



## The Tahfidz Al-Qur'an Learning Strategy at Female University Residence University of Muhammadiyah Yogyakarta

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### Abstrak

Penelitian ini bertujuan untuk: (1) mengetahui faktor pendukung dan penghambat strategi penyelenggaraan pembelajaran Tahfidz Al-Qur'an di UNIRES Putri UMY, (2) mengetahui faktor-faktor pendukung dan penghambat strategi penyampaian Tahfidz Al-Qur'an di UNIRES Putri UMY, (3) mengetahui faktor pendukung dan penghambat strategi pengelolaan pembelajaran Tahfidz Al-Qur'an di UNIRES Putri UMY. Penelitian ini merupakan jenis penelitian kualitatif yang bersifat penemuan. Artinya penelitian ini dirancang secara umum, fleksibel dan dapat berkembang selama proses penelitian sampai ditemukan kejenuhan data. Lokasi dalam penelitian adalah UNIRES UMY, objek penelitiannya adalah strategi pembelajaran Tahfidz Al-Qur'an di UNIRES UMY sedangkan untuk subjek penelitiannya adalah orang-orang yang terlibat dalam kegiatan pendampingan Tahfidz Al-Qur'an, teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Teknik analisis data dalam penelitian kualitatif dilakukan sebelum memasuki penelitian lapangan, selama di lapangan, dan setelah di lapangan. Hasil penelitian menunjukkan bahwa strategi pembelajaran Tahfidz Al-Qur'an di UNIRES Putri UMY menggunakan tiga strategi pembelajaran sesuai teori Hamzah B. Uno yaitu pengorganisasian, penyampaian, dan Manajemen Pembelajaran. Terdapat faktor yang mendukung strategi pengorganisasian, yaitu: adanya perencanaan, pelaksanaan pembelajaran, dan penilaian. Faktor penghambatnya adalah: kondisi Tahfidz Al-Qur'an setelah shalat subuh, dan warga yang masih berada di rumah. Faktor pendukung strategi penyampaiannya adalah: adanya media pembelajaran, buku pendampingan Al-Islam dan Al-Qur'an, serta kegiatan belajar mengajar. Faktor penghambatnya adalah: kurangnya pemahaman tentang tahsin/tajwid. Faktor pendukung strategi pengelolaan adalah: pemberian motivasi, pembelajaran menyenangkan dan menarik, hafalan. Faktor penghambatnya adalah: adanya probematika dalam proses pembelajaran.

Kata Kunci: Strategi Pembelajaran, Tahfidz Al-Qur'an, UNIRES UMY

### Abstract

This study aims to: (1) find out the supporting and inhibiting factors of the strategy of organizing Qur'an Tahfidz learning at UNIRES Putri UMY, (2) find out the supporting and inhibiting factors of the Qur'an Tahfidz delivery strategy at UNIRES Putri UMY, (3) find out the supporting and inhibiting factors of the Qur'an Tahfidz learning management strategy at UNIRES Putri UMY. This research is a type of qualitative research that is discovery. This means that this research is designed in general, flexible and can develop during the research process until saturation of data is found. The location in the research is UNIRES UMY, the object of research is the learning strategy of Tahfidz Al-Qur'an at UNIRES UMY while for the subject of research are people involved in mentoring activities Tahfidz Al-Qur'an, data collection techniques using observation, interviews and documentation. Data analysis techniques in qualitative research are carried out before entering

field research, during the field and after in the field. The results of this research show that the learning strategy of Tahfidz Al-Qur'an at UNIRES Putri UMY uses three learning strategies according to Hamzah B. Uno's theory, namely organizing, delivering, and Learning Management. There are factors supporting the organizing strategy, namely: the existence of learning planning, implementation, and assessment. The inhibiting factors are: the condition of the Qur'anic Tahfidz after shubuh prayers, and residents who are still at home. Supporting factors for the delivery strategy are: there are learning media, Al-Islam and Qur'an mentoring books, and teaching and learning activities. The inhibiting factor is: lack of understanding of tahsin/tajweed. Factors supporting the management strategy are: providing motivation, fun and interesting learning, rote memorization. The inhibiting factor is: the presence of probematics in the learning process.

**Keywords:** Learning Strategy, Tahfidz Al-Qur'an, UNIRES UMY

## Introduction

The course of history of the Indonesian nation has recognized Muhammadiyah as an Islamic organization that brings a lot of progress to human resource development. Work programs that have been delivered by Muhammadiyah. The whole has entered into various essential aspects of life. This is the implementation of *amar ma'ruf nahi munkar* in Islam (Ilyas, 2016). Education as a starting point in exploring centers of progress in other aspects of life, requires continuous revitalization and transformation (Saebani, 2010). Since the beginning, education in the concept of Muhammadiyah has synergized religious education and general education and integrated the school education system with family and community. With the provision of high scholarship, the Indonesian nation will be ready to follow the social changes that have become *sunnatullah*.

Currently, Muhammadiyah's charitable efforts in the field of education have reached thousands in DIY province, the University of Muhammadiyah Yogyakarta (UMY) has been recognized for its achievements by the Indonesian government. Excellent and Islamic tagline, one of which is evidenced by the establishment of a student dormitory named University Residence (UNIRES). In it there are mentoring, classical and coaching programs

that are able to support the provision of Islamic values for students living at UNIRES. (UNIRES Profile, 2021) UNIRES UMY students are accustomed to praying in congregation at the time of tahajud, shubuh, maghrib and isha', besides that they are also accustomed to reciting together after congregational prayers. The academic activity program organized by UNIRES UMY includes *English speaking, leadership, public lecturer, tahsin, tahfidz and tahfhimul Qur'an* as well as Islamic and Muhammadiyah studies. Through this activity, UNIRES UMY is expected to have a higher level of understanding and application of Islamic teachings compared to students outside UNIRES UMY.

In every activity at UNIRES UMY, teachers or program supervisors are the key to implementing the activity program properly, in accordance with the desired goals. *Tahfidz Al-Qur'an* activities as one of the activities at UNIRES UMY. Held with the intention of harmonizing the resident in terms of memorization of the Qur'an on juz 30. Therefore, teachers of the *Tahfidz of the Qur'an* must memorize or mutqin on juz 30 in the Qur'an. These scholars are at least among them, tahsin and understand the content of the translation of juz 30. In addition to mastery of tahsin material, and the content of

translation, teachers of Tahfidz Al-Qur'an are also expected to have mastery of learning strategies that are able to encourage residents to be interested and active in participating in mentoring learning *Tahfidz Al-Qur'an*.

The learning strategy needed today is a learning strategy that is centered on student activities in an atmosphere that is more empowering and increases interest in learning (Junaidah, 2015). Therefore, an educator needs to understand the factors that influence learning strategies such as learning objectives, teaching materials, place and time facilities and audience conditions.

Based on provisional observations, learning strategies in mentoring *Tahfidz Al-Qur'an* still require review. *The Qur'anic Tahfidz* activity that has been running so far is held twice a week after dawn prayers and after maghrib with a duration of 50 minutes. This time turned out to trigger drowsiness in some residents, the drowsiness will affect the resident's memorization of what has been memorized before. This can be proven by the absence of answers when the teacher tried to test the memorization of the residents (*observation dated June 5, 2021*)

In addition to the above obstacles, it turned out that some teachers revealed that the activity was not optimal with the duration of time given, which was 50 minutes for the process of depositing resident memorization to teachers. The reason obtained so far is because the teachers see the conditions of the residents who are no longer conducive such as rushing to prepare for morning lectures (*online*), looking crowded themselves and picket dormitories. Therefore, teachers need appropriate and effective learning strategies in order to be conducive to the sleepy and crowded condition of residents

themselves when making memorization deposits (*observation dated June 5, 2021*)

The results of the above observations are also supported by one of the presentations from the teacher of Tahfidz Al-Qur'an, namely mba Lailatul rosyidah which states:

*"Asa whole, Alhamdulillah exists, it's just that in its application in life that has not. The resident only deposits memorization to SR, after that some residents are muroja'ah and some are not at all. So often they forget what has been memorized." (Interview via WhatsApp on TanGGal June 30, 2021 at 11:00 WIB).*

### Research methods

This research uses a type of qualitative research that is discovery and uses literature study methods. This means that if a data has been tested for validity, the research has been completed. Researchers conducted research at UNIRES Putri UMY Jl. Rajawali No. 125, Ngebel, Tamantirto, Kaihan District, Bantul, Yogyakarta Special Region 55184.. Meanwhile, the time of the research conducted by researchers was in October-November 2021. The subjects of this study were 1 Head of the Leadership and Regeneration Division (UNIRES), 1 Head of the UNIRES Program, and 6 SR as lecturers of Tahfidz Al-Qur'an at the *University Residence* (Putri) of the University of Muhammadiyah Yogyakarta. While the object of this study is about the learning strategy of *Tahfidz Al-Qur'an* in *University Residence* (Putri) University of Muhammadiyah Yogyakarta. Then in analyzing the data, researchers use data presentation and conclusions.

The data collection technique that researchers use is through interviews, namely by creating questions which will later be given to research informants according to the existing

research object. The interview method used to obtain data was through a communication process between the interviewer and 1 Head of the Leadership and Cadre Division (UNIRES), 1 Head of the UNIRES Program, and 6 Tahfidz Al-Qur'an teachers at UNIRES Putri UMY. Second, observation, this research is an unstructured observation, meaning that the researcher carries out the ongoing learning process and takes notes directly at UNIRES Putri UMY by looking and observing activities that are in accordance with the research object. The data that researchers want to collect in the research is observations of Tahfidz Al-Qur'an teachers and residents during mentoring as well as conditions, facilities and infrastructure. Third, documentation. In this research, researchers will strengthen the results, observations and interviews that have been presented in the form of supporting data at UNIRES Putri UMY. Namely in the form of files that are appropriate to the research object with the aim of completing the data required in the research. This documentation method also strengthens the results and observations and interviews that have been presented in the form of supporting data at UNIRES Putri UMY regarding the UNIRES UMY profile, history of its founding, vision and mission, organizational structure, list of Tahfidz Al-Qur'an teachers and so on.

## RESULTS AND DISCUSSION

### A. Strategies for Sacrifice, delivery, and management of Qur'an Tahfidz learning at UNIRES Putri UMY

Based on the results of interviews conducted with 1 Head of the Leadership and Regeneration Division (UNIRES), 1 UNIRES Program Head, and 6 *Qur'an Tahfidz* lecturers at UNIRES Putri UMY. That the learning strategy of Tahfidz Al-Qur'an implemented at UNIRES Putri UMY uses three learning strategies according to Hamzah B. Uno's theory, namely the

strategy of organizing, delivering, and managing learning.

#### 1. Learning Organizing Strategy

Is an organizing system that refers to an action such as how to design materials for learning purposes, in this strategy, more emphasis is placed on learning materials, The chronology of organizing learning materials includes three stages, namely planning, implementation, and assessment (Uno, 2018: 13)

#### 2. Learning Delivery Strategy

Are delivery methods developed to make it easier for students to respond and receive learning easily, quickly and pleasantly. In this strategy, more emphasis is placed on what media is used to deliver learning. Three components that must be considered in the learning delivery strategy are, learning media, interaction of learning media with students and teaching patterns or forms.

#### 3. Learning Management Strategy

It is an arrangement of interaction with students so that learning activities can run well, including in this strategy is the provision of motivation, control of learning outcomes and solutions in limiting fire obstacles in learning

The activity of the Tahfidz Al-Qur'an that has been running so far, of course, cannot be separated from the supporting and inhibiting factors that become the ups and downs of every teacher of *the Tahfidz Al-Qur'an*. These factors influence learning activities at UNIRES Putri UMY, especially on strategy. In this discussion, supporting factors and inhibiting factors in the strategy of organizing, delivering, and managing

learning will be classified based on several sub-factors that are felt to affect the learning activities of *the Qur'an Tahfidz* as follows:

Quoting from (Hidayah, 2016:15) there are several important factors that can support the smooth quality of memorization for each student, as follows: First, talent and interest factors. Talent (attitude) is a potential component of a student to achieve success in the future. Second, the age factor, young age is a factor in determining a person's ability to memorize. Childhood is the best period for memorizing, although basically there is no limit (age) in memorizing. However, the ideal period is the golden age, namely 3 to 5 years old, which is an important age for imparting knowledge. Third, the intelligence factor in memorizing is related to brain ability (IQ). Brain intelligence in memorizing is characterized by maintaining the quality of memories stored in the brain. Fourth, the factor of a clean and solemn heart. The Koran is the holy book of Allah revealed by Allah SWT. Therefore, someone who wants to memorize the Koran quickly and smoothly should have a heart that is clean from sin and immorality.

From the 4 factors above, it can be concluded that in addition to the presence of supporting factors and inhibiting factors. The success of a learning strategy lies in a tahfidz teacher, how to manage strategy after the right strategy so that a suitability is formed to be applied when learning tahfidz takes place. So as to create effective and efficient learning activities.

## **B. Supporting Factors and Inhibiting Factors of Learning Sacrifice Strategies**

Organizing Strategy is the first strategy that must be fulfilled by teachers of *Tahfidz Al-Qur'an*. This strategy is an organizing system that refers to an action such as how educators design materials for learning purposes by emphasizing learning materials (Uno 2012).

### **1. Supporting Factors**

Based on observations and interviews that there are supporting and inhibiting factors in the learning organizing strategy, namely: supporting factors that exist in the process of learning organization strategies, namely: Learning planning Learning planning for *Tahfidz Al-Qur'an* mentoring activities has been systematically prepared by the head of the UMY Unires Program. *Tahfidz Al-Qur'an* activities are arranged in two semesters, namely semester one from September to December and semester two which is carried out from February to April. Each meeting/mentoring is filled with the process of depositing the resident's memorization of the Qur'an to SR according to the schedule of each usroh/hallway room.

The implementation of learning and It is a material preparation activity so that students are able to absorb teaching material easily. In this case, educators also need to prepare things that support the process of delivering teaching material, starting from the introduction, presentation and closing activities. There is assessment in the learning process. Is an activity in the process of collecting and managing information to measure the achievement of student learning outcomes. This assessment activity requires assessment instruments and

assessment techniques in accordance with those provided by the UNIRES UMY program.

## 2. Inhibiting Factors

Conditions for mentoring *Tahfidz Al-Qur'an* after shubuh prayers. Some teachers say that the implementation of Qur'an Tahfidz mentoring which is carried out after shubuh prayers tends to make residents feel sleepy and less focused, this also includes obstacles in the learning process. As Mba Rahmatul linsani claimed:

"The mentoring activities carried out after shubuh prayers are considered ineffective, because many residents do not deposit. And it is more effectively carried out after maghrib prayers." (interview via whatshapp on November 5, 2021 at 09:10 WIB)

There are several residents who are still at home. There are several lecturers who control classical activities and mentoring at UNIRES through a learning process carried out in 2 ways, namely offline for residents who have been at UNIRES, which causes an obstacle in the process of organizing learning. This was conveyed by several teachers of the Tahfidz Al-Qur'an

*"In my area, there happen to be some residents who are still at home, they still follow the activities at Unires but through zoom / online. This makes me divided into teaching, on the other hand I have to explain clearly because the resident network is usually less supportive which results in repetition of material discussions." (interview via Whatshapp on November 5, 2021 at 10 o'clock; 00 WIB)*

Based on the results of the presentation of supporting factors and inhibiting factors in the strategy of organizing learning, it can be concluded that in the implementation of practice there are supporting factors and inhibiting factors where both factors are very influential in the learning process.

## C. Supporting Factors and Inhibiting Factors of Learning Delivery Strategies

Learning delivery strategies Are delivery methods developed to make it easier for students to respond and receive learning easily, quickly and enjoyably. In this strategy, more emphasis is placed on what media is used to deliver learning.

### 1. Supporting Factors

Based on observations and interviews that there are supporting and inhibiting factors in the learning delivery strategy, namely: *First*, the supporting factors that exist in the process of learning delivery strategies are:

There are learning media The learning media that is required to be brought by every tahfdz activity is the UNIRES UMY tahfidz book. Because this book is a guidebook of teaching materials delivered by tahfidz teachers. Not only the media of mentoring books *Tahfidz Al-Qur'an*, every week some teachers conduct rote evaluations by connecting verses or *guessing* letters, and provide tajweed / tahsin exercises.

The existence of Al-Islam and Qur'an mentoring books In the implementation of mentoring Tahfidz Al-Qur'an makes it easier for teachers to control the memorization of

residents, this memorization card also makes it easier for residents to see the next memorization target, in which there are several materials such as tartil, tajweed, *Tahfidz Al-Qur'an*, Islamic aqedah, practical worship, sermons / lectures, funeral burial, and Islamic akhlaq. This card is also a facility of UNIRES UMY as a resident memorization support.

There is interaction of learning media with residents. The learning media used are Qur'an and Al-Islam mentoring books in which there are several materials and targets that must be memorized by residents. The existence of teaching and learning activities. This activity contains introduction, core and closing activities, where each teacher has their own way of conducting teaching and learning activities mentoring *Tahfidz Al-Qur'an*. According to the results of Mba Ashfi fitria's narration which states:

"Sometimes the condition or mood of the resident varies, there are times when the resident mentoring process is not enthusiastic, sleepy, etc. This causes the memorization process to be not smooth. And usually memorization is continued at night so that residents can focus and fluently memorize it. And the mentoring schedule often changes due to conditions or resident activities." (interview via WhatsApp on December 18, 2021 at 08:22 WIB).

Based on the results of the study, it can be concluded that, each teacher has a strategy or way of

implementing learning from the opening activities, core activities and closing.

## 2. Inhibiting factors

Lack of resident understanding of tahsin/tajweed. Some teachers when delivering learning during mentoring *Tahfidz Al-Qur'an* provide additional delivery about tahsin / tajweed material where this is very closely related smoothly or not by paying attention to the law of reading when making memorization deposits to *Tahfidz Al-Qur'an* teachers.

## D. Supporting Factors and Inhibiting Factors of Learning Management Strategies

The learning management strategy is the arrangement of interaction with students so that the delivery of learning can run well. Included in this strategy is the provision of motivation and control of learning outcomes (Uno, 2012). In this strategy, the skills of an educator will be involved. Suharsimi Arikunto (1990) mentioned that learning management is the same as classroom management.

### 1. Supporting factors

Motivational provision. The learning motivation of each student is certainly different, there are several factors that affect learning motivation, namely (Asiah, 2017). The ideals and learning abilities of students, environmental conditions, dynamic elements in learning and teacher efforts in practicing to students can foster a sense of students to rise, a sense of enthusiasm to do something good and

useful. Fun and engaging learning strategies

Some teachers provide some murotal recommendations with several types of rhythms, and give the resident freedom in choosing the method used when mentoring tahfidz is carried out. Management of memorization results Management of memorization results is carried out when entering a new surah, by checking memorization that has been memorized. That way the teacher can find out how mutqin the resident is in maintaining his memorization.

## 2. Inhibiting factors

There are problems in the learning process. The activity of mentoring Tahfidz Al-Qur'an held after shubuh makes residents sleepy and not enthusiastic in memorizing, this is what becomes a problem in managing the learning of *Tahfidz Al-Qur'an*. As for the solution provided by the teacher. As said by Mba Ashfi fitria as a teacher of Tahfidz Al-Qur'an

"Sometimes I do halaqoh to all residents with the aim of making it easier for residents to memorize, and being able to listen to each other. And every evening before maghrib, the mushola or middle floor which is usually used as congregational prayer sets murotal juz 30 as a form of preparation for performing congregational prayers." (interview on November 5, 2021 at 19 o'clock; 00 in the usroh/hallway of the 3rd floor room of UNIRES UMY)

## CONCLUSION AND ADVICE

Based on the results of research that has been conducted by researchers with the research title Learning Strategy of Tahfidz Al-Qur'an at the University of Residence (Putri) *University of Muhammadiyah Yogyakarta*. It can be concluded that this research uses three learning strategies according to Hamzah B. Uno's theory, namely strategies for organizing, delivering, and managing learning. Where each of these learning strategies has supporting factors and inhibiting factors in its implementation. There are factors supporting the strategy of organizing learning, namely: the existence of *learning* planning, implementation, and assessment The inhibiting factors are: the condition of *the Qur'anic Tahfidz* after shubuh prayers, and residents who are still at home. Supporting factors for *learning delivery strategies* are: there are *learning* media, Al-Islam and Qur'an mentoring books, and teaching and learning activities. The inhibiting factor is: lack of understanding of tahsin/tajweed. Supporting factors for *learning management strategies* are: providing motivation, fun and interesting learning, rote memorization results. The inhibiting factor is: the presence of probematics in the learning process.

Based on the description of the conclusions above, the author provides several suggestions. Firstly, for the head of the UNIRES UMY program, especially for the head of the UNIRES UMY program and creating an effective strategy or method to be used in mentoring Tahfidz Al-Qur'an, as well as always providing direction regarding the vision, mission and goals regarding mentoring Tahfidz Al-Qur'an ,. secondly, for UNIRES UMY residents to remain enthusiastic in



memorizing the Al-Qur'an, by paying attention to the laws of reading the Al-Qur'an (tahsin/tajwid) and then always following the rules inside and outside the dormitory which can be useful for continuing to develop a positive personality. third, for future researchers to expand the study of learning strategies again so that it has a more complete and comprehensive discussion. Furthermore, researchers who are interested in research at UNIRES UMY should expand data collection from many parties in order to increase the credibility of the data.

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