



Analysis of the Implementation of the Tahfizh Program at State Islamic Senior High School 1 Pasaman

Wardiyatun Musfiroh¹, M. Zuhri¹, Wilrahmi Izati¹, Elis Marini², Achyar Rahman², Afrihaldi³

¹STAI Pengembangan Ilmu al-Qur'an Sumatera Barat, Indonesia

²Al-Azhar University, Egypt

³The University of Manchester, England

✉ wardiyatunmusfiroh17@gmail.com*

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Abstract

The development of the tahfizh program in schools has not been fully successful in achieving its targets, and many have even failed. This study aims to analyze how the implementation of the tahfizh program is carried out at Madrasah Aliyah Negeri 1 Pasaman. This study uses method qualitative with approach descriptive. Data sources were taken from twelve informants through in-depth interviews selected using the *snowball sampling technique*, all informants were active teachers and students at Madrasah Aliyah Negeri 1 Pasaman in the 2023/2024 academic year. The results of the analysis show i) the planning of the tahfizh program at Madrasah Aliyah Negeri 1 Pasaman, such as the Learning Implementation Plan (RPP) exists and is made at the beginning of each semester with the K13 type. ii) the implementation of the tahfizh program at Madrasah Aliyah Negeri 1 Pasaman is carried out once a week with a time allocation of two hours outside of structured class hours. iii) evaluation of the implementation of the tahfizh program is carried out at the end of each semester and is only carried out by the curriculum representative and tahfizh teacher. iv) related to the obstacles that occur in the implementation of the program consisting of student factors, teacher factors, environmental factors, time factors, and infrastructure factors. The results of this study can be used as initial data for subsequent researchers in examining this problem in different contexts and issues.

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INTRODUCTION

Al-Qur'an education is a very important education in Islam and part of the human resources that can build Indonesia now and in the future (Indra, 2020) . The existence of this education has been regulated by law in the Decree of the Director General of Islamic Education Number 91 of 2020 concerning Guidelines for the Implementation of Al-Qur'an Education by the government in order to prepare a quality generation that is able to compete in the future era (RI, 2020) .

Al-Quran education as part of Islamic education has a strategic position, this cannot be separated from several facts (Anita et al., 2021) ; First, Al-Quran education is the most important basic education (Idham et al., 2017) . Second, the development of Al-Quran education is very important because the Al-Quran is the main source of Islamic teachings and a guide to life for every Muslim (Marza, 2017) . Third, Al-Quran education is the foundation of the entire Islamic education curriculum in the world (Sakban et al., 2019) . Therefore, Muslims have an obligation to maintain and preserve its purity from all forms that come from the hands of ignorant and enemies of Islam who are constantly trying to replace, add, reduce, and even destroy the Al-Quran (Munir, 2021)

One of the real efforts to maintain the purity of the Qur'an is by memorizing it (Hardiansah, 2023) . Memorizing the Qur'an is a very noble work in the eyes of humans and in the eyes of Allah SWT. There is no book in this world that is memorized by tens of thousands of people (Supriyanti, 2023) . In memorizing the Qur'an, there are many obstacles faced, apart from student factors, teacher factors, environmental factors, time factors, and infrastructure factors, these obstacles can also be seen in terms of planning, implementation, to the evaluation stage of the implementation of the tahfizh program (Hamli, 2023) .

The purpose of this study was to determine the planning, implementation, and evaluation of the implementation of the tahfizh program and the obstacles that occurred in the implementation of the tahfizh program at Madrasah Aliyah Negeri 1 Pasaman.

METHODS

This study uses a qualitative method with a descriptive approach (Imanina, 2020) . Data sources were taken from twelve informants through in-depth interviews selected using the *snowball sampling technique* , the informants selected had met four criteria, namely understanding the problems being studied well, still active in the field being studied, having time to provide information to researchers, and providing information in accordance with the facts in the field (Engkizar et al., 2022) . To meet the criteria as an informant, all informants are curriculum representatives, tahfizh teachers and active students at Madrasah Aliyah Negeri 1 Pasaman in the 2023/2024 academic year.

RESULT AND DISCUSSION

First theme : planning of the tahfizh program of the Qur'an at Madrasah Aliyah Negeri 1 Pasaman, namely: this tahfizh program was held in 2015, the background of this program is in accordance with the vision and mission of the madrasah, namely to create students who excel in the field of religion. The achievement

of this tahfizh program is one juz in a period of one year, meaning that while studying at MAN 1 Pasaman, you must have memorized three juz.

Related to the implementation planning such as the Learning Implementation Plan (RPP) made at the beginning of each semester with the K13 type. However, according to the results of interviews with tahfizh teachers and observations in the field, the RPP made is often not in accordance with what happens in the field.

The standard for the RPP writing format is that teachers are free to create, choose, develop and use RPPs according to the principles of efficiency, effectiveness and student orientation, there are no requirements for the number of pages, as long as they comply with the three principles above (Badu et al., 2022) .

The second theme: the implementation of the tahfizh al-Qur'an program at Madrasah Aliyah Negeri 1 Pasaman, namely: according to the results of interviews with tahfizh teachers and the results of observations made by the author that the implementation of this tahfizh program is carried out once a week with a time allocation of two hours outside of structured lesson hours. the implementation of the tahfizh program for two hours related to the method used is only a deposit as usual, for the memorization method it is left to the students.

The enthusiasm that developed in schools in this tahfizh program has not yet fully succeeded in achieving the target, even those that have failed. Some of the causes of failure in the implementation of the tahfizh program learning include: first, weak tahfizh management applied by educational institutions. This management includes time, place and environment, as well as memorization materials. Second, the lack of active role of tahfizh teachers in guiding and motivating students who memorize the Al-Qur'an. The excessive busyness of teachers makes it difficult for memorizers to add or repeat their memorization *face to face* . Third, the mechanisms and methods applied by tahfizh teachers. Umi Kalsum observed that usually tahfizh instructors only emphasize adding memorization without emphasizing takrir or repeating previously memorized verses. Fourth, weak parental support, sometimes they also assume that the tahfizh program in schools is just an extracurricular program so it is not important to be done seriously. Fifth, weak control and motivation of superiors. The principal as the leader only leaves it entirely up to the instructor regarding the patterns or methods applied.

The third theme: evaluation of the implementation of the Qur'an memorization program at Madrasah Aliyah Negeri 1 Pasaman, namely: the type of evaluation used is an oral test, each teacher has a different method, some are random tests, some are connecting verses. Regarding students who have not reached the memorization target, the teacher only gives 10-15 verses to memorize, then submitted, after that the student has a KKM score. In addition, related to the evaluation of the implementation of this tahfizh program, it is carried out at the end of each semester by the curriculum representative and the tahfizh teacher only. In fact, one of the principles of evaluation is called comprehensive which means comprehensive, the implementation of this evaluation should be carried out by all related parties, such as the principal, homeroom teacher, BK teacher, even to the parents of students. That way it will be clear what the obstacles are in the implementation of this tahfizh

program, the school will follow up on these obstacles so that the implementation of the tahfiz program can be carried out even better.

The fourth theme: obstacles that occur in the implementation of the Qur'an memorization program at Madrasah Aliyah Negeri 1 Pasaman, namely: many obstacles occur apart from student factors, teacher factors, environmental factors, time factors, and infrastructure factors, these obstacles are also seen in terms of planning, implementation to the evaluation stage of the implementation of the tahfiz program.

CONCLUSION

This study has successfully uncovered the planning, implementation, evaluation and obstacles that occur in the implementation of the tahfiz program. Judging from these results, it can be concluded that it is only natural that the program does not achieve the target that has been determined, because the loose regulations made and the small number of meetings in the implementation of this tahfiz program, to the inadequate facilities and infrastructure make this tahfiz program unable to run properly. At least study This can made into basis and reference for researcher next For researching problem This in different contexts and issues.

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