OPTIMIZATION OF TEACHING STRATEGIES OF TAHFIDZ TEACHERS TO IMPROVE THE QUALITY AND QUANTITY OF STUDENT'S MEMORIZATION OF THE QUR'AN

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Abstract: This study aims to determine the Learning Strategies of Tahfidz Teachers in Efforts to Increase Al-Qur'an Memorization. This research method uses a qualitative approach. Meanwhile, the subject of this research was SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura. Collecting data in this study by participant observation, in-depth interviews and documentation. While the data analysis uses data reduction, the presentation of the data then concludes. The results of this study indicate that: (1) The strategy used by the teacher in increasing students' memorization of the Qur'an at SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura is using the strategy of grouping students in large, classical and individual classes, the Al-Qur'an memorization method using the talaqqi, murajaah and tasmi' methods while the evaluation of memorization is by deposit method which is monitored by a memorization achievement book. 2) Factors that influence the implementation of improving students' memorization of the Al-Qur'an at SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura include supporting factors, namely: age factor, student intelligence, Al-Qur'an memorization achievement books, supporting infrastructure and motivation parent. The inhibiting factors are: often making noise, not focusing on memorization, the appearance of laziness, and lack of attention from parents. (3) The implications of implementing the strategy used by the teacher in increasing the memorization of the Qur'an at SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura, namely: students are more enthusiastic and able to memorize the Qur'an according to the target.

Keywords: learning, strategies, tahfidz, teachers, memorizing al-Qur'an, target.

INTRODUCTION

The most important aspect of achieving learning objectives is accuracy in using strategies. In the world of education, strategy means planning a series of activities designed to achieve certain educational goals [1]. Meanwhile, Sulistyono in al-Tabany

defines learning strategies as special actions taken by someone to simplify, speed up, understand directly, more effectively and more easily transfer to new situations [2].

A teacher in carrying out his duties must know and have a comprehensive picture of how the teaching and learning process occurs, as well as what steps are needed so that the teacher's duties can be carried out properly and obtain results that follow the objectives. A teacher who has a strategy will have guidelines in acting, with various choices that may and should be taken. So that teaching and learning activities can take place in a systematic, directed and effective. Thus the strategy can more or less help facilitate teachers in carrying out their duties. Conversely, a teaching and learning activity that is carried out without a strategy means that the activity is carried out without clear guidelines and directions. If an activity is carried out without clear guidelines and directions, it can cause deviations which in turn can result in not achieving the goals outlined [3].

In the conception of teaching and learning, it turns out that not all students have optimal absorption, therefore, appropriate teaching and learning strategies are needed so that learning objectives can run as expected. In determining the learning strategy to be used, the teacher should consider the existing material or sub-topics, the abilities of students and the carrying capacity of the facilities related to the teaching materials that have been determined by each basic competency. These demands are still not by the existing conditions in the process of learning activities in schools, especially in Tahfidz learning. In fact, in various schools, it has been shown that teachers in choosing and implementing strategies to increase Al-Qur'an memorization have encountered several obstacles. Some teachers have not been able to apply the right strategy in increasing the memorization of the Qur'an. The strategy referred to here is related to student grouping, methods of memorizing the Qur'an and evaluation in memorizing the Qur'an. This can be seen from the low level of memorization of students in students, especially at the elementary level [4].

Not only the tahfidz teacher's strategy, but the existence of various factors from within the students and environmental factors also greatly affect the success rate of student memorization. Students' interest in memorizing the Qur'an is very low, this is also one of the obstacles in memorizing the Qur'an. The results of Faqihuddin's research concluded that interest in memorizing the Qur'an rarely appears among Muslims. Not only that, a comfortable and quiet place will affect one's memorization. It should be noted that memorizing the Al-Qur'an requires a special method, namely paying attention to the conditions of the place. It would be better if the atmosphere and place for memorizing the Qur'an avoided loud noises, otherwise, it would disturb the concentration of students [5]–[7].

In memorizing the Al-Qur'an, teachers and parents become motivators who play a very important role in the success of students in memorizing the Al-Qur'an. In self-actualization, important aspects will appear in a person including Creativity, Morality, Self-Acceptance, Spontaneity, Problem Solving [8]. Motivation is the driving force of each individual to do something. With strong motivation from parents and teachers, an interest in memorizing the Al-Quran will arise. Based on the background above, the researcher wants to make observations at SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura.

METHODOLOGY

This study uses a qualitative method with a descriptive. Moleong defines qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviour. The subject of this study was SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura. Data collection techniques used in this study were interviews, observation and documentation. An interview is a meeting

in which two parties exchange explanations by asking and answering each other to conclude a particular topic. Observation is a visible attitude and a goal to be achieved. Observations made here are direct observations made through direct observation of behaviour that looks like behaviour that can be seen by the eye, heard by the ear, and can be counted and measured. Furthermore, documentation, documentation is the writing of events in the past, in the form of notes, pictures or historical works of a person. Another meaning is that documentation comes from the word document which means written objects [22].

The data analysis technique is the process of systematically collecting data to facilitate researchers in obtaining conclusions. As for data analysis in this study with data reduction, data presentation and data verification. According to Miles & Huberman, data analysis is an activity that occurs simultaneously which includes data reduction, data presentation as well as drawing conclusions and verification. Data reduction can be interpreted as a process of focusing attention on simplifying, classifying, selecting, abstracting, and transforming raw data that emerges from written records in the field. Miles and Huberman limit a presentation as a collection of structured information that gives the possibility of a conclusion that can be drawn and verified. According to Miles & Huberman concluding is proof of checking the truth or suitability during the research [28].

RESULT AND DISCUSSION
Learning Strategy to Memorize Al-Qur'an

A lesson will be more interesting if a teacher can use strategies to optimize the interaction between students and teachers. Teachers and students can jointly achieve the desired goals in a lesson. Gagne suggests that strategy is a plan, method or series of activities designed to achieve a particular educational goal [8]–[10]. Learning strategies are things that need to be considered by instructors and teachers in the learning process that will take place. The teacher as a guide for students must set goals, and methods and evaluate the results of the activities that have been carried out, all teachers must be responsible for the guidance process by providing learning strategies so that the goals to be achieved are achieved [11]–[13].

From the understanding of the learning strategy above, it can be concluded that the learning strategy applied by a teacher will depend on the approach used by the teacher, while how to carry out a strategy can be applied to various learning methods. In carrying out a learning method, a teacher can determine a technique that follows the method applied by a teacher. In using this strategy a teacher has different techniques from one teacher to another. Every teacher will try so that the learning objectives can be achieved properly.

Based on the consideration of the number of students, learning strategies are divided into three. Classical Strategy. In this strategy, the teacher usually dominates the learning activities. The classical learning model focuses more on the teacher's role in providing information. In the learning process, the teacher uses classroom learning strategies. The teacher directly manages the teaching atmosphere or instructional setting to organize students so they can be responsible for every class situation. For small group strategy, Bern and Erickson suggest that small group strategy is a strategy that organizes learning using study groups where students are required to work together to achieve planned learning objectives. Individual Strategy, Rowntree suggests that individual learning strategies are carried out by students independently. The speed, slowness, and success of learning are determined by the ability of each individual. Learning materials and how to learn them are designed for individual study. In this learning strategy, each individual is required to learn on their own without collaboration with other people or groups [14]–[18].

The method of memorizing the Qur'an is in principle inseparable from the process of repeating the recitation of the Qur'an, either by reading or by listening, so that the recitation can stick in memory and can be repeated without looking at the manuscript. The learning method is also an important factor in improving the memorization of the Qur'an. Among the several methods of memorizing the Qur'an. First: The bi al-Nazhar method, namely reading carefully the verses of the Qur'an that will be memorized repeatedly, reading the Al-Qur'an repeatedly before memorizing is one of the methods to speed up memorizing the Al-Qur'an. This process should be done as much as possible to make it easier to memorize the verses of the Qur'an. Second: Murajaah method, which is repeating the memorization that has been memorized. Repeating the memorization that has been memorized is a very important part because the memorization in the brain takes time to be repeated continuously [8], [19]–[22].

Third: The Tasmi method, which is listening to memorization to other people, both individually and in a congregation. This method is often used by students in memorizing the Koran. The Tasmi' method is carried out in halaqah-halaqah tahfidz or can be done in pairs. The aim is so that prospective hafidz can find out where the deficiencies lie in memorizing verses of the Al-Qur'an, both in terms of the pronunciation of the letters and from the aspect of tajwid. So, with the tasmi' method, hafidz candidates can correct their deficiencies in the future. Fourth: The Wahdah Method, is a method of memorizing one by one the verses you want to memorize. In the process of repeating this one verse, it can be read ten or twenty times or even more. This process of reading repeatedly will continue until it forms a pattern in his memory. Thus the memorizer will be able to remember the memorized verses until reflexes are formed in his speech. After really memorizing it, it will be continued in the next verses in the same way, and so on [21]–[24].

Fifth: The Talaqqi Method, is a deposit method, in which a person listens to other people from his memorization. The talaqqi method is teaching in which the teacher and students face each other directly in learning the Qur'an using the teachers reading first and then being imitated by the students. With a delivery like this, the teacher can apply how to read letters properly and correctly through his tongue. Meanwhile, children can see and witness firsthand the practice of issuing letters through the teacher's tongue to imitate. By applying the talaqqi method, it is hoped that it can correct errors in the pronunciation of verses and of course, the verses that have been memorized will always be murajaah again by depositing them with the teacher. Sixth: Kitabah Method, Kitabah can be interpreted as writing. In this method, to memorize the Qur'an, students first write down the verse they are going to memorize on a piece of paper. Then he reads the verses until they read fluently and correctly, then memorizes them. Apart from the cognitive aspect, students are required to be able to master the psychomotor aspect, namely by writing repeatedly the verses that will be memorized until they are completely memorized [10], [25]–[27].

Seventh: Sima'i method, is listening to a reading to memorize. In this method, the memorizer can listen to an ustadz or a tape of a reciter who masters tajwid and then imitate it [36]. This method is very effective for memorizers who have extra memory, especially for blind memorizers or children who are underage and do not know how to read and write the Qur'an. Eighth: The Jama' Method, is a method of memorizing which is done collectively, namely verses that are memorized are read collectively or together led by a teacher. The teacher reads one verse or several verses then the students imitate them together, after that, the teacher guides them by repeating these verses. After students can read the verses taught by the teacher properly and correctly, students follow the teacher's reading little by little. Then the students try to close the Al-Qur'an mushaf, and so on until the memorized verses come to mind [20], [28], [29].

To find out the development and improvement of student learning outcomes in memorizing the Al-Qur'an, of course, every ustadz and ustadzah has its way. There are at least 4 important aspects in the management strategy, including scheduling the use of

learning strategies, making notes on student learning progress (learning outcomes), motivational management and learning control [30], [31].

The strategy used by the teacher in increasing students' memorization of the Qur'an at SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura is the strategy of grouping students into large, classical and individual classes. The Al-Qur'an memorization method uses the talaqqi, murajaah and tasmi' methods while the evaluation of memorization uses deposits which are monitored with a memorization achievement book. Determination of methods and targets for memorization is carried out in consultation with all teachers, the aim is to equate the methods used in teaching Tahfidz Al-Qur'an. With the strategy carried out by the tahfidz teacher, students can memorize verses of the Al-Qur'an by what is targeted by the school. Of the 678 students at SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura, 334 students in grades 1-3 memorized juz 30 and 335 students in grades 1-4 memorized juz 29 [32].

Table 1. Data on Achievement of Memorization of the Qur'an at SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura

Memorization Amount	The Number of Students
Juz 30	334
Juz 29	335
Number of Students who Memorize	669

Based on table 1 above that the strategy used by the teacher in increasing students' memorization of the Qur'an at SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura is the strategy of grouping students into large, classical and individual classes. The Al-Qur'an memorization method uses the talaqqi, murajaah and tasmi' methods while the evaluation of memorization uses deposits which are monitored with a memorization achievement book.

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Factors Affecting Memorization of the Qur'an

In every activity or process of memorizing the Al-Qur'an, then of course there will be things that can support or even hinder these activities. Supporting and inhibiting factors in memorizing the Al-Qur'an can be internal or external.

Among the supporting factors in memorizing the verses of the Qur'an [40]. First: Mastering the Science of Tajweed. The science of Tajwid needs to be taught to people who want to read or study the Qur'an. This is because a single letter or short error in reading the Qur'an can have fatal consequences, namely a change in meaning. The law of learning tajwid is fardu kifayah. That is, if in a certain place, there are people who understand the science of recitation, then the obligation of the people in that place to learn recitation will fall. But in practice, practising the science of recitation is fardhu 'ain. Second: Health Factors. Health is a very important factor for people who will memorize the verses of the Qur'an. If the body is healthy then the memorization process will be easier and faster without any obstacles. According to Wiwi Alawiyah Wahid, someone who is going to memorize the Qur'an is advised to maintain health, so that when the process of memorizing will remain enthusiastic about adding new memorization and repeating memorization that has been memorized [34]–[36].

Third: Psychological Factors. To memorize the Al-Qur'an, students are not only required to be physically healthy but also psychologically. People who memorize the Qur'an need peace of mind, both in terms of mind and heart. When a child experiences emotional problems, it will be difficult for the child to memorize the verses of the Qur'an. Therefore, before adding to the memorization, the teacher tries to bring students' enthusiasm by yelling, doing short gymnastic movements, praying, praying and praying in pleasant tones and cheering up the students' hearts. Psychological factors greatly influence the success of student learning, as explained by Yusron Masduki that memorizing the Al-Qur'an takes place in line with the psychology of the process of remembering, where a process of receiving information occurs through the students' sense of sight or hearing. This information is then entered into the student's short-term memory (working memory) and encoded [37], [38].

Fourth: Intelligence Factor. Intelligence is a very important factor in supporting the success of memorizing the Al-Qur'an and as a support in undergoing the process of memorizing the Al-Qur'an. Every individual has different intelligence. So it greatly affects the level of students' memorization ability. Even so, it does not mean that a lack of intelligence is a reason not to be enthusiastic about memorizing the Qur'an. Fifth: Motivational Factors. In learning activities, a person will memorize more easily if he has strong motivation, both internal and external motivation. People who memorize the Qur'an, definitely really need motivation from the closest people, parents, family and relatives. According to Meirani, et al motivation from the closest people especially family is one of the determining factors for success or obstacles for someone in memorizing the Quran [9], [39], [40].

Sixth: Age Factor. In memorizing the Al-Qur'an there is no specific age limit, but it cannot be denied that a person's age level influences the success of memorizing the Al-Qur'an. A memorizer who is relatively young will have more potential for absorbing and absorbing material that is read, memorized, or listened to compared to those who are old, even though it is not absolute [41].

The inhibiting factor in memorizing the Qur'an is anything that affects one's memorization. This inhibiting factor can arise from within the memorizer or from outside the memorizer. Among the inhibiting factors that arise from within a person who memorizes the Qur'an. First: Not mastering the makhraj letters and tajwid. Second: Can't wait. Third: Not really. Fourth: Do not avoid and stay away from immorality. Fifth: Don't pray much. Sixth: Not believing and pious. Seventh: Alternating the Mushaf of the Qur'an. Eighth: Ujub and riya'. The nature of ujub and riya' is a vanity compound that can carry away the holy verses that have been imprinted on the soul. Both of them are often instilled with demons when the memorizer of the Koran begins to appear in public or is "diligent in musabaqah". Because many memorizers of the Koran are swayed by the nature of ujub and riya'. Ninth: Forgot. The problem of forgetting is something that can harm humans. In many circumstances, forgetting also prevents humans from making appropriate adjustments to the problems of life they face [42], [43].

In addition to the factors that arise from memorizing the Al-Qur'an, the inhibiting factors also arise from outside. First: Not being able to manage time effectively. Second: There is a resemblance between one verse and another, so it often traps, confuses and creates doubt. Third: Do not often repeat verses that are being memorized or have already been memorized. Fourth: There is no guide or teacher when memorizing the Qur'an. Fifth: The inclusion of other similar memorizations, or other information in many cases releases the various memorizations that one already has. Sixth: Busyness that constantly consumes his attention, energy and time so that he unknowingly neglects efforts to maintain his memorization of the Al-Qur'an [44].

Table 2. Data on factors that influence students' memorization of the Koran at SDIT Muhammadiyah Al-Kautsar Gumpang Kartasura

Supporting Factors	Inhibiting Factors
Age factor	Students often make noise
Student Intelligence	Students don't focus on memorization
Administration	The appearance of laziness
Infrastructure	Lack of attention from parents
Student Motivation	Students still enjoy playing alone

Based on the data in table 2 above, there are factors that affect the memorization of the Qur'an, both supporting and inhibiting. This has become commonplace because all things have positives and negatives, including factors related to the theme of this study.

Implications of the Implementation of Al-Qur'an Memorization Strategies

Implications are everything that has been produced by the policy formulation process. In other words, implications are the consequences and consequences that arise with the implementation of certain policies or activities. Implications can also be interpreted as a result arising from the implementation of a program or policy, which can be good or not for the parties who are the target of implementing the program or policy [10].

Each strategy chosen and used by the tahfidz teacher is expected to have an impact or implication on achieving the expected results. In connection with the learning process at school, especially in learning to memorize the Al-Qur'an, the teacher's strategy has a very large influence on increasing students' memorization. They will be motivated to learn more about knowing the Qur'an, loving the Qur'an, and being disciplined, and will learn to be responsible for their memorization material [23].

CONCLUSION

Based on the discussion above, it can be concluded that the tahfidz teacher's learning strategy to increase Al-Qur'an memorization uses a strategy of grouping students into several models, including classical groups, small groups and individual groups. Then to support the activities of memorizing the Qur'an, the methods that can be applied include the bi al-nazhar method, the murajaah method, the tasmi' method, the wahdah method, the talaqqi method, the kitabah method, the sima'i method and the jama' method. The supporting factors in memorizing the Qur'an include: Knowing the science of recitation, health factors, psychological factors, intelligence factors, motivational factors, and age factors. The inhibiting factors in memorizing the Qur'an include: Not mastering the makhraj letters and tajwid, impatient, not serious, not avoiding and staying away from immorality, not praying much, not having faith and piety, alternating the Mushaf of the Qur'an, Ujub and riya' and forgot.

Author Contribution

All authors contributed equally to the main contributor to this paper, some are as chairman, member, financier, article translator, and final editor. All authors read and approved the final paper.

Conflicts of Interest

All authors declare no conflict of interest.

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