

TEACHER'S STRATEGY IN IMPROVING STUDENTS' ABILITY TO MEMORIZE THE QURAN AT MADRASAH ALIYAH YAPI SIPARE-PARE, AIR PUTIH DISTRICT

Chairuddin Siregar¹, Rina Sabrina²

^{1,2}Sekolah Tinggi Agama Islam ,Tebing Tinggi Deli
Program Studi Pendidikan Agama Islam STAI Tebing Tinggi Deli
Email: ¹⁾chairuddinsiregar01@gmail.com, ²⁾sabrinarina@gmail.com

Abstract

This type of research is a type of qualitative research. Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation and aims to reveal phenomena holistically-contextually through collecting data from natural settings by utilizing the researcher himself as the key instrument. The strategy carried out by the Tahfidz Teacher at the Yapi Sipare-pare Private Madrasah Aliyah in improving the students' ability to memorize the Koran, consists of several actions, Private Yapi Sipare-pare in an effort to improve memorization skills students' Koran, namely as follows: 1), there are students who have not been able to read the Koran properly, 2), the teacher's health can interfere with concentration in teaching, 3), there is a feeling of laziness from students when memorizing the Koran, and 4) there is intelligence different from students. The solution to this obstacle can be overcome by the teacher by providing tahsin guidance which is carried out periodically. In addition to the presence of several students who have not been able to read the Koran properly, there are also students who are lazy to memorize. This situation does not occur every day, but when students feel lazy, it will be difficult for students to memorize, even for teachers to guide student memorization. The solution that teachers can do to prevent students from feeling lazy is to always provide motivation in the form of advice and continuous memorization targets so that student memorization is always measurable. In addition to these obstacles there are also obstacles that in practice are not in accordance with the theory presented by the author.

Keywords :Teacher's Strategy, Students' Ability to Memorize the Koran

INTRODUCTION

The development of science and technology, currently has growing very rapidly which brings changes in aspects of human life. Many problems arise and these problems can be solved by efforts to increase science and technology. Although the changes that occur are beneficial, they also have an impact on increasingly fierce global competition. For this reason, we need to continue to develop and improve the quality of human resources (HR) produced so that we are able to compete with other countries.

The world of education in the current era of globalization has entered the era of competence. It is not uncommon for some educational institutions to try their best to improve the quality of education. This is a demand for graduates of educational institutions which are the hope of society in fulfilling the quality of human resources who are intellectual and religious. Improving the quality of students is the main object of education today. One of these educational institutions is a school that accommodates students to be fostered so that they have the ability, intelligence, skills and have noble character.

The educational process in it requires coaching in a way coordinated and directed. The aim of education that we hope for is to educate the life of the nation and develop the whole human being, namely human beings who have faith, are devoted to God Almighty, have knowledge, skills, a solid and independent personality. Education must be able to prepare citizens to play an active role in living an intelligent, active, creative, skilled, honest, disciplined and highly moral life.¹

Efforts that can be made to improve human resources This is none other than through superior quality education. Education is a series of processes of empowering individual potential and competence to become quality human beings that last a lifetime.

According to the Law on the National Education System number 20/2003 that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and society. Country.²

In other words, education is a process of providing assistance by teachers to students the development of attitudes, knowledge, social, physical and spiritual children in a level of formal and non-formal education.

As a guideline for human life, the Qur'an was revealed by Allah SWT with a special language style, easy, not difficult for anyone to read, memorize and understand and also easy to practice. Islam originates from the Koran which contains the revelations of Allah and Al-Hadith which contains the sunnah of the Prophet. The main components of the Islamic religion or the main elements of Islamic religious teachings (aqidah, shari'ah, and morals) are developed by rakyu or the human mind that meets the requirements to develop them. The religious teachings developed that can be understood by humans are the revelations of Allah and the Sunnah of the Prophet which are the religion of Islam.³

Memorizing the Koran is not as easy as turning the palm of the hand. The difficulties involved in reading and pronunciation cannot be ignored, because the slightest mistake is a sin. If this is allowed and not strictly protected, the purity of the Koran will not be maintained in every aspect.

This is also in line with the existence of teacher guidance, because it is not it is undeniable that in memorizing the figure of the teacher is needed in order to correct and straighten the reading both from the makhrorijul letters and the short length of the reading or better known as the science of recitation. A teacher in guiding memorization is certainly not easy, the teacher must have his own strategies and methods in teaching so that students can easily understand the material presented. Learning strategy is an important component in the learning system. Learning strategies related to the material prepared and the best method for conveying the learning material and how the right form of evaluation is used to get learning feedback.

¹National Education System Law, (Jakarta: Language Center of the Ministry of National Education, 2003). p. 2

²Ibid. p. 5

³Muhammad Daud Ali, Islamic Religious Education, (Jakarta: Grafindo Persada, 2016). p. 98

The teacher is the second parent in school, therefore there are many teachers strive for their students to be able to read the Koran even to memorize it. This is done in order to produce graduates who are good and can read the Koran and can memorize the Koran according to recitation and achieve the target of memorization that has been determined.

In practice, the lessons of memorizing the Koran in Madrasah Aliyah is an additional program implemented in Islamic-based schools, because in general not all schools implement this program. Based on the results of the Pre-Survey that the author conducted at the Yapi Sipare-pare Madrasah Aliyah, Air Putih District, which is one of the Aliyah Madrasah which held a program of memorizing the Koran according to the target of memorization with the first level of memorizing juz 30 along with the names of letters from An-Naba' to An-Nas or vice versa and advanced programs that start from the first chapter of Al-Fatihah, Al-Baqarah and so on according to the level of ability after completing the initial stages of juz 30.

The author also makes observations in learning, find there are some students whose ability to memorize is slow, there are also some students who have difficulty reciting the verses correctly because they are not reading the Koran fluently. The data is supported by documentation that the author sees through student data in memorizing. The average student memorization is still measured in terms of the amount of memorization.

Based on the problems above, the writer is interested in doing research related to how the efforts of Tahfidz teachers improve students' memorization skills and to find out the obstacles faced by teachers in efforts to improve students' memorizing abilities of the Koran. Therefore, the thesis entitled "Teacher's Strategy in Improving Students' Ability to Memorize the Koran at Madrasah Aliyah Yapi Sipare-pare Air Putih District"

LITERATURE REVIEW

Teacher Strategy

In general, the strategy has the meaning of an outline the bow to act in an effort to achieve predetermined goals, while learning is a form of human activity that is carried out from birth to death or a change in personality which is expressed as new attempts or behavior in the form of changes in skills, attitudes, habits, abilities and coercion. ⁴

Strategy is a joint means with long-term goals to be achieved. The business strategy includes geographic expansion, diversification, acquisitions, product development, market penetration, tightening, divestment, liquidation and joint ventures. Strategy is a potential action that requires top management decisions and large amounts of company resources.⁵ So strategy is an action or activity carried out by a person or company to achieve the goals or objectives that have been set.

⁴Syaiful Bahri Djamarah and Aswan Zain, *Teaching and Learning Strategies*, (Jakarta: Rineka Cipta, 2016), p. 52

⁵Syaiful Sagala, *Strategic Management in Improving the Quality of Education*, (Bandung: Alfabeta, 2009). p. 88

In the Big Indonesian Dictionary, strategy is a careful plan of activities to achieve specific goals. Thus in this sense the strategy relates to plans in achieving goals.⁶ According to Brown, quoted by Saipul Annur, "strategy is the overall action that is determined as a rule planned by an organization."⁷ Thus the strategy must be implemented or translated into certain policies, procedures and regulations that will guide planning and making decisions.

The teacher is a key factor for developing the potential of the participants educate them to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country.

Based on the description and explanation above, it can be seen that the teacher's strategy is a plan or method carried out by an educator who teaches students in achieving certain learning goals. As for what is meant by the teacher's strategy in this study is the effort of an educator to vary the way of teaching and create a pleasant teaching atmosphere in the classroom so that students can be involved and active in participating in learning actively not passively.

Teacher is a professional job. Teaching not only just conveying learning material, but a process of changing student behavior in accordance with the expected goals. In order to be able to carry out these tasks, of course the teacher must have the ability to design and implement various learning strategies that are considered suitable for talents and interests and in accordance with the level of development of students including utilizing resources and learning media to ensure the effectiveness of learning.

This ability is owned by the teacher through the educational process carried out by educational institutions. As for the professional job requirements of teachers, namely:

- a. Professional work is supported by a certain science in a professional manner depth that can only be obtained from appropriate educational institutions, so that their performance is based on their knowledge which can be accounted for scientifically;
- b. A profession emphasizes an expertise in a field certain specific according to the type of profession, so that between one profession and another can be clearly separated;
- c. The level of ability and expertise of a profession is based to the educational background he has experienced which is recognized by the community, so that the higher the academic educational background in accordance with his profession, the higher the level of expertise, thus the higher the level of award he receives;
- d. A profession besides being needed by the community also has impact on social society, so that people have a very high sensitivity to any effects that arise from their professional work.⁸

The conditions above are the general requirements of the teaching profession that a teacher must fulfill. In addition to the general requirements above, the teacher must also meet several requirements and teacher characteristics including: the teacher must know the

⁶Saipul Annur, Educational Research Methodology; Qualitative and Qualitative Data Analysis (Jakarta: PT. Rineka Cipta, 2017). p. 178

⁷Ibid., p. 179

⁸Sri Andri Astuti, Islamic Education, (Bandar Lampung: AURA, 2013), p.76.

character of the students, the teacher must always try to improve his skills both in the field he teaches and in how to teach it, and the teacher must practice his knowledge.

In addition, there are complementary requirements to become a teacher, including: Zuhud or not prioritizing material things, clean in body (outwardly pleasing), clean in spirit, not happy, not harboring envy and jealousy, not liking hostility, sincere in carrying out duties, according to actions with words, not ashamed to admit ignorance, wise and firm in words and deeds but not harsh, humble, gentle and forgiving, patient or not angry at small things, mature and knows the character of students.⁹

This is also in line with the criteria for the Tahfidz teacher who will teach the Koran to students, it is hoped that the fulfillment of these requirements will facilitate the learning process carried out by the teacher in guiding and improving students' memorization of the Koran.

Ability to Memorize the Koran

The ability to memorize the Koran consists of three words "ability", "memorization" and "Koran". Ability comes from the word capable which means power (can, able) to do something, while ability means ability, skill, strength. The ability to memorize the Koran can be improved by getting students used to always reading, writing and understanding the Koran.

Ability is a benchmark in determining knowledge of an understanding that is owned by someone. To determine the ability of a person required characteristics that indicate the level of knowledge they have. This can be seen as a sense of curiosity and attention to something. In addition, it can also be seen that someone who has the ability can be seen from the expertise they have. So, ability is the skill or potential of an individual to master expertise in doing or doing various tasks in a job.

Memorizing in Arabic comes from the words Hafiza-yahfazu-hifzun which means to maintain, keep and memorize. while combining it with the word Koran is a form of idafah which means memorizing the Koran. In practical terms, that is reading orally so that it creates memories in the mind and sinks into the heart to be practiced in everyday life. The word hifz with its various definitions has many meanings that are closely related to the problem of tahfiz's, although not all of them are used for the form of sentences that are based on the word Koran.¹⁰

Memorization is an activity to memorize intentionally and want consciously and earnestly. Memorizing the Koran is not only the responsibility of the ulema, ustad and kiai. However, all who claim to be Muslims have obligations and responsibilities towards the Koran. Not for the benefit of Allah and His Messenger. Not to keep the Koran from becoming extinct, because it is God's business to protect it. However, it is for our great

⁹Ervan Nurtawab, *Quranic Insights About Education*, (Bandar Lampung: AURA, 2013), p. 111-112

¹⁰Shofiatul Muhtaromah, *The Effect of the Kauny Quantum Memory Method on the Ability to Memorize the Qur'an*, (Banten: IAIN Sultan Maulana Hasanudin, 2015). p. 19.

benefit as servants, as creatures who need guidance and guidance in life in order to achieve happiness in life in this world and in the hereafter.¹¹

Etymologically, the Qur'an is a mashdar (noun) of a verb Qoro'a (قرأ) which means Talaa (تلا) both mean: read, or it means Jama'a (collect, collect). You can say, Qoro-'a Qor'an Wa Qur'aanan (وقرأنا قرءا قرأ). Based on the first meaning (namely: Talaa) then it is mashdar (noun) which has the same meaning as Ism Maf'uul, meaning Matluw (which is read). Whereas based on the second meaning (namely: Jama'a) then he is mashdar of Ism Faa'il, meaning Jaami' (Collector, Collector) because he collects/collects news and laws.¹²

Based on the explanation above, what is meant by ability is the level of ability to master the knowledge and skills as well as the prowess carried out by someone in carrying out their duties. Ability can also be interpreted as the skill or potential of an individual to master expertise in doing various tasks in a job or an assessment of one's actions.

In everyday life, we often have to memorize things around us in various ways and efforts. Therefore it takes effort to memorize in the learning process. The word memorization comes from the word "memorized" which means "can recite by memory (no need to look at the book)". If given the ending "an" then it means learning about the lesson so that it is memorized. And also means "trying to apply it to the mind so that it always remembers"

Based on the above understanding, what is meant by memorization is efforts to learn lessons and apply them to the mind so that they always remember or can say orally without looking at notes.

Based on the above understanding it can be concluded that, the ability to memorize the Koran is an ability to remember, maintain and maintain the memorization of the Koran in accordance with the provisions of the reading of the Koran when it was revealed by Allah to the Prophet Muhammad through the angel Gabriel which was narrated mutawatir.

Memorization ability The Qur'an means the ability to maintain or protect the Qur'an as a revelation from Allah through the process of absorbing the verses of the Qur'an in accordance with the rules for reading the Qur'an into the mind so that it can remember and recite it again without looking at the manuscripts or writings.

METHOD

Types of research

This type of research is a type of qualitative research. Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation and aims to reveal phenomena holistically-contextually through collecting data from natural settings by utilizing the researcher himself as the key instrument.¹³

¹¹Bobby Herwibowo, Memorizing the Qur'an is as Easy as Smiling, (Sukoharjo: CV. Farishma Indonesia, 2014). p. 352

¹²Yunus Mahmud, Arabic-Indonesian Dictionary, (Jakarta: Hidakarya Agung, 2010). p. 145

¹³Eko Sugiarto, Compiling Qualitative Research: Thesis and Thesis, (Yogyakarta: Suaka Media, 2015). p. 8.

The qualitative research method is a research method based on the philosophy of postpositivism, used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, sampling of data sources is carried out purposively and snowball, collection techniques are triangulation (combined). , data analysis is inductive/qualitative in nature, and the results of qualitative research emphasize meaning rather than generalization.¹⁴

This research is a type of qualitative descriptive research. Descriptive research, which in general is qualitative research, aims to understand (understanding) the world of meaning symbolized in people's behavior according to the perspective of the people themselves.¹⁵ And qualitative research is a method to get the truth and is classified as scientific research which is built on the basis of theories that develop from research and is controlled on an empirical basis.

The rationale for using this method is because this research wants to know about existing phenomena and in natural conditions, not under controlled, laboratory or experimental conditions. In addition, because researchers need to go directly into the field with research objects, this type of descriptive qualitative research would be more appropriate to use.

In this study, researchers describe through reason and analysis. The aim is that this descriptive research is to find out how the description of the facts that happened. So by using this descriptive qualitative approach, it will be seen about Teacher's Strategy in Improving Students' Ability to Memorize the Koran at Madrasah Aliyah Yapi Sipare-pare, Air Putih District.

Research Data Sources

The data source used in this research is qualitative data. Qualitative data is data about a general description of the research object. The types of data sources used in this study are divided into two types, namely primary data sources and secondary data sources.

a. Primary data. Primary data is data that comes from the original or first source.¹⁶ In this study, primary data was obtained from direct interviews with the Head of Madrasah Aliyah Yapi Sipare-pare, Representative Madrasah Aliyah Yapi Sipare-pare, tahfidz teachers and students.

b. Secondary data. Secondary data is data that comes from a second source that can be obtained through books, articles related to this research.¹⁷ In other words, secondary data is data that comes from second persons or not data that comes directly, this data supports discussion and research. For this reason, several sources of books or data obtained will help and critically examine the research.

¹⁴Sugiyono, Quantitative, Qualitative, and R&D Educational Research Methods. (Bandung: Alfabeta, 2011) p. 15

¹⁵Agus Salim, Social Research Theory & Paradigm (Yogyakarta: Tiara Wacana, 2016), p. 14

¹⁶Jonathan Sarwono, Research Data Analysis Using SPSS (Yogyakarta: Andi Offset, 2017). hlm. 8.

¹⁷ Burhan Bungin, Quantitative Research Methodology of Communication, Economics, and Public Policy of Other Social Sciences, (Jakarta: Kencana, 2015). hlm. 119.

Data collection technique

Qualitative data collection techniques according to James Spradley are observation and open and in-depth interviews. Observations and interviews to observe and record systematically and planned social phenomena that occur. The data collected is in the form of words and pictures, not in the form of numbers.¹⁸ In this research, the data collection techniques used by researchers are as follows

1. Observation (Observation). Observation is a person's ability to use his observations through the work of the five senses and assisted by other senses.¹⁹ In this technique researchers will make observations to obtain data about teacher's strategy in improving the ability to memorize the Koran of students at Madrasah Aliyah Yapi Sipare-pare, Air Putih District.

2. Interview (Interview). Interview or interview is a method of collecting data by way of unilateral questioning and answering done in a systematic way and based on research objectives. In this technique the researcher will collect data through question and answer. Head Madrasah Aliyah Yapi Sipare-pare, Deputy Head Madrasah Aliyah Yapi Sipare-pare, Some teachers Madrasah Aliyah Yapi Sipare-pare.

3. Documentation. Documentation technique is one of the data collection techniques to collect evidence or information about a matter.

Data Analysis Techniques

The data analysis used is descriptive analytic method, which describes the collected data in the form of words, pictures, and not numbers. Data derived from manuscripts, interviews, field notes, documents, and so on, are then described so as to provide clarity on reality or reality.²⁰ Data analysis in qualitative research was carried out before entering the field, while in the field and after finishing in the field.

According to Miles and Huberman's data analysis, there are three flow of activities, namely data reduction, data presentation, and conclusion or verification.²¹

1. Data reduction is defined as a selection process, focusing on simplifying, abstracting, and transforming raw data that emerges from field notes. Reduction is carried out since data collection, starting with making summaries, coding, tracing themes, writing memos, and so on, with the intention of eliminating irrelevant data or information, then the data is verified.

2. Presentation of data is a description of a set of structured information that provides the possibility of drawing conclusions and taking action. Presentation of qualitative data is presented in the form of narrative text, with the aim of being designed to combine structured information in a coherent and easy-to-understand form.

3. Drawing conclusions or verification is the final activity of qualitative research. Researchers must arrive at conclusions and verify, both in terms of the meaning and truth

¹⁸Spradley, James P, *Ethnographic Methods*, (Yogyakarta: Tiara Wacana, 2010). p. 141

¹⁹Burhan Bungin, *Social Research Methodology*, (Surabaya: Airlangga University Press, 2011). hlm.129.

²⁰Jonathan Sarwono, *Research Data Analysis Using SPSS* (Yogyakarta: Andi Offset, 2017). p. 56.

²¹Husaini Usman and Purnomo Setiadi Akbar, *Social Research Methodology*, (Jakarta: Bumi Aksara, 2019), p. 85-89.

of the conclusions agreed upon by the place where the research was carried out. The meaning that the researcher formulates from the data must be tested for its correctness, suitability, and robustness. The researcher must realize that in searching for meaning, he must use an emic approach, namely from the point of view of key information, and not the interpretation of meaning according to the researcher's point of view (ethical view).

RESULTS AND DISCUSSION

Creativity and innovation made by a teacher for Developing students' abilities will be very influential in choosing and determining ways and efforts that can be made by the teacher to improve students' abilities, because if one step is not successful it will be better if you keep trying to find ideas and solutions that have a high probability of success.

Based on the interview with the Tahfidz teacher above, it can be understood teachers in improving the ability to memorize the Koran students with providing motivation, giving assignments and punishments for students who do not complete assignments properly, guiding students to always muraja'ah.

Thus it can be seen that the teacher's strategy in improving the ability to memorize the Koran of students at the Yapi Sipare-pare Private Madrasah Aliyah can be described as follows:

1. Provide motivation to students

The first strategy that can be done by the Tahfidz teacher is to improve students' ability to memorize the Koran by providing motivation to students. Motivation in students will grow if students know and realize that what is learned is useful, because in general students have curiosity and have confidence in their abilities. When giving motivation, every conversation should always be in goodness, so that the motivation given will be well received.

Teachers as educators should be able to educate and raise student motivation. As stated by Mrs. Murni, S.Ag., as the Principal of the Madrasa. He said that "as a teacher who is responsible for the development of memorization of the Koran, he must be able to provide motivation so that students remain enthusiastic in memorizing."²²

To improve students' ability to memorize the Koran, providing motivation and support from the teacher is very important, as expressed by the Tahfidz teacher, Mr. Homsahuddin Harahap, S.Pd.I. he stated that "the motivation and support that I was given was in the form of praise, appreciation, advice and an individual approach with useful casual chats."²³

Based on the statement above, that Teacher Tahfidz giving rote assignments to students to complete during tahfidz hours or memorizing assignments at home according to predetermined targets. Every day students are given 3-5 verse assignments to memorize.

Based on the statement above, the punishment is educate. The punishment is done to make students motivated to immediately complete the memorization. Every punishment

²²Interview with Ms Murni, S.Ag., June 23, 2022, 11.00 WIB.

²³Interview with Mr. Homsahuddin Harahap, S.Pd.I., June 30, 2022, 10.00 WIB.

must contain a risk that must be accepted by the person receiving the punishment, the punishment given by the Tahfidz teacher will make students have less time to get ready for other activities because they are still in the halaqoh to complete their memorization assignments.

Guiding Students to Stay Muraja'ah

Allah has made forgetfulness the basic character of the peopleman. Among the causes of someone forgetting to memorize the Koran is due to a lack of muraja'ah (repetition) or because of the large amount of work and busyness that must be completed.

To keep the memorization of the forgetting nature that students have, efforts that can be made by the Tahfidz teacher is to always guide their students to remain muraja'ah. As revealed by the Tahfidz teacher, he stated that,

“The muraja'ah program that is being carried out is a serietaahfidz program for students in general or for students who go to school and boarding schools. The muraja'ah program intended for students is generally held every Thursday from 06.45-07.45. Then for the muraja'ah pondok program it is carried out by making halaqoh from Monday to Saturday after Maghrib.”²⁴

Based on the statement above, it can be understood that the teacher provided guidance to students. The guidance provided is in the form of a routine muraja'ah program which is held every Thursday at 06.45-07.45 for all students and evening prayer Monday-Saturday for students who go to school and live in the cottage

2. Using Various Methods

Method literally means way. In usage In general, the method is defined as a method or procedure used to achieve a certain goal. The more precise the method used by the teacher, the more effective it is hoped that the learning objectives will be achieved.

The use of methods in learning tahfidz is very important as an effort to achieve learning goals. The teacher must present a conducive learning atmosphere, the teacher must also use a variety of methods in teaching. As expressed by the Head of Madrasah, he stated that:

“The use of methods is needed in teaching. Various methods are expected to help students open their hearts to the spirit of memorizing. Some of the methods that the tahfidz teacher uses are the tahfidz method which is combined with students who must have a partner or the halaqoh method and the takrir method as well as the lecture method or giving advice and talaqqi. However, it is undeniable that when the use of this method has not run optimally, both from the teacher who provides the material or the students who receive the teaching. So this is still homework for every teacher.”²⁵

Based on the statement above, it can be understood that Teacher Tahfidz has provided various ways so that students' ability to memorize can be increased. One way to do this is to use a variety of methods that are tailored to the learning styles and abilities of each student. Among the several methods used are a combination of teaching methods and

²⁴Interview with Mr. Homsahuddin Harahap, S.Pd.I., June 30, 2022, 10.00 WIB.

²⁵Interview with Ms Murni, S.Ag., June 23, 2022, 11.00 WIB.

methods of memorizing the Koran such as the tahfidz method which is collaborated with students who have partners, the halaqoh method, takrir and using the advice and talaqqi methods.

But it cannot be denied that when giving the method various things done by the teacher there are still many things that have not been implemented properly, so that when students are going to memorize not all of them can follow well.

In improving the ability to memorize the Koran carried out by the teacher cannot be separated from the problems and obstacles that will be faced. Like Teacher Tahfidz's statement, he stated that:

“There are many things that the Master has to face when trying to improve students' abilities both academically and in terms of additional abilities such as memorizing the Koran. The obstacles that I am currently experiencing, even though the overall ability of the students is good in memorizing, there are some students who are still lacking in reading the Koran so that it is difficult and slow in memorizing the Koran, there are also some who have low motivation to memorize it then when my health is not good it will also impede the teaching and learning process, the different abilities of students will also provide personal obstacles to determining student memorization targets.”²⁶

Based on the statement above, it can be understood that the obstacles Tahfidz teachers face in improving their abilities. Memorizing the Koran students are said to be quite complex in detail related to the teacher and the students themselves.

CLOSING

Based on the results of research and discussion that has been carried out The author of the teacher's strategy in improving the ability to memorize the Koran of students at the Yapi Sipare-pare Private Madrasah Aliyah, can be summed up as follows:

1. The strategy carried out by the Tahfidz Teacher at the Yapi Sipare-pare Private Madrasah Aliyah in improving the students' ability to memorize the Koran, consists of several actions, namely: 1), providing motivation to students, 2), giving assignments and punishments to students, and 3), guiding students to remain muraja'ah.
2. The solution to this obstacle can be overcome by the teacher by providing tahsin guidance which is carried out periodically. In addition to the presence of several students who have not been able to read the Koran properly, there are also students who are lazy to memorize. This situation does not occur every day, but when students feel lazy, it will be difficult for students to memorize, even for teachers to guide student memorization. The solution that teachers can do to prevent students from feeling lazy is to always provide motivation in the form of advice and continuous memorization targets so that student memorization is always measurable. In addition to these obstacles there are also obstacles that in practice are not in accordance with the theory presented by the author.

²⁶Interview with Mr. Homsahuddin Harahap, S.Pd.I., June 30, 2022, 10.00 WIB.

REFERENCES

- Ali, Muhammad Daud. 2016. Islamic Religious Education, Jakarta: PT. Grafindo Persada.
- Annur, Saipul. 2017. Educational Research Methodology; Qualitative and Quantitative Data Analysis. Jakarta: PT. Rineka Cipta.
- Astuti, Sri Andry. 2013. Islamic Education, Bandar Lampung: AURA.
- Alvi, Hasan. 2008. *Indonesia Dictionary*, Jakarta: Balai Pustaka.
- Alawiyah Wahid, Wiwi. 2012. *Fast Ways to Memorize the Koran*, Yogyakarta: Diva Press.
- Asy-Syinqithi, Muhammad Habibillah Muhammad. 2011. *Easy tips to memorize the Koran*, Solo: Gazamedia.
- dude, Burhan. 2011. *Social Research Methodology*, Surabaya: Airlangga University Press.
- Directorate of Education Personnel. 2018. *Learning Strategy and Selection*, Jakarta: Dipniknas.
- Desmita. 2012. *Psychology of Student Development*, Bandung: PT. Rosdakarya youth.
- Directorate of Education Personnel. 2008. *Learning Strategies and Selection*, Jakarta: Dipdiknas.
- RI Ministry of Religion. 2004. *The Koran and its Translation*, Semarang: Adi Graphic.
- Djamarah, Syaiful Bahri and Aswan Zain. 2016. *Teaching and Learning Strategies*, Jakarta: RinekaCreate.
- Djamarah, Syaiful Bahri. 2004. *Teacher Competency Achievement*, Surabaya; National Business.
- Hawi, Akmal. 2014. *Islamic Religious Education Teacher Competency*, (Jakarta: PT. Raja GrafindoHomeland.
- Herwibowo, Bobby. 2014. *Memorizing the Qur'an as Easy as Smiling*, Sukoharjo: CV. Farishma Indonesia.
- Majid Khon, Abdul. 2018. *Qira'at Practicum, Oddities of Qira'at Asim's Qur'an Recitation from Memorize*, Jakarta: Amzah.
- Muhtaromah, Shofiatul. 2015. *The Effect of the Kauny Quantum Memory Method on the Ability to Memorize the Qur'an*, Banten: IAIN Sultan Maulana Hasanudin.
- Muhammad, Yunus. 2010. *Arabic-Indonesian Dictionary*, Jakarta: Hidakarya Agung.
- Nurtawab, Ervan. 2013. *Quranic Insights About Education*, Bandar Lampung: AURA.
- Najib Saputra, Hiban. 2016. *Tahfizhul Quran Guide*, Metro: Library Assembly and Information on Muhammadiyah Regional Leaders in Metro City.
- Robbins, Stephen P. & Judge, Timothy A., 2010. *Organizational Behavior Book 1*, Jakarta: Salemba Four.
- Sagala, Saiful. 2009. *Strategic Management in Improving the Quality of Education*, Bandung: Alfabeta.
- Sanjaya, Vienna. 2016. *Educational Standards Oriented Learning Strategies*, Jakarta: Kencana.
- Shah, Muhibbin. 2010. *Educational Psychology and New Approaches*, Bandung: YouthRosdakarya.
- Sugiarto, Eco. 2015. *Compiling Qualitative Research: Thesis and Thesis*, Yogyakarta: Media Asylum.

-
- Sugiyono. 2011. Quantitative, Qualitative, and R&D Educational Research Methods, Bandung: Alfabeta.
- Sarwono, Jonathan. 2017. *Research Data Analysis Using SPSS*, Yogyakarta: Andi Offset.
- National Education System Law. 2003. Jakarta: Language Center of the Ministry of National Education.