

Tahfidz Teachers' Strategies in Improving Quran Memorization

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Abstract

This research was motivated by the Qur'an memorization program at Babur Rohman Islamic Boarding School, Muara Batang Toru District, South Tapanuli Regency, where students were able to memorize the Quran as much as one Juz within two weeks. The purpose of this study was to see how the teacher's strategy in implementing Tahfidz learning in Babur Rohman Islamic boarding school. The type of research used is qualitative research. The method used by research is the descriptive method. A data source consists of two sources: a primary data source and a secondary data source. The data collection techniques used in this study were observation, interviews, and documentation. The results of this study can be concluded that Santri at the Salafiah Babur Rohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli has improved the memorization of the Quran. With Teacher Strategies including: implementing adab-adab tilawah and tahfizul Quran, ablution, memorization targets and organizing tahfidz programs carried out in the classroom and tahfidz programs that are reviewed outside the classroom (extracurricular).

Keywords: *Strategy; Guru Tahfidz; Santri or Students.*

Abstrak

Penelitian ini dilatarbelakangi oleh program hafalan Al-Qur'an di Pondok Pesantren Babur Rohman Kecamatan Muara Batang Toru Kabupaten Tapanuli Selatan yang mana santri mampu menghafal Al-Quran sebanyak satu Juz dalam jangka waktu dua minggu. Tujuan penelitian ini adalah untuk melihat bagaimana strategi guru dalam melaksanakan pembelajaran Tahfidz di pesantren Babur Rohman. Jenis penelitian yang digunakan adalah penelitian kualitatif. Metode yang digunakan penelitian ialah metode deskriptif. Sumber data terdiri dari dua sumber yaitu: sumber data primer dan sumber data sekunder. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Hasil penelitian ini dapat disimpulkan bahwa Santri di Pondok Pesantren Salafiah Babur Rohman Kecamatan Muara Batangtoru Tapanuli Selatan sudah meningkatkan hafalan Al-Quran. Dengan Strategi Guru diantaranya: menerapkan adab-adab tilawah dan tahfizul Quran, berwudhu, target hafalan dan menyelenggarakan program tahfidz yang dilaksanakan di dalam kelas dan program tahfidz yang dilaksanakan diluar kelas (Ekstrakurikuler).

Kata Kunci: *Strategi; Guru Tahfidz; Santri atau Peserta Didik.*

INTRODUCTION

History records that in the days before Islam came, as well as before the Qur'an was revealed, at that time people were in a state of ignorance. Then Islam came with the Quran brought by the Prophet Muhammad S.A.W. where at that time the companions were very enthusiastic in learning the Quran, and the previous scholars they began studying by learning and memorizing the Quran (Ginanjar, 2017).

Similarly, the condition of the companions of the Prophet Muhammad S.A.W. they read the Quran with great attention and passion, not in haste, and in order to always repeat it, where this activity is a very clear essence (Maya, 2014).

Linguistically, the Quran can be interpreted as a reading or something that is read repeatedly. In terminology, the Quran is defined as the verse of Allah revealed through Jibril to the Messenger of Allah as a guidance of life and reading it is counted as worship.

What can be taken from the history of the spread of the Quran at the beginning of Islam is that it was narrated and spread through rote memorization. In the post-prophetic period, the Quran was modified textually but the habit of Muslims in memorizing the Quran continued, this was marked by the time of Tabi'in (followers), Tabi Tabi'in, there were still many Salaf memorizing the Quran, even today Muslims are still competing to memorize the Quran because in fact the Quran is not a text but a reading.

The activity of memorizing the Quran cannot be done directly but must be started through the process of learning the basics of the Quran. Starting with knowing the letters to the ability to read the Quran using the science of tajweed. So, the learning process is at the core of the overall educational process with the teacher as the main role holder. The learning process is a process that views a series of actions of teachers and students on the basis of mutual relationships that take place in educational situations to achieve certain goals.

To facilitate memorization of the Quran, it starts from a short letter first because it will be easy to remember. The motivation of students to memorize because they

usually do it of their own volition, there is also encouragement from outside, both from parents, as well as teachers and others around them. The environment is one of the factors that greatly influences in improving the memorization of the Quran, such as when in the pesantren/boarding environment, the methods provided by the teacher can attract the attention of students, so that students are motivated to improve their memorization of the Quran. The memorization process will run smoothly if there is a Tahfidz teacher who monitors it or who guides students on an ongoing basis.

Salafiah Babur Rohman Islamic Boarding School, Muara Batang Toru District, South Tapanuli Regency is one of the Islamic boarding schools that has a Quran memorization program as one of the leading programs in addition to other programs. This boarding school applies a boarding school pattern, meaning that all students live and are in the dormitory during learning. The results of the researchers' initial observations on June 23, 2022 at the Babur Rohman Islamic Boarding School, Muara Batang Toru District, South Tapanuli Regency, found that students were able to memorize the Quran as much as one Juz within two weeks. With this phenomenon, of course, this boarding will give birth to Al-Hafiz who is able to memorize the Quran after graduating of this pesantren. Researchers found that the implementation of tahfidzul Quran is carried out every day by dividing students into two groups, namely the tahfidz group after dawn and the group before maghrib. The interview results of tahfidz teacher, Mrs. Siti Sulisna Nasution mentioned that the method used in memorizing the Quran uses the listening/checking out method, which is a memorization method where students deposit to the ustazah and the ustadzah listens and gives criticism and correction to the students.

The strategies used by tahfidz teachers in tahfidz learning need to be explored and studied so that they can be applied in other Islamic boarding that have tahfidz programs. Therefore, the strategies of tahfidz teachers greatly affects the ability of students to memorize the Qur'an in this boarding.

Based on the background above, researchers are interested in conducting this study to see how teachers' strategies in implementing Tahfidz learning in this boarding.

The purpose of this study was to find out how Tahfidz teachers' strategies in improving the Quran memorization of the Salafiah Babur Rohman Islamic Boarding School students.

RESEARCH METHODS

According to the title of the study, this research was carried out at MTs Baiturrohman, Muara Batang Toru District, South Tapanuli Regency. This research will be conducted from March to October 2023. The type of research used is qualitative research. According to Marwadani (2012: 8), qualitative research tends to be a research process to understand based on certain research methodological traditions by investigating / social phenomena in humans with all their behaviors. The method used is the descriptive method. A data source consists of two sources: a primary data source and a secondary data source. Where in it there are Tahfidz teachers, principals, students at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli.

The data collection techniques used in this study were observation, interviews, and documentation. To ensure the validity of the data, the researcher provides an extension of research time, diligently observing the discovery process and emphasizing in detail. In this case, researchers make continuous observations and also conduct in-depth interviews. Researchers must also make observations continuously or secretly. Then the researchers compare the data (data triangulation) obtained and information data from other sources and the researchers gather members who participated in the study to help develop the next step. There are four data processing and analysis techniques used in this study, namely data reduction, data display, analysis and conclusion drawing or verification.

Researchers' reason in using qualitative research is because the problems studied by researchers are complex and dynamic so it is difficult to do if using quantitative research. The problem studied is said to be complex, because the object of study is the Strategy of Tahfidz Teachers in Improving the Memorization of the Holy Quran Santri at the Salafiah Babur Bohman Islamic Boarding School.

RESULTS AND DISCUSSIONS

A. RESULTS

Strategy is an effort to achieve an intended goal, solve problems, find a way out that someone does to achieve what someone wants. So, the tahfidz teachers' effort in improving students' memorization of the Quran is the most important is to give students motivation or encouragement so that students are enthusiastic in improving their memorization of the Quran. Because with the motivation or encouragement from teachers, the students are more enthusiastic and enterprising to improve their memorization of the Quran. The strategies carried out are:

1. Explain and apply the rules of recitation and tahfidzul Quran (discipline of rules)

As for being a good Muslim, before reading or even studying the Quran it is very necessary to pay attention to its traditions. There are so many benefits of reading the Quran but there are some rules in reading the Quran that we must know and implement. Based on the observations of researchers in the field, researchers saw that students at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli had applied rules in reading the Quran.

To corroborate this observation, the researchers conducted an interview with a tahfidz teacher at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli, regarding rules in reading the Quran, and he said that: "I think the students at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli have applied the rules in reading the Quran. However, I as their teacher always try to improve the application of reading the Quran to be more disciplined."

Adab in reading the Quran is a very important attitude to start reading and memorizing the Quran. Tahfidz learning must be really carried out properly, because as a formal educational institution, school has a duty to develop the

religious spirit of students so that they have awareness in improving good memorization of the Quran as targeted and expected. Currently there are still many students who have not done anything because of Allah SWT, therefore the tahfidz teaching given to students must be really memorized and then practiced in their daily lives what they have memorized.

Furthermore, researchers conducted an interview with a student named Nurjannah Ritonga, related to adab/rules in memorizing the Quran, Nurjannah Ritonga said that: "Before starting tahfidz learning, we always start by reading basmallah first. Ustadzah (teacher) also always reminded us to apply rules in reading the Quran". The researchers also conducted an interview with a student named Nurhidayah, and said that: "Before starting the lesson the tahfidz teacher always guides the lesson by saying greetings first so that the tahfidz lesson can start well and smoothly".

Furthermore, an interview with a student named Erna Angraini Pasaribu, and said that: "The tahfidz teacher before starting the Quran memorization lesson did not forget to give us greetings and recite basmallah when starting to memorize the Quran". So, tahfidz teachers have applied the rules in reading the Quran before tahfidz learning begins.

2. Start the lesson with wudhu

Starting the lesson with taking wudhu is one of the rules before reading and memorizing the Quran that must be applied in everyday life. Because with wudhu the process of reading and memorizing Al-Quran becomes good and smooth. Based on the observations of researchers in the field, researchers saw that some students at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli had taken wudhu first when they wanted to start reading and memorizing the Quran.

To corroborate these observations, researchers conducted an interview with Mrs. Siti Sulisna Nasution as a tahfidz teacher at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli, regarding

starting lessons with taking wudhu, and Ibu Tsani said that:

"Students at Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli, some of them had taken wudhu before they start reading and memorizing the Holy Quran. I always remind them to first take wudhu before the tahfidz learning process begins".

In addition, researchers also conducted an interview with a student named Lila, related to starting learning with taking wudhu, and Lila said that I sometimes forget to take wudhu first when I want to read and memorize the Quran. But when I got to class I was always reminded by my teacher to take wudhu before holding the Quran and starting tahfidz learning.

Interview with a student named Nurjannah Ritonga, and said that: Before holding the Quran I had taken wudhu first. But when I forget my friends and teachers always remind me to perform wudhu first before remembering and reading the Holy Quran. So, tahfidz teachers have reminded students to apply rules in holding, reading and memorizing the Quran. Some of them have already done it.

3. Provide clear targets related to the achievement of students memorization so that memorization is complete according to KKM/Minimum Completeness Criteria (memorization discipline)

Target is a target that becomes a reference to achieve a predetermined goal. The target in memorizing the Quran is very important in improving the memorization of the Quran of a memorizer of the Quran. Based on the observations of researchers in the field, researchers saw that students at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli had not all met the memorization target as predetermined. Generally, each student's memory is different in general.

To corroborate these observations, researchers conducted an interview with Mrs. Siti Sulisna Nasution as a tahfidz teacher at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli, regarding the target of memorization of students, and Mrs. Siti Sulisna Nasution

said that:

"The implementation of the target Quran memorization of students at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli has not all been as we expected, it can be said that a small part of my students are still difficult to achieve the memorization target, because every IQ or memory of a person is not the same, some are easy to remember and some are difficult to remember the memorization that will be memorized".

Then Mrs. Siti Sulisna added:

"Basically, the target has not been determined certainty, but so that students also have motivation in memorization, targets are very necessary for that, so we provide targets that become the basic guidelines for students in memorizing, namely one page of the Quran in a day, so that at least students can memorize the Quran as much as 7 pages in a week".

The target of memorizing the Quran that has not been carried out by all students is an illustration of the ability to memorize students who are still many of them who find it difficult to remember verse by verse they memorize every day.

An interview with a student named Erna Angraini Pasaribu, related to the target of memorizing the Quran, and said that, I find it difficult to memorize something. Therefore, my memorization has not met the target. Sometimes my memorization is often far behind with my friends. Interview with a student named Nurhidayah and said that, My memorization sometimes met the target and sometimes my memorization was left behind with my friends. But my teacher always reminded me to keep improving my memorization in order to meet the target.

In terms of improving the memorization of the Quran of the students, students also have their own ways or methods in improving their memorization and to achieve the targets set by the tahfidz teacher, such as interviews with students named Nurjannah Ritonga, and Nurjannah Ritonga said that:

"I am very disturbed by the noises in memorization for that I often look for a comfortable and quiet place no one disturbs me, so I often memorize my own memorization by looking for a place in the corner of the room".

Then the student named Erna Angraini Pasaribu has another way to improve her memorization, Erna Angraini Pasaribu said that: I can always memorize the Quran to meet my memorization target of 1 page every day want in a crowded place, want in a quiet place I can still focus on memorization, especially if time is urgent, I am very excited about memorization. Furthermore, a student named Nuraisyah Pulungan said that: I prefer and focus more on memorization that is, after I pray at dawn and I always repeat or make my memorization as a verse in my prayer.

In addition, researchers conducted an interview with a student named Dina Sakinah Harahap, and said that: my Quran memorization target has sometimes met and sometimes lags behind my friend. But I always try to keep improving every day, but actually I really oblige myself to memorize one page every day, I try to memorize after the Maghrib and Fajr prayers and find a quiet place.

So, researchers can conclude that tahfidz teachers have reminded students to continue to improve memorization of the Quran in order to meet memorization targets, while the memorization target that has been made by tahfidz teachers to students is 1 page in one day.

4. Provide and Coach the Motivation

Student motivation when memorizing is the spirit or encouragement of the people around him, be it his parents, teachers or comrades in arms in providing a motivation to a memorizer. Motivation is a very important thing and is needed by someone who memorizes the Quran with the aim of memorizing it more actively and diligently.

According to the observations of researchers at the Babur Bohman Salafiah Islamic Boarding School, Muara Batangtoru District, South Tapanuli,

researchers saw that the students of the Babur Bohman Salafiah Islamic Boarding School, Muara Batangtoru District, South Tapanuli had motivation in improving their memorization of the Quran. But sometimes they still like to be negligent.

To corroborate these observations, researchers at the Babur Bohman Salafiah Islamic Boarding School, Muara Batangtoru District, South Tapanuli conducted an interview with Mrs. Siti Sulisna Nasution as a tahfidz teacher at the Babur Bohman Salafiah Islamic Boarding School, Muara Batangtoru District, South Tapanuli, related to providing motivation to students at the Babur Bohman Salafiah Islamic Boarding School, Muara Batangtoru South Tapanuli District, and Siti Sulisna Nasution said that:

"I always give motivation to my students in the form of telling the benefits of memorizing the Quran. Motivation for students is something that is usually done in adolescence. Because in this case, adolescence is a time when they are more concerned with themselves. Just like a memorizer of the Quran, sometimes they both give motivation or encouragement to themselves and their friends, so they are busy with their own memorization".

In providing motivation or enthusiasm to friends is very important and very influential to the recipient of motivation or enthusiasm, because with that a memorizer of the Quran will be more diligent to improve their Quran memorization.

The researchers conducted an interview with a student named Nuraisyah Pulungan, related to motivation in improving memorization of the Quran, and Nuraisyah Pulungan said that I have motivation in improving my memorization in the form of later I can give awards in the form of crowns to my parents in akhirat (afterlife).

Then an interview with a student named Melisa and said that: The motivation I have in me is that I always remember the sacrifices of my parents, and I hope that I can take my parents to heaven.

Then an interview with a student named Nurjannah Ritonga said that: I really want to become a hafizoh, I look around me the hafizoh is very noble, and practice and guard myself from bad things.

So, researchers can conclude, that tahfidz teachers have given encouragement in the form of motivation and hadith to students. However, students at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli still have some of them who lack motivation in themselves to improve their memorization of the Quran.

5. Give rewards

The reward system is a group of neural structures responsible for the importance of incentives, associative learning, and positive valence evaluations, especially those involving pleasure as a core component.

According to the observations of researchers at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli, researchers saw that tahfidz teachers had carried out their duties well, in the form of giving rewards or rewards such as buying food for students who had met the memorization target.

To corroborate these observations, researchers conducted an interview with Mrs. Siti Sulisna Nasution as a tahfidz teacher at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli, related to giving rewards, and Mrs. Siti Sulisna Nasution said that: I as a tahfidz teacher at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli, often give an award to my students when they have met the memorization target.

Based on the results of these observations and interviews, it can be concluded that tahfidz teachers give rewards or gifts to students or students who achieve the target of memorizing the Quran, while the form of rewards given by tahfidz teachers is a verbal form in the form of praise and words of wisdom, and researchers conclude that this reward is very important to be further improved.

6. Educational Punishment

Educational punishment is to maintain and give training (teachings, guidance) about the morals and intelligence of a memorizer of the Quran.

Based on the observations of researchers in the field, researchers saw that teachers at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli had done their job well. The educational punishment given by the teacher is in the form of making wise words about Islam.

To corroborate these observations, researchers conducted an interview with Ibu Siti Sulisna as a tahfidz teacher at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli, regarding educational punishment, and Mrs. Siti Sulisna Nasution said that: I punish my students by educating them. I told them to release their ideas in writing a work or words of wisdom. So, researchers can conclude that, educational punishment is very important for a learner to be better in the future.

7. Special Strategies in improving Quran Memorization

The intended strategy is a strategy that has been organized by the school in terms of improving student memorization at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli. Mrs. Sulisna as tahfidz guide said:

"In improving memorization and organizing the tahfidz program, we organize in two ways, namely the tahfidz program which is carried out in the classroom and the tahfidz program which is carried out outside the classroom"

a. Tahfidz program in the classroom

Mrs. Sulisna said: this program is carried out in the classroom, which is carried out with two meetings in a week, in this program each student is required to memorize one page of the Quran each meeting, if there are students who cannot memorize will be given punishment for the student.

To strengthen the results of this interview, in the observations of

researchers, it was found that in the roster of subjects at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli, there were 2 hours of Tahfidz Subjects in a week, and this program was attended by all students and female students at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli.

Based on the results of interviews and observations, it can be concluded that the tahfidz program carried out in the classroom is followed by all students, and runs well for 2 hours of meetings in a week.

b. Tahfidz programs implemented outside the classroom

Tahfidz programs that are carried out outside the classroom can also be referred to as extracurricular, this activity is carried out after the learning and teaching time in the classroom has been completed. At the Babur Bohman Salafiah Islamic Boarding School, Muara Batangtoru District, South Tapanuli, tahfidz activities carried out outside school were not attended by all students at the Babur Bohman Salafiah Islamic Boarding School, Muara Batangtoru District, South Tapanuli. The tahfidz program that is carried out outside the classroom has a limited number of participants, namely 20 students.

To strengthen the observations, regarding the strategy of implementing the tahfidz program outside the classroom, researchers have conducted interviews with Mrs. Sulisna, a tahfidz teacher at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli, and Mrs. Siti Sulisna, said that:

"The next program is a program that is carried out outside the classroom, this program can actually also be referred to as extracurricular activities, but it is carried out every day regularly, this program is limited to 20 participants, namely 15 students and 5 students. In this program, meetings are held every day, while the activities carried out are students depositing

memorization to me, besides that students are memorizing muraja'ah and carrying out exams".

Then Mrs. Sulisna added: students who can take the exam are students who have been recalled (muraja'ah) in a week, and the exam is held on the last day of the week.

Based on the results of interviews and observations that have been described, it can be concluded that the tahfidz program or activity held at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli is divided into two activities, namely activities carried out in class and activities carried out outside the classroom (extracurricular).

8. The Success of the Strategy

Strategy is a path that will be taken to achieve a certain goal. In this case, the tahfidz teacher's strategy in improving student memorization at the Salafiah Babur Rohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli already has results / outputs from the strategies that have been implemented. In this case, Mrs. Sulisna explained: Alhamdulillah, our student named Bismaini Dongoran from Tarapung Raya Village managed to memorize 30 Juz and won first place at the MTQ at the South Tapanuli Regency Level and received an Umrah prize, now a students at UINSU Medan and received a tahfiz scholarship.

Then an interview with a student named Erna Angraini Pasaribu as a student who had participated in the tahfidz championship, Erna Angraini said that: I had participated in MTQ competitions at the Muara Batang Toru District Level and South Tapanuli Regency Level, and Alhamdulillah I won 1st place, with a 5 juz memorization category.

Furthermore, a student named Dina Sakinah Harahap said that: Alhamdulillah, I won the MTQ Level of Muara Batang Toru District, namely by memorizing 4 Juz.

Furthermore, Mrs. Sulisna said that there were 13 students who participated in this program who were successful and obtained completeness while the remaining 7 were still repeating.

Based on the results of observations, the following are data on the state of student memorization:

Table 1
The State of Memorization of the Holy Quran Santri at the Salafiah Babur Rohman Islamic Boarding School

No	Name	Memorization	Championships that have been participated in
1.	Dina Sakinah Harahap	4 Juz	MTQ Sub-District Level Muara Batang Toru
2.	Nurjannah Ritonga	4 Juz	MTQ Sub-District Level Muara Batang Toru
3.	Erna Angraini Pasaribu	5 Juz	MTQ Sub-District Level Muara Batang Toru and Tapanuli Selatan District Level
4.	Nuraisyah Pulungan	3 Juz	Muara Batang Toru MTQ Sub-District Level Muara Batang Toru

Based on the results of these interviews and observations, it can be concluded that the strategies of tahfidz teachers at the Salafiah Babur Bohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli, in improving students' memorization of the Quran can provide a place for students to take part in various championships and provide opportunities for students to get free education fees at the university level.

B. DISCUSSIONS

The efforts of tahfidz teachers in improving the memorization of the Quran of students will be seen from the fulfillment of indicators explaining and applying

the rules of tilawah and tahfidzul Quran, starting lessons with taking wudhu and providing memorization targets as well as holding programs or incorporating tahfidz into the school curriculum, and organizing activities outside the classroom. However, something that very unfortunate is some students are still reluctant to improve their memorization of the Quran. Some of them still want to play games with their friends. This was conveyed by the teacher concerned.

The teachers' efforts in improving the memorization of the Quran students are certainly very important to note, but in improving the memorization of the Quran not everything goes perfectly as desired. Factors that become supporters and obstacles in improving the memorization of the Quran santri are very influential on the memorization of students. The solution to overcome obstacles in improving the memorization of the Quran santri is motivation, reward and punishment to educate. From this research, it has been proven that the memorization of the Quran santri at the Salafiah Babur Rohmah Islamic Boarding School, Muara Batang Toru, South Tapanuli has improved with the strategies given by the teacher.

There are many researchers who have done similar studies. It's just that it has differences from each of his studies. Like Damis's research entitled "Efforts of Tahfidz Teachers in Improving the Discipline of Learning Tahfidzul Al-Qur'an grade VII at SMP Ma'had Al-Ihsan Gowa". The results showed that the efforts of Tahfidz Teachers in improving the discipline of learning Tahfidzul Al-Qur'an class VII at SMP Ma'had Al-Ihsan Gowa are very important because it is the full responsibility of tahfidz teachers in the school institution, it is undeniable that this is also the responsibility of all teachers in the school institution. The efforts made by tahfidz teachers in increasing the motivation for memorization of the Qur'an of students at SMP Ma'had Al-Ihsan Gowa have been running optimally by making schedules in advance so that they are organized and well structured, forming groups according to the students' memorization abilities, applying different methods in teaching, always controlling the memorization of students outside the

predetermined schedule.

Furthermore, Lulu Maria Ulfa's research was entitled "Tahfidz Teachers' Efforts in Improving the Ability to Memorize the Qur'an Santri Madrasah Aliyah Muhammadiyah Metro" (Department of Islamic Education, Faculty of Tarbiyah IAIN METRO, 2018). From the results of this study, it is known that the description of Guru Tahfidz's Efforts in Improving the Ability to Memorize the Qur'an Santri Madrasah Aliyah Muhammadiyah Metro establishes communication with each other, to provide supervision and guidance at home, motivate students in any form and work together to hold memorization for students at school on Islamic holidays.

Research by Didah Rosyidah, entitled "Efforts of Tahfidz Teachers in Improving Qur'anic Personality for Qur'an Memorization at Miftahul Ulum Islamic Boarding School, Magetan District, Magetan Regency" at the Department of Islamic Education at IAIN Ponorogo. With the result that the tahfidz teacher is to develop the Qur'anic personality, that is the teacher advises mistakes and budgets made by the students, in other words the teacher acts as a corrector. The teacher tells the students to perform congregational prayers, keep the deeds and murajaah which shows that the teacher has a spirit of taqwa as a motivator.

The differences and similarities between the above research and this study are as follows: The difference between Damis's research and this research lies in the method of memorizing the Quran he used and the location of his research. While the equation of this study lies in variables. The difference between Lulu Maria Ulfa's research is the location of the research and the research variables used. While the similarity is the method of memorizing the Qur'an used. The difference in Didah Rosyidah's research is different in terms of the type of research and the methods and data collection instruments used. While the similarities are the various methods. Thus the three studies can make a major contribution to the research to be carried out where this research provides benefits and convenience for researchers to conduct this research.

CONCLUSION

Based on the results of a study entitled Tahfidz Teacher Strategies in Improving the Memorization of the Holy Quran, Students at the Salafiah Babur Rohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli. So it can be concluded that Students at the Salafiah Babur Rohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli has improved the memorization of the Quran. The Tahfidz Teachers' Strategies in Improving the Memorization of the Holy Quran, Students at the Salafiah Babur Rohman Islamic Boarding School, Muara Batangtoru District, South Tapanuli, including by applying adab-adab tilawah (rules of reading Quran) and tahfizul Quran, taking wudhu, memorization targets and organizing tahfidz programs carried out in the classroom and tahfidz programs reviewed outside the classroom (extracurricular).

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