizing the Qur'an then they will guide them at home different from families who don't pay attention to their children and like to play with gadgets, causing a feeling of laziness and even a loss of enthusiasm for memorizing

4. Inhibiting Factors in memorizing the Qur'an

a. Internal

Lack of interest and talent Lack of interest or talent greatly affects memorizing the Qur'an because where one will tend to feel lazy to memorize the Qur'an and procrastinate, Lack of self-motivation Lack of self-motivation to memorize is also a factor that will affect the desire to memorize which will take a long time, the low motivation will cause less enthusiasm to participate in all activities and not serious in memorizing, Older age, Age is a component that will affect age because the power of memory is different from early childhood and will hinder the process of memorizing the Qur'an.

b. Eksternal

1) The teacher's way of teaching

Different ways or styles when the ustadz or cleric or teacher will also affect memorizing the Qur'an because with that also the teacher must be able to use various strategies or methods because each child has the ability yang berbeda beda sebagai contoh anak audio, akan berbeda dengan anak who have more visual or kinesthetic abilities. The term teacher also includes individuals who perform the task of guidance and counseling, supervision of learning in educational institutions or public and private schools, school technicians, school administrators, and school support staff for administrative matters. Teachers also mean education graduates who have passed the government examination to become teachers, even though they have not actually become teachers⁹

2) Economic capability

The lack of funds will greatly hinder the process of memorizing the Qur'an and fluency in learning, no wonder many children or students stop memorizing in the middle of the road because they are unable to pay the infaq or tuition fees set by the institution

D. Discussion

Al-Isro Qur'an education (TPQ) was established in 1997, located on Jalan Wiratama Rt 03 Kelurahan Sidodadi, Samarinda Ulu sub-district, East Kalimantan Province, TPQ Al-Isro uses the Qiroati curriculum based on the curriculum, the students are divided into several stages with each stage divided into 2 classes, namely A and B except for the Al-Qur'an, Gharib and Tahfidz stages.

⁹ Sudarwan Danim, *Teacher Professionalization and Professional Ethics*, (Bandung: ALFABETA, 2010), h. 18.

To fulfill the Qiroati curriculum it takes 6 semesters with an allocation of 1.5 hours of study time per day for a week, for the gharib, Al-Qur'an and tahfidz classes, you will get additional lessons intensively and supported by mastery of tajwid and mastery of Islamic religion such as fiqh of daily life. – days, prayers and selected hadiths

Based on the results of research on the Qur'an Memorizing Learning Strategy at TPQ Al-Isro Samarinda, the researchers conducted a discussion to answer the research problem formulation following the discussion of the Qur'an Memorization Learning Strategy research at TPQ Al-Isro Samarinda

In the implementation of learning, a teacher is required to be able to present good teaching and be able to create effective teaching and learning conditions, the strategy used by the teacher is to give double repetition and it is poured in the form of activities of Tikrar, tahsin, tasmi, murojaah. The strategy used by students is to repeat the verses that will be memorized and pay attention to similar verses so that they are not confused, after memorizing the second verse is repeated from the first verse, memorizing the sequences of verses so that they are easy to memorize.

After knowing the strategy used at TPQ Al-Isro Samarida which has succeeded in producing students who memorize chapter 30, the researchers found similarities to the strategy theory by Ahsin Wijaya which the researchers described in the theoretical basis, as for the strategies including: Double repetition strategy, not switching to verses next before the first verse has been completely memorized, memorizes the sequence of verses, understands the meaning of the memorized verses, understands similar verses, is deposited with the supervisor, Simaan in front of the teacher or students¹⁰

The success of a memorization cannot be separated from the supporting and inhibiting factors of the process of memorizing the Qur'an itself. The supporting factors in TPQ Al-Isro are the enthusiasm of the children, the ability to read the Qur'an, the motivation of teachers and parents and the provision of strategies. The varied and inhibiting factors in memorizing the Qur'an at TPQ Al-Isro include mobile phones, laziness, lack of communication and cooperation with parents.¹¹

REFERENCES

- Ahsin W & Al Hafidz. (2010). *Practical Guidance on Memorizing the Qur'an*. Jakarta: Amzah.
- Ministry of Education. (2010) *Big Indonesian Dictionary*, fourth edition, Jakarta: Main library Gramedia.
- Juwariyah. (2010). *Fundamentals of Children's Education in the Qur'an*, Yogyakarta: Terrace.
- Majid, A. (2013). *Learning Strategy*, Bandung: PT Juvenile Rosdakarya.
- Masagus, H.A., & Yayan, F. (2015). *SQ, Quantum Tahfidz*, Jakarta: Emir.

¹⁰Ahsin W, Al Hafidz, *Practical Guidance on Memorizing the Qur'an* (Jakarta: Amzah, 2010), h. 24 – 25.

¹¹Muhibbin Syah, *Educational Psychology with a New Approach*, (Bandung : Remaja Rosdakarya, 2010), h. 132.

- Mansur, Y. (2015). Fast and easy method of memorizing the Qur'an, Jakarta: Erlangga.
- Shah, M. (2010). Educational Psychology with a new Approach, Bandung: Youth Rosdakarya.
- Slamet, S. (2019). "The Effect of Memorizing the Qur'an on the Cognitive Children. Intelligence", in the journal Humanities & Social Sciences edition no. 3, Vol. VII.
- Sudarwan, D. (2010). Teacher Professionalization and Professional Ethics, Bandung: ALFABETA.
- Wahid, W.A. (2015). Guide to memorizing the Koran Super Flash, Yogyakarta: DIVA press.
- Zarkasyi. (2010). Pioneering TKA Education, Semarang: Lantern of the heart.