



JOURNAL OF INDONESIAN ISLAMIC STUDIES

<https://ejournal.iainpalopo.ac.id/index.php/jiis/>

Descriptive Analysis of Learning Strategies in Motivating Students in the Qur'an Tahfiz Program

¹Ika Pratiwi Addas✉, ²Mardi Takwim, ³Haris Kulle

Pascasarjana, Institut Agama Islam Negeri Palopo

Article Info

Article History:

Received: June

Approved: July

Published: October

Keywords:

Learning Strategies,
Student Motivation, Tahfiz
Al-Qur'an Program

Abstract

This thesis discusses the descriptive analysis of strategies to motivate students in the tahfiz al-Qur'an program at the Muhammadiyah Boarding School (MBS) Islamic Boarding School in Palopo City. The objectives of this study were: to describe the motivation of students, to analyze the learning strategy of tahfiz al-Quran, and to describe the factors supporting and inhibiting the application of the learning strategy of the tahfiz al-Qur'an program at the Palopo MBS Islamic Boarding School. This research uses descriptive qualitative research with data collection techniques namely observation, interviews, and documentation. Respondents in this study were directors, teachers, and students. The researcher used the triangulation technique. The results showed that the motivation of students in the tahfiz al-Qur'an Islamic boarding school program by looking at the amount of memorization of all students in class IX after going through many challenges, was still increasing and this was considered to be running smoothly because there were several motivating students in learning, namely: 1) The existence of a conducive learning environment; 2) Tenacious in the face of adversity; 3) The existence of future aspirations such as wanting to become a prayer priest, giving a crown of glory to his parents, becoming an Ustadz and hafiz of the Qur'an and scholarships; 4) There is appreciation in learning; 5) There is encouragement and need in learning; 6) Interesting activities. Learning strategies in motivating students in the tahfiz al-Qur'an Islamic boarding school program have been running optimally, because several strategies are applied and are considered capable of making students motivated, namely: 1) Explaining the virtues of memorizing the Qur'an; 2) Giving muroja'ah assignments; 3), Provide rote targets; 4) Giving Value; 5) Giving Gifts, 6) Giving Punishments, 7) Santri are scheduled to be priests of prayer, 8) Telling about the experience of Ustadz; 9) Opening a special program for tahfiz al-Qur'an. Some support the tahfiz al-Qur'an program, namely the teacher of a hafiz} al-Qur'an, the wishes of students and encouragement from parents, and solid cooperation between students and teachers. While the inhibiting factors for teachers in the tahfiz al-Qur'an program are the effects of the COVID-19 pandemic and some students have an unstable memorization spirit. The research implication is that the motivation of students in the tahfiz program will increase if the students are facilitated by the memorization target book as a guide, so that they are more motivated to add new memorization and try to maintain the old memorization if they are prepared not only in tahfiz al-Qur'an competitions between Muhammadiyah Islamic boarding schools, but also in the Musabaqoh Tilawatil Qur'an (MTQ) activity.

2022 Postgraduate IAIN Palopo

✉Correspondence address: ikapratiwiaddas90@gmail.com

Introduction

Pesantren is a place to produce cadres who are expected to be good in their religion, skilled and concerned about the problem of community. Through pesantren, students learn the religious sciences and social sciences needed by the community, who will be ready to enter the community. The world of boarding schools understands that someone who wants success must master knowledge, whoever wants to succeed in world affairs and the hereafter must have knowledge.

The *tahfiz* program of the Qur'an is a very important study to be developed and even become a program that is popular and popular in several institutions both formal and non-formal. Pesantren SBM implements several leadership programs and currently one of its flagship programs is the *tahfiz* program. Because it is still relatively new, MBS is trying to maximize educators and infrastructure in order to catch up with pesantren who have previously implemented a special program *tahfiz* al-Qur'an and already have a student *output* with memorization of 30 juz. The target of memorizing students is 1 juz / year, current students, some have memorized 10, 8, 7, 6, 5, 4 and 3 juz and there are also students who have just memorized 1 juz in class IX junior high school.

In *tahfiz* activities, students are still seen who tell stories if they are not paid attention to by the ustadz, on the shubuh day of the memorization deposit schedule, students look sleepy, some are less enthusiastic and less active to deposit memorization alternately with the teacher. The next phenomenon on January 1, 2022 at 11.18 WITA saw that class III students were divided into several groups of enthusiasm for reading and memorizing *Matan al-Jurumiyah*, but there were also those who looked less enthusiastic and joked with friends beside them. Furthermore, on January 15, 2022, at 08.00 WITA during the English learning process, students were still seen using Indonesian during the English learning process. There are still some students whose Arabic and English are still weak and left behind, in fact, it is very rare for researchers to find students using Arabic or English in their daily activities. Based on this, it is necessary to motivate students in the continuity of the learning process in leadership programs, be it encouragement from the closest people, especially encouragement from oneself. Motivation is important because it is a driver that converts the energy in a person into a real form of activity so as to achieve a certain goal. The right strategy is needed from a teacher to motivate students to remain enthusiastic in the learning process because in essence coaches and teachers have a big role in the process of student development. Teacher strategy is important to provide a learning model for students.

The success of the strategies applied by the teacher determines the success of memorizing students, and the motivation given by the teacher determines the enthusiasm of the students in participating in several leadership programs, especially for islamic boarding schools that have just implemented the *tahfiz* al-Qur'an program and several other programs.

Method

This study uses several approaches, namely pendekatan teological normatic, pendekatan pedagogis, and pendekatan psychological. Penelitian is a descriptive qualitative research. The focus of this research is the teacher's strategy in maintaining the motivation of students to take part in the leadership program at the Modern Muhammadiyah Boarding School (SBM) in Palopo City. This research was collected directly from informants, namely teachers in the leadership program, principals, and several student representatives. The object of this study is the teacher's strategy in maintaining the motivation of students to take part in the leadership program in SBM palopo city. Secondary data is data whose source is from documents, photos, or objects that are used as a complement to the primary data. Teknik data collection used, i.e. observasi, wawancara, documentation, and triangulation.

Data processing and analysis techniques include a very decisive stage to the process and results of the research to be carried out. The collected data is processed through editing, coding, tabulation. A analysis data technique is carried out by working with data, sorting it into manageable units, looking for what is important, organizing data and inferring some things that can be told to others. After the data is collected, then selectively sort according to the problems raised in the study. The data analysis used in this thesis research is a qualitative descriptive analysis. The researcher's data analysis technique uses three paths, namely r data education, penyajian data, penarikan conclusions.

Results

Motivation of Santri in the *Qur'an Tahfiz* Program at Pesantren MBS Palopo.

There are several excellent programs at Pesantren MBS Palopo, namely *tahfiz* al-Qur'an, Arabic and English. The program *tahfiz* al-Qur'an became a mandatory program for all students. In addition, in Pesantren MBS there are also extracurricular programs such as the sacred site, Hizbul Wathan. The hope is that students do not feel bored and provide opportunities for students to choose programs that suit their respective interests.

The *intrinsic motivations* of students in the *program tahfiz* al-Qur'an, including wanting to become a prayer imam, wanting to give the crown of glory to their parents in the future, ingin becoming ustaz and *hafiz* al-Qur'an , as well as adding memorization according to the target. Meanwhile, the *extrinsic motivations* of students include encouragement from parents, wanting to be like ustaz coordinator *tahfiz* al-Qur'an, and knowing that memorizing the Qur'an can also be admitted to higher universities and getscholarships.

In accordance with the results of interviews, observations and documentation at the research site, it can be concluded that the things that motivate students in learning are diverse, including: The existence of a conducive learning environment; Tenacious in the face of adversity; The existence of hopes or ideals of the future; Adanya appreciation in learning; There is a drive and need in learning; Interesting or creative activities. If a person has a high motivation to learn, then they will be more enthusiastic or active in learning activities.

Teacher Strategies to Motivate Students in the Qur'an Tahfiz Program at MBS Palopo Islamic Boarding School.

Peneliti found 9 teacher strategies in memotivasi santri in the program *tahfiz* al-Qur'an, including; *First*, it explains the virtues of memorizing the Qur'an. *Second*, the assignment of *muroja'ah* memorization. Students in SBM are assigned to *muroja'ah* with their own readings or memorization. Students at Pesantren MBS use several methods including *the tahsin* method, *wa ḥ dah*, *sima'an* fellow students, *takrīr*, *talaqqī*, and *tasmi'* al-Qur'an, namely students in MBS Islamic boarding schools doing *tasmi'* al-Qur'an through youtube media live which is broadcast on *channel* youtube MBS (Tadabbur al-Qur'an & Durus Yaumiyyah). The students prepared by *Tasmi'* are students who have deposited memorization of 3 juz, 5 juz to 9 juz with one sitting; *Third*, it gives a rote target; *Fourth*, the provision of value; *Fifth*, give gifts; *Sixth*, impose penalties/sanksi; *Seventh*, students are scheduled to become prayer priests; *Eighth*, recounting the experiences of the Ustaz; *Ninth*, open a special *tahfiz* program.

Supporting and Inhibiting Factors of Teachers in the Qur'an Tahfiz Program at Pesantren Muhammadiyah Boarding School (SBM) Palopo City.

In this study, several things were found that supported the implementation of the *tahfiz* program including: *First*, the teacher of an *Hahfiz* Qur'an. All the teachers of *tahfiz* in Pesantren SBM are alumni teachers of the special pesantren *tahfiz* al-Qur'an of which there are 7 people; *Second*, the desire of students and the encouragement of parents; *Third*, solid cooperation between *mudir* and teacher. So, those who support *tahfiz* coaches provide motivation to students to be enthusiastic about participating in the program including *mudir* and teachers, especially teachers who stay in pesantren. This is considered effective, because with good cooperation, students remain enthusiastic and follow the program well.

Furthermore, there are several things that are obstacles in the *program tahfiz* al-Qur'an including: *First*, the effects of the covid 19 pandemic. Efek from the Covid-19 pandemic, the saturation of students has increased, there are some students who leave SBM because they do not want to be treated as one of the requirements for students to enter islamic boarding schools during the pandemic. This can certainly hinder students in the process of memorizing the holy verses of the Qur'an; *Third*, some santri have an unstable spirit of memorization. Pexists when researchers see firsthand the process of implementing the *tahfiz* program on shubuh day, it can be seen that most of the students are sleepy but still try to be enthusiastic about repeating their readings or memorization. In the afternoon after finishing the prayers, *ashar* santri can be seen enthusiastically repeating the recitation of their respective Qur'an. The results of the interview with the coordinator *tahfiz* and looking at the results of the recording of the development of memorization of students, although many obstacles faced turned out to be students of Pesantren Muhammadiyah *Boarding School*, now have class IX students whose memorization has been 10 juz, 9 juz, 8 juz, 7 juz, and 6 juz, some also memorize 3 juz, 2 juz and Students who are very lacking in terms of ability and very rarely present at pesantren, especially during the pandemic and new normal never present at pesantren still have a strong desire and succeed in memorizing 1 juz.

Discussion

Teacher Strategy Concept

Strategy is an action plan including the use of methods and the utilization of various resources in learning. A teacher is someone whose job it is to teach in a classroom in general. A and several efforts that can be made by teachers to increase student learning motivation, namely giving numbers, gifts, praise, body movements, giving tasks, giving tests, knowing results, punishments, explaining goals, raising enthusiasm, creating competition and cooperation programs.

Teaching to read the Qur'an also includes a learning process, while learning strategies that can be used in the learning process according to Vienna Sanjaya are:

1. Delivery strategy or *exposition*, meaning that the teacher presents the material or subject matter to students in finished form, then they are required to be able to explore the material.
2. *Discovery* strategy, meaning that teachers mostly only serve as facilitators while students determine the learning material themselves.
3. Group *learning strategy*, which is to group students or students in large groups and be guided by one or several teachers.
4. Individual or *individual* learning strategies, namely where teachers design teaching materials or materials so that students or students can learn independently. Thus the speed, slowness, and success of students or students will be largely determined by their respective abilities.

Guru or *mudarris* is etymologically derived from arabic, i.e. *shigat al-ism -al-fail from al-fi'il al-mādhī darrasa*. *Darrasa* means to teach while *mudarris* means teacher or teacher as much as *mu'allim*. A teacher *tahfīz* is a person who listens to and directs the reading or memorization of students who memorize the Qur'an. Memorizing the Qur'an must be with the teacher, because in the Qur'an there are many difficult readings (*musykil*) that cannot be mastered by just studying the theory. Students who memorize the Qur'an independently without giving it to an expert teacher are less able to account for its truth. According to Sayyid Mukhtar there are several characteristics of guru *tahfīz* including, memorizing the holy verses of the Qur'an as much as 30 Juz (*Hafīz* Perfect), having a genealogy of teachers who reach the Messenger of Allah saw., purifying the heart and having despicable morals. Sincere, that is, always improving his intentions and focusing on him only for the sake of achieving the blessings of Allah swt. and practicing the Qur'an.

According to Saiful Bahri Djamarah and Aswan Zein that there are several efforts that can be made by teachers to increase student learning motivation, namely giving numbers, gifts, praise, body movements, giving tasks, giving tests, knowing results, punishments. Meanwhile, according to Vienna Sanjaya, among others, explaining the goals, raising enthusiasm, creating competition and cooperation programs. So, there are 11 efforts that can be made by teachers in motivating students to participate in learning.

The concept of motivation

Motivation is a change of energy within a person characterized by the onset of feelings and reactions to achieve goals. Motivation is divided into two types, namely *intrinsic* motivation, which is a motive that becomes active that ultimately does not require the influence of others or from outside, because there is already an impulse in him, for

example, people who like to write do not have to be told, the person is diligent in reading books. Furthermore, *extrinsic* motivation is a motive that functions with influences that originate from other people or outside, for example, the person is diligent in belajar, because they know that tomorrow there is a test in the hope of getting such a good score / getting a champion.

According to Sardiman, the characteristics of motivation that exist in students include being diligent in facing tasks, persevering with difficulties, not easily discouraged, daring to face problems and finding solutions, preferring to work independently, meaning without having to be told, quickly getting bored on routine tasks or things that are mechanical, just repetitive, so that they are less creative, can maintain their opinions (if they are sure of something), It is not easy to let go of what he believes in, meaning that he believes in what he does, likes to find and solve problems. According to Uno, there are indicators of learning motivation according to Uno, including the desire and desire to succeed, there are encouragement, hopes or aspirations for the future, rewards in learning, interesting activities and a conducive learning environment.

So, it can be concluded that there are several indicators of learning motivation that underlie students to be enthusiastic in learning. If students have high learning motivation, they will be more enthusiastic in learning activities.

The Concept of *Modernity Tahfiz* Qur'an

Pesantren is a traditional Islamic educational institution that studies, explores, and practices Islamic teachings by emphasizing the importance of religious morals as a daily code of conduct. The general characteristics of the entire pesantren include the heritage of Indonesia's ever-growing wealth. So, pesantren is an educational place that emphasizes the importance of Islamic religious studies. There are several programs that include the leadership program, one of which is the *program tahfiz* al-Qur'an

Tahfiz means memorization. The Qur'an is defined as the kalam of Allah swt. which is worth the miracle handed down to the Messenger of Allah saw, by the intercession of the angel Gabriel with his recitation and meaning from Allah swt. which is *mutawatir* without a doubt, reading it is worship, beginning with surah al-Fatihah and ending with surah an-Nas.

There are many benefits of memorizing the Qur'an, including: *First*, the Qur'an gives it a special position. *Second*, the Qur'an Intercensors; *Third*, read the Qur'an and carry out whatever is contained in it, then both parents on the day of judgment will be put on the crown of glory. In the article from Yusron Masduki, it is explained that the wisdom of memorizing the Quran among them will gain victory, put on his parents the crown of the light on the doomsday, the light is like the light of the sun and both parents wear two robes of glory that have never been obtained in the world, become *Hujjah* / defender for the reader and as a protector from the adzab of hellfire. Especially the memorization of the Qur'an of higher quality and quantity of reading, will be with angels. Psychologically, for memorizers of the Qur'an, namely as a remedy for anxiety, anxiety, gaining peace of mind, intelligence, boosting learning achievements, being able to reduce juvenile delinquency and brawls, getting high appreciation on the side of Allah and His Messenger. There are still many benefits for those who are always istiqomah with the intention of seeking the pleasure of Allah swt. not because you want to be praised for having memorized.

Conclusion

The number of students in the student program is very diverse, specifically the *program tahfiz* al-Qur'an, there are several things that motivate students in learning, namely: a) The existence of a conducive learning environment; b) Tenacious in the face of adversity; c) The existence of future hopes or ideals such as wanting to become a prayer imam, giving crowns of glory to his parents, becoming ustaz and *hafiz* of the Qur'an, achieving targets and getting scholarships; d) There is an appreciation in learning; e) The existence of encouragement and need in learning; f) Interesting activities.

The teacher's strategy of motivating students in the leadership program has been running as much as possible, because there are several strategies carried out that are considered to be able to make students motivated and stay afloat in the SBM Islamic Boarding School. The strategies carried out by the *tahfiz* teacher are: 1) Explaining the virtues of memorizing the Qur'an; 2) The assignment of *muroja'ah*; 3), Providing memorization targets; 4) Assigning; 5) Gift-Giving, 6) Sentencing, 7) Santri is scheduled to become a prayer priest; 8) Narrate the experiences of the ustaz; 9) Open a special program *tahfiz* al-Qur'an.

There are several who support the *tahfiz* al-Qur'an program, namely the teacher of an *hafiz* al-Qur'an, the wishes of students and the encouragement of parents, solid cooperation between *mudir* and teacher. Meanwhile, the inhibiting factor for teachers in the *Qur'an tahfiz* program is the effects of the Covid-19 pandemic and some students have unstable memorization spirits. Khusus program *tahfiz* by looking at the memorization number of all students of class IX turned out to be still increasing and this was considered to be running smoothly even though it passed some challenges.

Reference

- Dhofier, Zamaksyari, 2011. *Tradisi Pesantren: Studi Pandangan Hidup Kyai dan Visinya mEngenai Masa Depan Indonesia*. Jakarta: LP3ES.
- Djamarah, Syaiful Bahri dan Aswan Zain, 2020. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Haderani, Pesantren, Madrasah dan Sekolah Dalam Perspektif Pemikiran Pendidikan Islam, *Jurnal Tarbiyah Darussalam*, Vol. 6; No. 1; UIN Antasari Banjarmasin: 2020.
- Masduki, Yusron. Implikasi Psikologis Bagi Penghafal Al-Qur'an, *Jurnal Studi Islam*, Vol. 18; No. 1; Universitas Muhammadiyah Palembang, 2018.
- Maskur, Abu. Pembelajaran *Tahfiz* Al-Qur'an pada Anak Usia Dini, *Jurnal Pendidikan Islam*, Vol. 1; No. 02; Universitas Indraprasta PGRI Jakarta: 2018.
- Muhaemin, Sulton dkk, Strategi Mudarris Tahfiz dalam meningkatkan hafalan al-Qur'an di Pesantren Modern Muara Istiqomah Kecamatan Bogor Barat Kota Bogor, *Prosiding Alhidayah Pendidikan Agama Islam*, Vol. 01; No. 1; STAI Al-Hidayah Bogor, 2018.
- Muthohar, Ahmad. *Ideologi Pendidikan Pesantren: Pesantren di Tengah-Tengah Ideologi-Ideologi Pendidikan*, Semarang: Pustaka Riski Putra, 2007.
- Sanjaya, Wina. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana, 2020.

Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, Jakarta: Raja Grafindo, 2018.
Uno, Hamzah. B. 2021. *Teori Motivasi & Pengukurannya: Analisis di Bidang Pendidikan*,
Jakarta: Bumi Aksara.