

THE ROLE OF THE TEACHER ON THE DEVELOPMENT OF THE TAHFIDZUL QUR'AN PROGRAM IN MI SALAFIYAH SYAFI'YAH KLINTEREJO SOOKO DISTRICT, MOJOKERTO REGENCY

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ABSTRACT

The Role of Teachers To Develop Tahfidzul Qur'an At Madrasah Ibtidaiya Salafiyah Syafi'iyah Klintarjo Village Sooko District Mojokerto Regency 2020, there is one different thing that researchers have encountered at MI Salafiyah Syafi'iyah, namely since the implementation of the Tahfidzul Qur'an program, researchers have seen many people who flocked to include their children in the madrasa. Therefore, researchers are interested in researching the development of Tahfidzu Qur'an at MI Salafiyah Syafi'iyah. This study aims to find out how the form and role of the teacher in developing the Tahfidzul Qur'an program at MI Salafiyah Syafi'iyah and what are the obstacles in developing Tahfidzul Qur'an at MI Salafiyah Syafi'iyah. This study uses a qualitative approach. To obtain data, researchers used the interview method, observation and also documentation. The stages of this research include the pre-field stage, the field work stage, and the data analysis stage. Data analysis used in this study includes data collection, data reduction, data presentation and conclusion drawing. The result of this research is that MI Salafiyah Syafi'iyah has carried out various kinds of tahfidzul Qur'an activities such as Morning Qur'an activities and public examinations. The method used is the talaqqi method. The purpose of this method is to facilitate and strengthen students' memorization. Talaqqi in terms of language, namely learning face to face with the teacher. The advantage of this talaqqi method is that children can see directly the movements of the educator's lips in pronouncing makhorijul letters. and data analysis stage. Data analysis used in this study includes data collection, data reduction, data presentation and conclusion drawing. The result of this research is that MI Salafiyah Syafi'iyah has carried out various kinds of tahfidzul Qur'an activities such as Morning Qur'an activities and public examinations. The method used is the talaqqi method. The purpose of this method is to facilitate and strengthen students' memorization. Talaqqi in terms of language, namely learning face to face with the teacher. The advantage of this talaqqi method is that children can see directly the movements of the educator's lips in pronouncing makhorijul letters. The result of this research is that MI Salafiyah Syafi'iyah has carried out various kinds of tahfidzul Qur'an activities such as Morning Qur'an activities and public

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Keywords: Teacher's Role, Development, and Tahfidzul Qur'an

Preliminary

Al-Qur'an is a holy book (Kalam Illahi) which was revealed by Allah SWT to Prophet Muhammad SAW. It functions as a grace and guidance for humans in carrying out their lives and lives.

Etymologically the noun Al-Qur'an comes from the verb *qara'a* which means: collect or collect, read or study. The form of the Qur'an can be understood verbally and visually. Verbal means readings or texts of the Qur'an that are read orally, or which have been memorized by the huffadh in their brain recordings. Meanwhile, visually, the form of the Qur'an means manuscripts. In order for the reading and text of the Qur'an to take root in a person, it is necessary to instill the learning of the Qur'an from an early age because at an early age a child has a strong grasp of the environment and both formal and non-formal education.

Are so many hadiths of the Prophet Muhammad that reveal the greatness of people who learn to read or memorize the Qur'an. People who study, read or memorize the Qur'an are the chosen people who were chosen by Allah to receive the inheritance of the holy book Al-Qur'an Allah says:

وَمِنْهُمْ ابْنُ الْخَيْرَاتِ اللَّهُ لَكَ الْفَضْلُ الْكَبِيرُ

It means:

"Then we left the book to those we chose from among our servants, then among them there were those who wronged themselves, and among them were those who were middle and among them were (also) those who were quicker to do good. with Allah's permission. And so it is a very great gift." (Surat Fathir/35:32)

Efforts to preserve, maintain, disseminate the Qur'an are still being carried out, this can be seen from the many developments of various institutions such as Islamic Boarding Schools, Al-Qur'an Education Parks, madrasas and educational units that also participate in organizing the Tahfidz Al program. -Qur'an. This is a form of preserving the Qur'an.

From our observations, memorizing the Qur'an is considered difficult, especially for children, because they prefer to play rather than study, let alone

memorize the Qur'an. On the other hand, it is often found that prospective hafidz of the Qur'an feel bored and tired in their efforts to memorize the Qur'an so that they give up and are no longer able to complete their memorization.

Research methods

This study uses a qualitative approach, namely research that is described in words according to the opinion of the respondent, according to a research question. With this qualitative research, it is hoped that researchers can obtain detailed data on all the things studied because they have a direct relationship with the respondents. The approach in this research approach is to ask respondents about the facts that have occurred, besides that the researcher also observes the surrounding conditions related to the focus of the research. So that in the process of analyzing the researcher can provide a detailed and accurate explanation. The reason the researcher chose a qualitative approach in this study was because in this study there was no intention to test or prove the truth of a theory. In addition, this study tries to describe a phenomenon, namely the development model of Tahfidzul Qur'an and researchers as data collectors who directly relate to informants or objects in the field in understanding the development of the Tahfidzul Qur'an program in MISalafiyah Syafi'iyah Klinterejo, Sooko District, Mojokerto Regency. The type of research used in this research is descriptive.

This research was conducted at MI Salafiyah Syafi'iyah in Klinterejo Village, Sooko District, Mojokerto Regency. Where in choosing a location, the underlying considerations are *first*, the source of the problem is started by the subject in this location, *second*, because MI Salafiyah Syafi'iyah has run the Tahfidzul Qur'an program and some of its students have received achievements in this field, *third*, the field conditions are very supportive in the form of convenience and ease of access and tracking.

The data sources to be interviewed include the Head of Madrasah, Religion Teachers, Tahfidz Teachers and Students of MI Salafiyah Syafi'iyah to find out information about the development of the Tahfidzul Qur'an Program using purposive data source selection techniques, as well as data that can be obtained through educational staff (TU).) MI Salafiyah Syafi'iyah which includes the profile, vision, mission, organizational structure and infrastructure of MI Salafiyah Syafi'iyah. The data collection instruments in this study used observation techniques (participant observation), interviews (interviews with the head of the madrasa, teachers, and several students participating in the Tahfidzul Qur'an program) and documentation (documentation of the process of Tahfidzul Qur'an activities, the results of success in memorizing, teacher data, student data, organizational structure, Madrasah infrastructure,

Results and Discussion

A. Description of Research Site

1. The History of the Establishment of Madrasahs

The beginning of the establishment of MI Salafiyah Syafi'iyah was like any educational institution in general. Although it is not an educational institution

whose funds are always subsidized by the government, gradually this school has become a favorite choice of the people in Mojokerto.

MI Salafiyah Syafi'iyah Klinterejo Kec. Sooko Kab. Mojokerto was founded in 1949, which was founded by kyai and community leaders. The purpose of establishing MI Salafiyah Syafi'iyah is to lay down the basic values of religious knowledge. One example of education is reading the Qur'an, reading the books of ubudiah and others.

Seeing developments and the passage of time and due to the enthusiasm of the community to send their sons and daughters to education, MI Salafiyah Syafi'iyah was officially established on August 10, 1949 AD. Until now, MI Salafiyah Syafi'iyah has developed very rapidly. almost more than 10 hamlets from the community who want to send their children to MI Salafiyah Syafi'iyah Klinterejo Sooko Mojokerto.

2. Geographical location

MI Salafiyah Syafi'iyah is an institution under the auspices of the Ministry of Religion with its address at Klinterejo Village, Kec. Sooko, Mojokerto Regency. The location of MI Salafiyah Syafi'iyah is geographically very suitable for the teaching and learning process which is located in the middle of a residential area. MI was built with the consideration of the layout of the building that provides comfort for learning. This can be seen from the layout of the study room which is a bit far from the highway so that noise from motorized vehicles and public vehicles crossing the highway can be minimized and students continue to study comfortably.

The boundaries of the location of MI Salafiyah Syafi'iyah are in the north bordering Bicak Village, west bordering Panggih Village, south bordering Bicak Village, east bordering Kedungmaling Village.

3. MI Salafiyah Syafi'iyah Profile

MI Salafiyah Syafi'iyah is located at Jl. KH. Yunus, Klinterejo Village, District Sooko, Mojokerto Regency, East Java Province, under the auspices of the Al Mabarroth Al Islami Salafiyah Syafi'iyah Foundation (YAMISAS). Established/operating in 1949, and accredited A.

4. Facilities and infrastructure

The availability of facilities and infrastructure is one of the important components that must be fulfilled in supporting the achievement of educational goals. The learning facilities available at MI Salafiyah Syafi'iyah are not yet adequate. This is because the supporting facilities for teaching and learning activities have not been fulfilled. Among them, the absence of LCD and projector screens in the classroom as learning media installed in several classes. Library space that has not been maximized. And others. Al-Qur'an is available in the library, and PAI teachers also provide Gema (Furudlul Ainiyah Movement) for students.

5. School Activities

Teaching and learning activities for the Tahfidzul Qur'an program at Madrasah Ibtidaiyah Salafiyah Syafi'iyah are carried out in the form of a full day school, which is a full day of learning from 07.00 to 14.30 except Friday, where teaching and learning activities are carried out until 11.00.

This concept is carried out in order to provide reinforcement for students to deepen, understand, as an effort to build character and inculcate creed values, and coaching through daily worship.

Student activities in the Tahfidzul Qur'an program started with the Morning Qur'an, namely the Tasmi' memorizing the Qur'an which was led by Tahfidz Ustadzah which was carried out from 07.00 - 8.00. Then at 08.00-09.30 followed by the provision of formal subject matter by the class teacher. Next, the break is filled with the habit of praying dhuha which is guided by the PAI teacher. Then re-enter at 10.00-12.10 to continue the formal lesson material. Then the children take a break to pray dhuhur and have lunch until 13.00. Starting at 13.00 the children went back in for muraja'ah memorizing the Qur'an and ziyadah.

- 1) (Cooperetive Teaching Learning) learning.
- 2) The realization of national standard education management.
- 3) The realization of an accountable education assessment system.
- 4) The realization of a safe and environmentally friendly school environment.
- 5) The realization of a child-friendly and fun school.
 - a. Mission
 - 1) Creating an Islamic educational environment.
 - 2) Forming students who excel in science and technology
 - 3) Forming students who have good morals, piety and the Qur'an in accordance with the teachings of Ahlussunnah wal Jamaah.
 - 4) Organizing creative, innovative and technology-oriented learning.
 - 5) Explore and balance student intelligence between intellectual, emotional and spiritual intelligence.
 - 6) Encouraging students to achieve academic and non-academic achievements.
 - 7) Creating school residents who have high discipline and order.
 - 8) Realizing school-based management with national standards. Realizing religious values for the lives of school residents who can adapt to global cultural developments according to national identity.
 - 9) Realizing educational facilities and infrastructure in accordance with the needs of the community.
- 10) Realizing adequate, fair and fair education funding according to needs.
- 11) Realizing CTL Learning.
- 12) Realizing an ICT-based management information system

B. The Role of Teachers Related to the Tahfidzul Qur'an Program at MI Salafiyah Syafi'iyah Klinterejo.

Creativity and innovation carried out by a teacher to develop student abilities will be very influential in choosing and determining ways and efforts that teachers can make to improve student abilities, because if one step does not work it will be better if you keep trying to find ideas and solutions that have the possibility great success rate.

Based on the interview with Teacher Tahfidz, it can be concluded that the teacher in improving students' ability to memorize the Qur'an by providing motivation, giving assignments and warnings for students who do not

complete assignments well, guiding students to always muraja'ah or repeat memorizing the Qur'an. annya. The teacher's role in the development of the Tahfidzul Qur'an program at MI Salafiyah Syafi'iyah is as follows:

1. Motivating Students

The first effort that Tahfidz Teachers can do in developing the Tahfidzul Qur'an program at MI Salafiyah Syafi'iyah is by providing motivation to students. Motivation in students will grow if students know and realize that what they learn 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 motivate students. To improve students' ability to memorize the Qur'an, motivation and support from the teacher is very important. Some of the ways that Teacher Tahfidz does, always provide motivation and support to his students such as praise, awards, and others. Not only that, the provision of motivation is also carried out by approaching children by giving advice and chatting casually with each child or in groups aimed at fostering the spirit of memorization.

2. Guiding Students To Stay Muraja'ah

Allah has made forgetfulness a basic human trait. Among the causes of someone's forgetting to memorize the Qur'an is due to lack of muraja'ah (repeating) or because of the many jobs and busyness that must be completed. To keep the students' memorization from forgetting, the efforts that can be made by Tahfidz are to always guide their students to remain murajaah, the teacher has provided guidance to the students. The guidance provided is in the form of a routine muraja'ah program which is held every Monday-Thursday, and Saturdays from 13.00-14.30.

3. Using Various Methods

Method literally means "way". In general usage, the method is defined as a method or procedure used to achieve certain goals. The more precise the method used by the teacher, the more effective the achievement of learning objectives is expected to be.

The use of methods in tahfidz learning is very important as an effort to achieve learning objectives. Teachers must present a conducive learning atmosphere, teachers must also use varied methods of teaching.

Teacher Tahfidz has provided various ways so that students' ability to memorize can increase. 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 methods of memorizing the Qur'an such as the tahfidz method in collaboration with students who have partners (partners), the halaqoh method, takrir and the use of advice and talaqqi methods. Various methods are used by the teacher, there are still many things that have not been carried out properly, so that when students are going to memorize not everything can follow well.

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C. Obstacles faced by Tahfidz Teachers in the Development of the Tahfidzul Qur'an Program at MI Salafiyah Syafi'iyah.

The efforts to develop the Tahfidzul Qur'an program carried out by the teacher cannot be separated from the problems and obstacles that will be faced. The obstacles faced by Tahfidz teachers in developing the Tahfidzul Qur'an program are quite complex which in detail relates to the teacher and the students themselves. Therefore, to provide a detailed discussion of the obstacles faced by Teacher Tahfidz in improving the ability to memorize the Qur'an, it will be explained as follows:

a. There are students who have not been able to read the Qur'an well.

One of the problems for teachers that must be overcome in developing the Tahfidzul Qur'an program is that there are students who have not been able to read the Qur'an well. Because people who memorize the Qur'an without correcting their readings first make many mistakes in mentioning the harakat, even in pronouncing some words or reading them.

It is undeniable that even though an institution is based on Islam, not all students can read or memorize well. but overall students are able to read and memorize well, it's just that there are some students whose memorization skills are lacking because they still have difficulty reading the Qur'an when memorizing. The solution to the obstacles he is facing is to improve students' ability to memorize by providing a tahsin program to support students' reading of the Qur'an so that they are not difficult and reading according to what is memorized.

b. Lack of Motivation from Students in Memorizing the Qur'an

Motivation is needed for people who memorize the Qur'an because motivation is something that encourages someone to act to do something. Students who are less motivated in memorizing the Qur'an will become an obstacle for the teacher when the students deposit their memorization because the memorization that is deposited with the teacher is not optimal. Grade 5 students at MI Salafiyah Syafi'iyah in memorizing the Qur'an can be said to be good because they have put themselves aware of the benefits when memorizing the Qur'an. This also does not mean that all students have the same motivation and are encouraged to memorize the Qur'an as other students. However, the overall motivation of students in memorizing the Qur'an is quite high.

c. There is a sense of laziness from students when memorizing the Qur'an

The feeling of laziness when memorizing the Qur'an will surely arise from students, because when memorizing the Qur'an students will find various kinds of problems which ultimately the problems faced by students can cause a sense of laziness to memorize, so that the feeling of laziness from Students will also be a problem or problem for the teacher. When students are in the future (lazy) then this will be an obstacle for students to add to their memorization. This situation will be an obstacle for the teacher when teaching students who have a sense of laziness when memorizing will cause the teacher to find it difficult to provide guidance, because when a memorizer of the

Qur'an memorizes lazily and is forced to memorize, the expected results will not maximum when students deposit their memorization.

Conclusion

Based on the results of research and discussion, it can be concluded:

1. MI Salafiyah Syafi'iyah has been running the Tahfidzul Qur'an program for a long time but it started to be developed in 2019 even now MI Salafiyah Syafi'iyah has made the Tahfizul Qur'an program a flagship program and has received several achievements in the field of tahfidz. The tahfidz program is divided into three, namely learning to read the Qur'an using the Tilawati method, learning tahsin (tajwid) and finally memorizing the Qur'an. The method used by MI Salafiyah Syafi'iyah in implementing this program is the talaqqi method. The talaqqi method is a method that is carried out in pairs, both between students and teachers and students with students or it can be called learning by word of mouth, it is said so because the teacher reads directly the verse that will be memorized then students will follow the teacher's words.
2. The teacher's role related to the development of the tahfidzul qur'an program at MI Salafiyah Syafi'iyah Klinterejo is to provide motivation, appreciation, and innovate the methods used to suit the character and level of students' memorization abilities.
3. The obstacles faced by Tahfidz teachers in developing the Tahfidzul Qur'an program are as follows;
 1. There are students who have not been able to read the Qur'an well. The solution is that the teacher provides a tahsin program to support students' reading of the Qur'an so that it is not difficult and reads according to what is memorized.
 2. Lack of Motivation of Students in Memorizing the Qur'an. The solution is that the teacher provides an explanation of the benefits of memorizing the Qur'an.
 3. There is a sense of laziness from students when memorizing the Qur'an. The solutions are varied. Among them can be heard students will murottal-murottal with a tone that students like. Or often a kind of quiz is made to guess the verse, continue the verse or something else. The point is that teachers here must be clever in innovating how to distract students from being lazy.

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