

**IMPLEMENTATION OF TAHFIDZUL QUR'AN
LEARNING FOR STUDENTS OF PKPU NEUHEUN
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Abstract: Implementation of Tahfidzul Qur'an learning at PKPU Neuheun Middle School need done optimization on several aspects, such as management time and improvement support family, for reach more results maximum in increase memorization students. Type of research use approach qualitative with type study field research. Research results shows that 1). Implementation method Tahfidzul Qur'an learning at PKPU Neuheun Middle School Aceh Besar District is that method talaqqi and muraja'ah applied in a way effective, with competent teacher guidance and environment supportive schools. Although there is constraint like difference ability students and limitations time, this program in a way overall walk good and giving impact positive on memorization students, although Still need improvement in support family and management time learning. 2). Supporting and inhibiting factors in implementation Tahfidzul Qur'an learning at PKPU Neuheun Middle School Aceh Besar District is that the success of this program supported by teacher competence, methods learning effective like talaqqi and muraja'ah, as well as environment conducive Islamic schools. On the other hand, the challenges main issues faced is difference ability memorize students, lack of support family, limitations time learning, and limited facilities. Management and improvement to factors This required for optimize results learning tahfidz at school.

Keywords: Learning, Tahfidzul Qur'an, Students

This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license**Introduction**

Implementation of Tahfidzul Qur'an learning in Middle School students in Indonesia reflects significant effort in integrate religious education with formal curriculum. Tahfidzul Qur'an learning does not only focus on memorization text holy, but also developing character and discipline students, who are aspect important in Islamic education. In the context of this, various method learning has applied for increase effectiveness memorization and understanding student towards the Qur'an.

One of many methods used is method read listen, which allows student for interact direct with the teacher in the memorization process. This method proven effective in guard consistency memorization students, where students required for deposit memorization they in a way periodic to teachers (Dianto, 2023). Research show that planning of the Tahfidzul Qur'an program at the

Islamic Center Middle School Samarinda has done with good, covers objectives, materials, methods, and systematic evaluation (Dianto, 2023). This in line with another finding that shows that evaluation in Tahfidzul Qur'an learning is done in a way sustainable, including evaluation daily and monthly for ensure progress students (Baiti, 2023).

In addition, the implementation method Thematic Tahfidzul Qur'an (TQT) also shows positive results in help student memorize the Qur'an with more easy and structured (Rohmah, 2021). This method put forward themes certain in the learning process, so student can more easy understand and remember memorized verses. Other studies also reveal that Tahfidz program integration with formal education at the boarding school Islamic boarding school give impact positive to development character students (Faqih, 2020). With Thus, Tahfidzul Qur'an learning in Middle School is not only functioning for memorize, but also form character and discipline students, which is very important in context Islamic education.

Parental and community involvement also plays a role important in support the learning process Tahfidzul Qur'an. Research show that support social from environment around can increase resilience and motivation student in Tahfidzul Qur'an (Dwiputri & Harsono, 2022). This is show that Tahfidzul Qur'an learning in Middle School is not can separated from context social and cultural where students are. Therefore that, collaboration between schools, parents and society are very necessary for create conducive environment for development character and ability memorize student.

In context management learning, research show that management good class can improve the learning process in madrasas (Hidayat et al., 2020). Teachers play a role important in create atmosphere effective learning, where students feel comfortable and motivated for learning. Good management covers thorough planning, structured implementation, and ongoing evaluation. With Thus, the implementation Tahfidzul Qur'an learning in Middle School is a must supported by good management so that the objectives are achieved education can achieved optimally.

Next, it is important for understand that Tahfidzul Qur'an learning is also a must customized with development of the times and needs students. Innovative and relevant learning methods with context social moment this is very necessary for interesting interest student in learning (Masrurroh & Maimun, 2023). Therefore that, development method appropriate learning with characteristics Middle School students become challenge alone for educator. Research show that adaptive and responsive methods to need student can increase effectiveness learning (Rohimah, 2023).

In order to reach objective holistic education, Tahfidzul Qur'an learning in Middle School is a must integrate aspect cognitive, affective, and psychomotor. This is in line with approach education character that emphasizes importance development attitudes and behavior positive students (Anaya, 2023). With Thus, Tahfidzul Qur'an learning does not only functioning for to memorize, but also to to form personality students with good morals noble and responsible answer.

Finally, the evaluation was carried out in Tahfidzul Qur'an learning is a must covers various aspects, including ability reading, understanding, and Tahfidzul Qur'an. Research show that comprehensive evaluation can give clear picture about progress students and assist teachers in designing more learning strategies effective (Baiti, 2023). With Thus, the implementation Tahfidzul Qur'an learning in Middle School is a must done in a way systematic and planned so that it can reach optimal results.

In general overall, background behind implementation Tahfidzul Qur'an learning in Middle School students shows importance integration religious education with formal curriculum, development character students, as well as support from environment social. Innovative learning methods and good management become key success in reach objective the expected education. Therefore that, collaboration between various parties, including schools, parents, and society, are very necessary for create environment conducive learning for student.

Methods

Research methods about Implementation Tahfidzul Qur'an learning for PKPU Neuheun Middle School Students Aceh Besar District uses approach qualitative with type study field research. Research This aiming for describe in a way deep how is the learning process Tahfidzul Qur'an is carried out in the environment school involving teachers and students as subject main research. Data sources in study This consists of from the Tahfidzul Qur'an teacher who is responsible answer on implementation learning tahfidz and students of SMP PKPU Neuheun who participated in the Al-Qur'an memorization program. In addition, supporting data was also obtained from document school related to the tahfidz program, such as timetable learning, methods used, and achievement memorization student.

Data collection was carried out through a number of Technique: 1). Interview In - depth Interview: Interview done to the Tahfidzul Qur'an teacher for understand method applied learning, challenges faced, and How they Motivate students. Interviews were also conducted to student for know experience they during the tahfidz process, the obstacles faced, and perceptions they to method applied learning. 2). Observation: Researcher do observation direct to implementation Tahfidzul Qur'an learning in class. Observation done for see interaction between teachers and students, as well as for observe method applied learning, such as method talaqqi and muraja'ah. 3). Documentation: Researchers also collect data from related documents with the tahfidz program, such as notes performance memorization students, modules learning tahfidz, and policies school related to this program.

Data analysis in study This use technique qualitative data analysis which includes a number of stages: 1). Data Reduction: Data obtained from interviews, observations, and documentation filtered and reduced for choose relevant information with objective research. 2). Data Presentation: After the data has been reduced, the information that has been classified Then served in form description narrative for make it easier understanding about implementation learning tahfidz at school. 3). Drawing Conclusions: From the results data presentation, researcher Then interesting conclusion and make interpretation about effectiveness method Tahfidzul Qur'an learning and factor supporters and inhibitors.

For ensure data validity, researcher use a number of technique as following: 1). Triangulation Source: Researcher compare and confirm the data obtained from various source, namely from teachers, students, and documents, to ensure consistency and validity information. 2). Triangulation Technique: Data is collected through different techniques, such as interviews, observations, and documentation, for to obtain corner comprehensive view about implementation learning tahfidz. 3). Member Check: Results of interviews and observations confirmed return to the respondents for ensure that interpretation researcher in accordance with the intent and statement given by the subject study.

Result and Discussion

A. Implementation of Tahfidzul Qur'an Learning at PKPU Neuheun Middle School Aceh Besar District

Implementation method Tahfidzul Qur'an learning at PKPU Neuheun Middle School Aceh Besar District shows that school This apply systematic and structured approach in the process of tahfidz. Tahfidzul Qur'an learning is done through a number of method main, such as method talaqqi, where the student to listen memorization they to the teacher in person direct For corrected, and method muraja'ah which emphasizes repetition memorization in a way intensive for memorization more strong and consistent.

Teachers play a role important in guide students, good in a way individual and also group, for ensure proper pronunciation and fluency memorization. Every student have a customized memorization target with ability they, and there are system evaluation periodic use For measure development students. Research results show that method talaqqi is very effective in help student understand and memorize the Qur'an with more Good Because interaction direct with teachers possible repair error in a way quick.

However, research also reveals a number of obstacles faced, such as difference ability student in memorize, which results inequality achievement of memorization targets. In addition, support family and environment also play a role in strengthen or weaken commitment student in memorize the Quran. On the side others, some student show high motivation For increase memorization they through addition time study outside school hours.

In general overall, method Tahfidzul Qur'an learning at PKPU Neuheun Middle School can it is said Enough effective, although There is a number of aspects that require attention more, like improvement parental involvement and provision means learn more adequate.

Implementation method Tahfidzul Qur'an learning at PKPU Neuheun Middle School Aceh Besar District is a effort important in increase ability student in Tahfidzul Qur'an. The method used in learning it is very diverse, and the selection the right method can influence effectiveness of the learning process. One of many methods used is method Talaqqi, which focuses on interaction direct between teachers and students in the memorization process (Kartika, 2019; Sudibyo et al., 2023). This method allow student for listen reading the Qur'an direct from the teacher, so that they can imitate and improve reading they with more Good.

In the context of SMP PKPU Neuheun, the implementation method Talaqq can integrated with other methods such as Talqin and Muroja'ah. The Talqin method, which involves repetition Al-Quran reading by students after listen from the teacher, has proven effective in increase memorization students (Ruswandi, 2023; Muslimah, 2024). In addition, Muroja'ah, which is a process of repeating memorization is also important For ensure that student No only memorize but also understand and remember reading that has been they study (Rizki & Hafizhoh, 2022).

Importance management learning in implementation method this is also not can ignored. Good management covers management conducive class and proper evaluation to progress students (Kartika, 2019; Nugraha et al., 2022). With existence regular evaluation, teachers can know how far students has control memorization them and give bait constructive feedback For repair more continue. This is in line with research that shows that good evaluation can increase motivation student in learning (Nugraha et al., 2022).

In addition, the challenges in implementation learning Tahfidz in Middle School is also necessary be noted. Some student Possible experience difficulty in understand method that is taught, so that required a more personal approach and support from parents as well as environment around (Feranina & Komala, 2022; Faqih, 2020). Synergy between parents and teachers is very important in support the learning process this, because strong support can increase motivation and spirit student in Tahfidzul Qur'an (Feranina & Komala, 2022).

In general overall, implementation method Tahfidzul Qur'an learning at PKPU Neuheun Middle School Aceh Besar District must involving various mutually exclusive methods complete, good management, and support from parents and society. With a comprehensive approach this, it is expected student can reach objective expected learning in memorize the Qur'an.

B. Supporting and Inhibiting Factors in Implementation Tahfidzul Qur'an learning at PKPU Neuheun Middle School Aceh Besar District

Supporting and inhibiting factors in implementation Tahfidzul Qur'an learning at PKPU Neuheun Middle School Aceh Besar District shows that there is various elements that influence success of the tahfidz program This.

Supporting Factors consists of from:

1. Commitment and Competence : Tahfidzul Qur'an Teachers at PKPU Neuheun Middle School own commitment tall in guide students. They No only play a role as teacher, but also as a motivator who is always push student for achieve the

- memorization target. These teachers also have adequate competence in field memorization and recitation, so that the learning process walk more effective.
2. Structured Learning Methods : Methods applied, such as talaqqi (memorizing) with guidance direct from the teacher) and muraja'ah (repetition) memorization), very helpful student in increase memorization. This method rated effective Because allow student For get bait come back direct from teachers and ensure memorization they Correct from aspects of tajweed and fluency.
 3. Environment : Atmosphere Islamic school and support from party school also becomes factor Supporter main. Activities religious like prayer congregational prayer and tadarus Al-Quran provide Spirit addition for student For Keep going memorize and study the Qur'an in depth.
 4. Reward Program : There is a system award for students who achieve memorization targets become motivation additional. Awards This Can in the form of confession public, gifts, or chance For participate in competitions Tahfidz, which encourages student For more enthusiastic in memorize.

Inhibiting Factors consists of from:

1. Difference Ability Memorize Student : One of them constraint main is existence difference ability in memorizing among students. Some student can memorize with fast, while others require time longer. This is cause inequality in achieving memorized and required targets a more individual approach flexible from the teacher.
2. Lack of Support from Family : Some students face obstacle from environment underprivileged family support the memorization process they. Limitations time at home for muraja'ah, or lack of supporting facilities, such as An adequate copy of the Qur'an is one of them reason weakness memorization student.
3. Learning Time Limitations : Time available For learning Tahfidz at school often limited, so that student No own Enough time For complete the expected memorization target. This is especially become challenge when students must also focus on the lesson general other.
4. Limited Supporting Facilities and Infrastructure : Although environment Islamic school, still there is limitations in matter supporting facilities memorization, such as room class that is not fully conducive For learning intensive or lack of supporting technology modern memorization of the Qur'an.

In general overall, although there is various challenge in implementation Tahfidzul Qur'an learning at PKPU Neuheun Middle School, factors Supporter like teacher commitment, Islamic environment, and structured methods still become key the success of this program. The solution to overcome obstacles, such as improvement support family and management more time okay, need Keep going attempted for ensure the tahfidz program running optimally.

Implementation Tahfidzul Qur'an learning at PKPU Neuheun Middle School Aceh Besar District is affected by various factor supporters and inhibitors that can categorized to in internal and external aspects. Supporting factors main in Tahfidzul Qur'an learning includes motivation from students, parental support, and quality teaching from the teacher. Motivation comes from from in self students and support external like from parents and tutors is very influential to the success of this program. Research show that internal and external motivation play a role important in increase Spirit Study student in memorize the Koran (Kunaenih, 2023; Zulfa, 2018).

In addition, adequate facilities and environment conducive learning also becomes factor significant supporter. Facilities like room comfortable learning and appropriate learning media can increase effectiveness of the learning process (Nurlailita, 2021; Lubis & Ismet, 2019). In addition that, there are special programs like Structured Tahfidz Camp

can give encouragement addition for student For more focus in memorizing (Amalia et al., 2022).

However, there are also various factor inhibitors that can bother implementation Tahfidzul Qur'an learning. One of the factor main is difference character and ability student in arrange time and memorization targets. Some student Possible difficulty in share time between activity study and memorize, which can result in lack of consistency in the memorization process (Syafuruddin et al., 2021; Muslimah, 2024). In addition, the lack of number of competent teachers in field Tahfidz also becomes constraints, where one teacher must handle Lots students, so that attention and guidance provided become less than optimal (Muslimah, 2024; Gozali, 2023).

Another factor that often faced is a sense of laziness and lack focus from students, who can due to the large number of other activities that must be done followed (Syafuruddin et al., 2021). Therefore that 's important for create atmosphere learning that supports and provides sufficient motivation to students so that they still Spirit in undergoing this Tahfidzul Qur'an program.

In general overall, success implementation Tahfidzul Qur'an learning at PKPU Neuheun Middle School is very dependent on synergy between factor existing supporters and inhibitors. With understand and overcome factors inhibitors, as well as maximize factor supporters, it is hoped that this program can walk with more effective and achievable expected goals.

Conclusion

Implementation Tahfidzul Qur'an learning for PKPU Neuheun Middle School Students Aceh Besar District shows that the Tahfidzul Qur'an program in schools This implemented with approach structured and systematic. The learning process Tahfidzul Qur'an using method main like talaqqi (student) memorize and deposit memorization to the teacher) and muraja'ah (repetition memorization), which is proven effective in strengthen memorization students. Supporting factors the success of this program covering commitment and competence of Tahfidz teachers, methods organized learning, as well as environment an Islamic school active push student for memorizing the Quran. In addition to that, there is an award program for Students who achieve memorization targets also become motivation important for they For Keep going memorize. However, research this also found a number of obstacles, such as difference ability memorize between students, limitations time in the process of tahfidz, as well as lack of support from a number of family in help student muraja'ah at home. Although thus, school Keep going make an effort For overcome obstacles This with give guidance more intensive for students who experience difficulties and improve collaboration between school and parents.

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