

# Factors that influence students' memorization in the superior Tahfidz program to improve Islamic character

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**Abstract:** Instilling a love of the Koran in students and forming individuals with Koranic character can be done through the use of superior tahfidz activities. Students not only develop their morals, but also get used to getting closer to Allah SWT. It is a good effort and noble deed that was highly recommended by the Prophet, and one way to preserve the Koran is by memorizing it. Because, maintaining the purity of memory is one of the reasons why memorizing the Koran is valuable. Based on the results of observations made by researchers, MI Al-Islam Dempet has a good program, namely the superior Tahfidz program. The habit of memorizing juz amma every morning where students gather in the tahfidz classroom, each student memorizes before starting to memorize it to pray together and murajaah. The aim of this researcher is to analyze the factors that influence students' memorization in the superior Tahfidz program to improve Islamic character at the Madrasah Ibtidaiyah Al-Islam Dempet. This research uses a qualitative research approach with the type of field research (*Field research*). To obtain valid data, in this study researchers collected data using three techniques, namely, interviews, observation and documentation. Researchers use credibility criteria (degree of trust), test the validity of the data using extended observation techniques, increase persistence, member check, triangulation and data reduction, data presentation and verification of the collected data. Based on the research results, it can be concluded that: Factors that influence memorization activities include intention or determination, forgetting to bring juz amma, attention from parents, class conditions during the activity, methods used, appropriate student and teacher recitation activities in competency area.

**Keywords:** Memorization, Tahfidz Featured Program and Islamic Character

## Introduction

A person's intrinsic potential, which is often referred to as their fundamental biological characteristics, functions as the foundation on which a person's personality is built, because education is the most effective instrument for making humans aware of their identity as humans, character formation can be done through the educational process. Education will result in the development of human traits such as brain complexity, spiritual intelligence, physical agility, and knowledge of one's own creation. In relation to the development of human character, education has a double or even triple impact (Zubaedi, 2011). All people have different personality traits from birth, and the formation of both the home

environment and the communal environment has an influence on the development of their personality. On the contrary: bad character will produce bad behavior, while good character will produce good behavior.

Character is a way of thinking and acting that is characteristic of each person for living and working together, according to the Directorate General of Mandikdasmen-Ministry of National Education. Character is something that is inherent in every individual so that they can live and work together in the family, community, nation and state (Fadilah, Rabia, 2021). To instill good values in students, such as religious or religious observance, honesty in words and deeds, and avoiding showing detrimental actions to children or students because they will note or imitate the same

things, then these characteristics must be instilled in order to uphold Islamic character in students. Forming and improving Islamic character in children is not an easy thing, it requires real action, because character is not hereditary but builds slowly and continuously, continuously through a person's mindset and by introducing and instilling positive values. In general, there are three types of environments that have an impact on character education: the family environment, the community environment or playground, and the school environment. In creating a child's pattern, the home environment is the most important component. The second most important aspect is the school environment, which can be strengthened through activities or learning to strengthen the child's cycle. Finally, the community environment is a factor that plays a role in the successful formation of children's patterns.

Islamic character education through schools is not just learning, knowledge, but also more importantly, namely cultivating morals, ethical values, aesthetics and character. By educating students to speak well, be tolerant, and other things that have good connotations and have been taught in the Al-Quran and Al-Hadith, teachers are able to help students develop their character (Amit Dana Ikmah, 2020).

Maintaining and supervising is the meaning of the term hafiz which according to Quraish Shihab comes from a word consisting of three letters. Therefore, the meaning of memorizing arises from this understanding, because whoever is able to remember effectively is able to store his memory. Apart from perfection which is synonymous with supervision, the term hafiz includes the concepts of emphasis and repetition. The terms "juma" or "huffazul Quran" may be used to refer to someone who has memorized the entire contents of the Quran. In the early days of the spread of Islam, compiling the Koran by rote was commonplace. This is because the Koran was revealed by hearing during that historical period. Preserving the Al-Quran by memorizing is a very appropriate way, this can be explained by remembering that the Messenger of Allah was a *umm* (Ahmad Izzan, 2020). A person's ability to memorize the Koran can be assessed based on several factors, including

fluency in reading the Koran, conformity with the laws of tajwid science, and fashaha. It is a noble and important effort to educate the younger generation in the art of memorizing the Koran. The fundamental principle of Islam, according to Al-Hafidz As-Suyuti, is the teaching of the Koran. Before being overwhelmed by lust and its dark light, which is tied to the filth of immorality and error, the child develops a sense of transcendence over his nature and the light of knowledge that penetrates his heart.

Education is an organized system that has quite broad goals, covering everything related to physical growth, health, skills, feelings, ideas and desires, to matters of religion and belief. This shows that schools, which are considered formal education, have a big responsibility in realizing the vision and goals of education. In the world of education, one important aspect that receives attention is the development of character values. There are significant differences between humans and animals in terms of their characters which are representations of life. Character is a very important thing. Children will develop intelligence to improve their character and emotions through character education, which will enable them to apply these improvements in everyday life. Because the aim of character education is to foster a cultured nation by fostering the development of religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the country, respect for achievement, communicativeness, love of peace. , likes reading, cares about the environment, cares about social issues, and is responsible (Asmaul Husna, 2021).

Students are taught to understand the values of human behavior in relation to God Almighty, themselves, other people, the environment and nationality, as well as developing ideas, attitudes and emotions. Character education is an effort that is organized and carried out systematically to instill these values in students. Human activities are based on religious principles, laws, manners, culture and traditions that apply throughout the world (Fadilah, 2021). In Indonesia, madrasas, which are Islamic educational institutions, are not native to the global education map. However, it is

a component of educational institutions that have distinctive characteristics and are firmly rooted in the values and culture that have been formed by society.

Therefore, madrasas became famous among Islamic communities. They have developed into mature educational institutions with qualities that differentiate them from schools. The need to fulfill the need to seek knowledge, especially religious knowledge, for the nation's future generations is the main motive for establishing madrasas. This obligation is colored more by the desire to fulfill this obligation. More specifically, madrasahs were built by Muslim communities or individuals as a means of fostering religious awareness among Muslims regarding the importance of understanding and maintaining the teachings of the Islamic religion (*tafaqquh fiddin*) for the nation's next generation of children (Nunu, 2010).

Based on the results of observations made at MI Al-Islam, researchers saw that MI Al-Islam Dempet has a good program, namely the superior tahfidz program, where this activity is a commendable and very noble activity. The habit of memorizing juz amma every morning where students gather in the tahfidz classroom, before each student starts memorizing, students are accustomed to praying together and *murajaah*, so this habit can develop religious character in children. The importance of cultivating and improving character in children, the fact that every school takes steps to improve character in students, and the fact that this led researchers to conduct observations in schools to analyze the factors that influence student memorization in the Tahfidz Flagship Program to Improve Islamic Character.

### Materials and Methods

The type of research in this research is field research. Field research is research activities carried out in community organizations, government institutions, and other locations (Mahmud, 2011). Researchers go to the field to make observations about a phenomenon in a scientific situation (Lexy, 2014). Researchers go into the field (research location) to conduct research

and collect information from various parties to obtain the expected data.

In this research, researchers used a qualitative approach. The aim of qualitative research is to understand social phenomena or phenomena by emphasizing a real picture of the phenomenon being studied rather than breaking it down into interrelated variables. This is done in order to obtain a deep understanding of the phenomenon and then produce a theory (Eko, 2020). This research was intended to describe and analyze the phenomena that occurred at MI Al-Islam Dempet. Researchers want to research, observe the field and collect data regarding factors that influence students' memorization in the superior Tahfidz program to improve Islamic character.

Comprehensive data sources were taken using data collection techniques. These sources will then be analyzed, which will be used for data processing and analysis. For this research, researchers required a number of additional techniques, including those listed below:

#### 1. Observation

Observation is part of data collection. Observation means collecting data directly from the field. The purpose of observation is to describe a situation that is to be observed (J.R. Raco, 2010). Observations are carried out by researchers to photograph conditions in the field so that the results can be described and analyzed.

#### 2. Interview

An interview is an activity carried out to obtain information which cannot be obtained through observation or questionnaires (Raco, 2010). One type of interview that researchers use is called a structured interview. This type of interview is conducted in such a way that the interviewer provides a framework of questions that are relevant to the topic being interviewed to gather information.

#### 3. Documentation

Documentation is a written record of various activities or events in the past (Lexy, 2014). Researchers are able to collect information from various sources, namely data that has been obtained through the use of this method. The researchers involved in this project are

responsible for collecting and analyzing data received from archives or documents.

In data validity, researchers use credibility criteria which are used to determine the validity of the data. The credibility test in question is data on the trustworthiness of research data carried out with increased diligence in research, triangulation and member checking.

Data analysis is the process of methodically searching for and combining data that has been collected through interviews, field notes, and other materials. The aim of this process is to simplify the data acquisition process and ensure that the data can be understood by researchers so that the results can be presented to others. The process of organizing data, summarizing it, synthesizing it, arranging it in patterns, choosing what is important and what can be researched, and drawing conclusions are all steps taken in data implementation. The data analysis process is carried out in three stages, namely before entering the field, while in the field, and after the field is finished. Data analysis was carried out immediately at the same time as data collection (Eko, 2020). Based on the Miles and Huberman model, the data analysis steps in this research go through several stages, including: *Data reduction* : The data reduction process includes summarizing or summarizing, selecting the most significant items based on conversations, focusing on the most important things, and looking for themes and patterns in the reduced data to provide a clear picture and make it easier for researchers to carry out data collection at the next stage ( Eco, 2020). Researchers carried out initial data analysis by reviewing all the information that researchers had collected from various sources. These sources include interviews with class II students to obtain information regarding activities being carried out, namely tahfidz juz amma, interviews with school principals, and interviews with tahfidz supervising teachers.

The researcher also reviews and analyzes the information that the researcher has observed. After completing the interview, the data and field notes that have been collected are then examined, analyzed and observed. During this phase of the research process, researchers will select data that is

not only relevant but also interesting and valuable. Unimportant data will not be used, *Data display* : The data in question is presented in the form of a collection of information that has been organized in such a way as to produce findings and recommendations for respective actions. After the data has been reduced, for reporting purposes the data is presented, and this will be done. Next, just provide the information (Hardani, 2020). During this investigation, researchers provide findings in the form of brief explanations, diagrams, flow charts, correlations between categories, and other similar representations. On the other hand, most of the information that will be collected during the research that the researcher will carry out will be presented in the form of narrative prose. It includes information gathered through observation, interviews, and documentation. Researchers provide data regarding the description of tahfidz activities in this work. This data is presented in the form of comprehensive stories from the sources, and these stories are arranged based on the arguments conveyed and presented. Data presentation is also offered in interview transcripts with sources including the head of MI Al-Islam Dempet, teachers in charge of tahfidz activities, and class II students of MI Al-Islam Dempet. And *conclusion drawing/verification* : After that, the researcher came to a conclusion. The results of research analysis or initial findings that are not completely accurate are a process of presenting facts and capturing the essence of the situation. In conducting qualitative research, it is possible to draw conclusions based on the problem formulation that has been decided by the researcher; however, it is also possible that this does not happen. This is because the problem formulation in qualitative research is still in the development process and only emerged after the researcher entered the field (Hardani, 2020).

In this research, the researcher really hopes for conclusions that can answer the problem formulation that the researcher has formulated, namely describing the implementation of the superior tahfidz program to improve the Islamic character of students at MI Al-Islam Dempet, and describing the activities of the superior tahfidz program to improve the Islamic character of

students at MI Al-Islam Dempet, what are the factors that influence the implementation of the superior tahfidz program to improve the Islamic character of students at MI Al-Islam Dempet.

### Results and Discussion

The implementation of memorization activities did not immediately run perfectly. It is not surprising that there are a number of elements that have an impact on memorization activities. These factors include both aspects that support and factors that limit the implementation of memorization activities. The factors that influence memorization activities include:

#### a. Supporting Factors

The following are examples of factors that contribute to student performance in memorizing, which are often referred to as supporting factors:

*First*, intention. When children have intention within themselves, they will be more enthusiastic about memorizing information both at school and at home. Participants in the Tahfidz program showed a level of enthusiasm for carrying out activities that involve memorizing, which is a reflection of the goals that exist among students who take part in the program. In addition, when students bring juz 'amma from home to school, students' deepest thoughts and feelings can be read. This shows that students have gone through the process of preparing what they will bring to school to organize their schedule at night. Students will deliberately try to bring juz 'amma to ensure the success of the memorization activity.

*Second*, namely motivation or attention from parents and teachers. As stated by Mrs. Nurul Hidayah and Mrs. Mufarikhah in an interview conducted by researchers, they said : Parents who are less attentive to their children. Which results in lower success, compared to parents who make a serious effort to pay attention to their children." The attention children receive from their parents has a significant influence on the amount of information they can remember. Reminding and accompanying children to study, read or memorize at home is something that parents who give full attention to their children will do. In addition, students are checked on their progress in

memorizing while they are at home. Parental attention is not only important for students' successful memorization, but teacher attention is also important. Children who receive attention from their teachers will likely have a greater impact on their development than children who do not receive attention. For example, teachers pay attention to students by guiding students who experience delays or difficulty memorizing, accompanying them during tahfidz activities, and reminding or reprimanding students who lose focus when participating in memorization activities. This is one way teachers show their attention to their students.

*Third*, the results of the researcher's observations of the method used are the Yanbua method, which is also known as habituation, is the approach used by instructors when practicing activities dedicated to memorizing juz 'amma. Students get the impression that they are not carrying a large burden and remember it more easily when they use this approach. This is because students are used to reading juz 'amma, meaning they are used to it and it is easier to memorize it. This method is considered effective because it can determine students' success in memorizing.

*Fourth*, student recitation activities at home. According to Mrs. Mufarikhah and Mrs. Nurul, most students in the village take part in reciting the Koran after Maghrib prayers at their respective teachers' or kyai's places, and in the afternoon 95% attend the diniyyah or TPQ school. So support each other, guide memorization activities at school."

According to Mufarikhah and Nurul Hidayah: sStudents who attend madrasas or diniyyahs in the afternoon and students who recite the Koran at night either at home or at the teacher or kyai are supporting factors for memorizing at home, he said. Apart from that, students who recite the Koran at night are also a supporting element. The number of activities that include play decreases when additional activities, such as reciting the Koran at home, are included. This is useful for students because teachers think that by having students memorize information, student misbehavior will decrease. Through interviews conducted by researchers, the Tahfidz teacher provided an explanation regarding this matter. When students continue to recite the Koran in the

afternoon or evening, they will become more accustomed to reading the Koran indirectly. Students will more easily commit knowledge about activities to memory if they develop this practice.

*Fifth*, teachers are categorized according to their area of expertise. No matter how effective the teacher's approach is in memorizing juz 'amma, the process will not run smoothly if the teacher does not have the required level of competency in the subject matter. Both Mrs. Mufarikhah and Mrs. Nurul Hidayah, who are tutors according to their areas of competence, both teach memory training. This is in accordance with his professional competence as a Koran teacher at school, TPQ teacher, and Koran teacher at home.

#### b. Inhibiting Factors

Apart from supporting factors in memorizing activities, there are also inhibiting factors, namely factors that prevent students from memorizing assignments well. These factors include:

*First*, there is an element on the part of the student himself, which takes the form of intention. Activities that require students to remember may be hampered by their intentions. Students who do not have a goal of studying juz amma' will have difficulty reading it, let alone memorizing it. However, it should be noted that the students who take part in the Tahfidz program have quite admirable goals.

*Second*, attention from parents. Students' ability to remember information is greatly affected when their parents do not pay enough attention to them at home. In particular, this is because students who are surrounded by individuals who pay attention to them will have the impression that they are being cared for, thus allowing them to memorize the material with the help of other people who are listening to them. Because no one reminds you to study or just reminds you to study and pay attention to your memory, students who don't get enough attention from their parents at home will forget to study and forget to memorize. This is because they will have difficulty remembering information.

*Third*, Tahfidz class environment is less supportive for learning. If there are students in the class who are noisy and not focused on tasks related to memory, then the environment is not

suitable because it will disturb the activities of other classmates who are also trying to memorize. According to what the students said, this is indeed true: According to Mrs. Nimah, the problem is when there are friends who are noisy, it makes other friends not focus, and sometimes there are students who miss out on bringing juz 'amma, there are also students who are not fluent in memorizing, which takes time when memorizing. going on."

There are several aspects that are included in the juz amma memorization activities carried out by MI Al-Islam Dempet students. These factors are based on the theory discussed in the previous chapter. The elements that influence the memorization of juz 'amma are influenced by internal factors (intention, intelligence, and memory) and external factors (method used, time and place, getting used to hearing the verses of the Qur'an, memorizing them, and reading them in prayer ). Internal aspects include things like intention, mental capacity, and memory (Amjad Qasim). A student's memory ability may be boosted or hindered by these circumstances. When compared with the criteria mentioned above, there are slight differences. MI Dempet Al-Islam's memorization is influenced by several elements, including those included in:

#### a. Internal Factors

Internal factors are factors that exist within the students themselves (Abdurrah, 2005). The internal factors that influence students to memorize are:

##### 1. Intention or Determination

Intention or determination in students can be a supporter or obstacle in memorizing, when students have the intention to memorize juz 'amma, then students will easily memorize, however, if students themselves do not have the intention to memorize then students themselves feel lazy to read, let alone memorize. . The intention of students who take part in the Tahfidz program is to be very serious about following it. Apart from that, another example is that students who take part in the tahfidz activity program also bring their own juz 'amma. Students who have brought juz 'amma from home have certainly prepared it when

arranging the lesson schedule, so that students who have the intention will be serious about it.

## 2. Carrying Juz 'amma

Juz 'amma functions as a guide in carrying out activities that require memorization. This allows students who forget the verses that must be memorized to see juz 'amma from their own perspective. On the other hand, if students are unable to remember to bring juz 'amma, this can hamper the learning process, of course this makes students stop reciting their memorized reading because they forget the memorized verses and cannot correct them to memorize themselves.

### b. External factors

External factors are factors from outside the student which can influence the student's memorization activities (Ahmad Syarifuddin, 2006). Several external factors that can influence memorization include:

#### 1. Attention from parents and teachers

Memorization can also be influenced by the attention students receive from the people around them, such as parents and teachers. Attentive parents will definitely remind their children to read or memorize at home, and will also accompany their children in listening to their memorization to find out how far the child has progressed. However, if students do not receive attention from their parents at home they will certainly forget their responsibilities in reading or memorizing, students will choose to play rather than study. Likewise with the teacher, the teacher's attention can influence memorization, the teacher's attention can take the form of walking around while the memorization activity is taking place, apart from that, it can take the form of reminding or reprimanding students who lose focus because they are making noise, which is a form of attention from the teacher to their students. Apart from that, teachers can provide assistance to students who have difficulty reading or memorizing; this may be a useful option for children who have difficulty reading or memorizing.

#### 2. Class conditions at the time the activity took place

Class conditions during activities can influence students' memorization at MI Al-Islam Dempet, conducive class conditions will make students comfortable and focused on memorizing, however, if the tahfidz class conditions are busy or there is noise it will make students lose focus, space. The tahfidz class is next to the teacher's room, this is because there is no crowding during the activity, but sometimes there is noise in the tahfidz room, this will make other friends' concentration unfocused, such conditions if not immediately handled by the teacher can affect the activity. memorize.

#### 3. Method used

Method refers to the approach educators use to communicate learning to their students. There are several approaches that can be used in memorizing, such as the wahdah method, khitabah method, sima'i method, combination method, plural method, whole method, part method, and mixed method (In Hafiz Ahsin, 1994). The yanbu'a method, habituation, is the method used at MI Al-Islam Dempet. The yanbu'a method involves learning to read, write and memorize the Qur'an in a short time. The habituation method is a strategy used at MI Al-Islam Dempet. This approach is intended to develop students' recognition and ability to read juz 'amma from an early age. Researchers observed that the method used was suitable for students. This can be seen when students who take part in tahfidz activities can memorize well.

#### 4. Student recitation activities in the afternoon and evening

By having students who take part in tahfidz activities also take part in recitation activities in the afternoon or evening, this has an impact on memorizing juz 'amma activities while at school. By taking part in Koran recitation activities at home, students will read the letters in the Koran more often. This can help students get used to reading the Al-Qur'an so that it makes it easier for them to memorize juz 'amma. Students who take part in Koran recitation activities at home in the afternoon or evening are positive activities, because these activities will certainly reduce playing activities at home

so that It is easier for students to carry out memorization activities.

#### 5. Teachers who are appropriate in the area of competence

Apart from the variables mentioned above, one aspect that may influence students' activities in memorizing juz 'amma is the presence of teachers who are suitable and competent in this subject. If students are guided by a teacher who is appropriate to their area of competence, then their memorization will run smoothly. On the other hand, if students take part in memorization activities with teachers who do not understand the reading of the Al-Qur'an or do not match their area of competence, then the students' ability to learn and memorize the material will be hampered. In this case, MI Al-Islam Dempet has a tahfidz teacher who is in accordance with the field of competition in teaching memorization activities, she is Mrs. Mufarikhah and Mrs. Nurul Hidayah, she is a teacher in charge of tahfidz activities at MI Al-Islam Dempet, based on the data previously explained, He is both a teacher who has memorized the Koran and also a Koran teacher, TPQ teacher at home. Of course, it can be said that he is in line with the field of competence in managing tahfidz activities at MI Al-Islam Dempet because he is considered to understand juz 'amma and memorizing tahfidz activities.

### Conclusions

Memorizing activities at MI Al-Islam Dempet are influenced by several factors, namely: Internal factors: Intention or determination and carrying juz amma', External factors: Parents' attention, class conditions at the time of the activity, methods used, students' Koran recitation activities in the afternoon or evenings, and teachers appropriate to their area of competence.

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