

# Tahsīn And Tahfīz Al-Qur'an Learning Methods: Case Study At Al Furqan Junior High School Jember

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## **Abstract.**

*This research departs from the fact that there is still a lot of Al-Qur'an literacy in Indonesia, in line with the need to improve the reading ability of students who graduate from Islamic schools. Likewise with the quality of memorization. The application of the Tahsīn and Tahfīz Al-Qur'an learning methods has long been applied at Al Furqan Middle School Jember, but it has never been studied objectively how the advantages & disadvantages of these methods, as well as strategic solutions to produce better student reading and memorization. This research uses a qualitative approach with a case study type. The technique for determining research subjects uses a purposive technique. Data collection techniques through observation, interviews and documentation. Data analysis techniques use interactive model analysis techniques which consist of data reduction, data presentation, and drawing conclusions. The techniques used to test the validity of the data are focused on using triangulation techniques between data sources. The results showed that the tahsīn & tahfīz Al-Qur'an learning method used by Al Furqan Junior High School Jember was the Ummi method. The advantages and disadvantages of the method consist of three educational components, namely: the Material side, the Strategy side, and the Management side. Strategic solutions that can be implemented to overcome this shortcoming include: First, from a material standpoint, always learn from other methods and upgrade teachers, as well as provide additional hours for students who are behind on memorization targets. Second, Sisi's strategy, asatidz provides direction for spiritual motivation for students, and there is muroja'ah time between completing the halaqoh opening prayer and before adding to the memorization. Third, the management makes the achievement of students' memorization targets a condition for taking report cards, and the memorization targets are controlled in the Muroja'ah Chart.*

**Keywords:** Al-Qur'an, Tahsin and Tahfiz and Learning Methods.

## **I. INTRODUCTION**

The real sign of the truth and majesty of the verses of Allah SWT is regarding the guarantee of safeguarding the Qur'an for mankind. As His words in the ninth verse of the Al-Qur'an letter Al-Hijr which means: "Indeed, it is We who sent down the Qur'an and indeed, We really care for it" [1]. The meaning of the verse is a recent fact. That the tahsīn and tahfīz Al-Qur'an learning methods have appeared in various places. With various kinds, as well as various ways of learning. The tahsīn and tahfīz Al-Qur'an learning methods will have an important meaning in facilitating teaching and learning processes, and will greatly support efforts to achieve national education goals, as well as the development of national character as mandated in Law on the National Education System No. 20 of 2003 namely: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state [2]. The number of Indonesian Muslims who are proficient in reading (*tilawah*) Al-Qur'an is still very small, it will even be even less if it is specifically for those that are in accordance with the rules of tahsīn and tajwid. This is evidenced by the high number of Al-Qur'an illiterates in Indonesia. Based on research results from the Jakarta Al-Qur'an College of Science (PTIQ), around 65 percent of Indonesian people are still illiterate in the Qur'an, especially in remote areas, rural areas, and remote islands [3]. So promoting the tahsīn and tahfīz Al-Qur'an learning methods in the community is expected to reduce the high Al-Qur'an illiteracy rate. Al Furqan Junior High School Jember,

which is managed by the Al Furqan Education and Dakwah Foundation, is one of the educational institutions dedicated to educating Muslim children who graduate from elementary school (SD).

In the learning process, this institution also pays full attention to Islamic nuances by using Basic Islam (Islamic Boarding Center) [4]. From the explanation of the school profile, it has been shown that the *taḥsīn* and *taḥfīz* Al-Qur'an learning methods are a necessity in tartil and recitation programs in non-academic fields. The results of the observations that the researchers obtained at the research location found several background problems that occurred in the process of the *taḥsīn* and *taḥfīz* Al-Qur'an learning methods. Among them is the imbalance between the number of expert (*fashih*) *taḥsīn* teachers and the number of students. Because *taḥsīn* learning will be ideal if the ratio of the number of teachers and students is getting closer to one to one (1:1). The quality of *taḥsīn* learning will also depend heavily on the teaching teacher [5]. Therefore, this research is needed to answer the solution to this problem. Problems in terms of *taḥfīz* learning methods also found common & classic constraints that researchers found. Namely, the allocation of special hours for memorizing the Qur'an in a week is still lacking, accounting for only three times being used out of a total of five learning hours. The *taḥsīn* and *taḥfīz* learning methods at Al Furqan Junior High School Jember, in fact, are carried out as a single unit in Al-Qur'an learning hours [6], so it is necessary to consider whether this method is effective enough in learning. Judging from this fact, this research is also needed, so that solutions to deal with these problems are expected to find the right strategy.

## II. METHODS

This research includes field research, and the approach used is qualitative research. The type of research used in this research is a case study. This understanding explains that this case study research aims to provide a natural and systematic description of the *taḥsīn* and *taḥfīz* learning methods in improving the ability to read and memorize the Qur'an in Al Furqan Junior High School Jember. The location used as the research location is located on Jl. Trunojoyo 51, Jember Kidul, Kaliwates, Jember Regency, East Java. The presence of researchers in this study acted as planners, executors, data explorers and collectors, analyzers, data interpreters as well as research data reporters. The uniqueness in qualitative research is the researcher as the main instrument (key instrument). The data sources in this study are primary data sources and secondary data, most of which were obtained through observation, documentation and interviews:

Headmaster or Deputy Head of Curriculum, (2) PAI teachers, (3) students. The secondary data source in question is a data source that is described by someone who is not involved in the experience at the time the incident took place [7]. secondary data obtained from documentation studies of written sources. In this study the techniques or methods used to collect the various kinds of data needed are: observation, interviews, documentation. Data analysis: analysis of individual and cross-case data. To check the validity of data or check the validity of data based on certain criteria. These criteria consist of the degree of trust (credibility) researchers discuss and ask for input from friends regarding the *taḥsīn* and *taḥfīz* Al-Qur'an learning methods in terms of descriptions of their application, advantages and disadvantages, as well as solutions and strategies implemented. Then the researcher asked the supervising lecturer to check and correct the *taḥsīn* and *taḥfīz* Al-Qur'an learning methods in terms of descriptions of their application, their advantages and disadvantages, as well as the solutions and strategies used.

## III. RESULT AND DISCUSSION

### *Taḥsīn and Taḥfīz Al-Qur'an Learning Methods at Al Furqan Junior High School*

Based on the research results, the *taḥsīn* and *taḥfīz* learning methods Al-Qur'an at Al-Furqan Junior High School is implemented so that students can be fortified with the activities of the Al-Qur'an, get closer to Allah, and realize the importance of studying the sciences of the Al-Qur'an. The effort to bring up this method is intended as a step for the school to make the Al-Qur'an program superior. So that students are expected to have improvements in reading fashohah letters and a significant increase in memorization. The main goal is to create a generation that loves and glorifies the Qur'an. This is in accordance with the objectives of learning the Qur'an according to Ahsin. That the purpose of memorizing the Al-Qur'an is to foster and develop and improve the pattern of memorizing the Al-Qur'an both in terms of quality and quantity and to produce Muslim cadres who memorize it Al-Qur'an, understand and explore the contents, knowledgeable and karimah morals [8]. Sa'dulloh also explained. That the purpose and objective of *taḥfīz*

learning is to produce memorizers of the Qur'an who have a true and strong foundation of aqeedah [9]. Based on the suitability of the exposure and description of the learning objectives applied at the research location. So, the application of the objectives of the taḥsīn and taḥfīz learning methods at Al Furqan Middle School Jember is in accordance with the general theoretical principles. The stages of the taḥsīn and taḥfīz Al-Qur'an learning methods at Al Furqan Junior High School Jember generally consist of 5 stages. That is: 1) Introduction, 2) Repeating memorization, 3) Adding to the next memorization/material, 4) Consolidation, and 5) Closing (strengthening and follow-up learning). The general explanation is as expressed by the headmaster:

The steps there are introduction, there are steps for repeating memorization, then there is classically repeating the previous memorization, then there is adding to the next memorization. Only then enter the next material, for example, still volumes. Meaning volume material. If you have entered tartil into the Al-Qur'an, it means you have entered the Al-Qur'an. Only there is the next step, there is stabilization. Consolidation means repeating the material that has been given. And there is a cover. And closing is usually used as reinforcement, follow-up for the next lesson [10].

The technical details of the steps of the taḥsīn and taḥfīz Al-Qur'an learning methods are carried out in minute stages in each active hour of learning. In general, these stages are divided into 6 learning activity sessions. Namely: 1) Opening with prayer for 5 minutes, 2) Tadarus together for 15 minutes, 3) Muroja'ah with *qarib* and *ba'id* for 10 minutes, 4) Concept planting/Apperception for 20 minutes, 5) Deposit for 15 minutes, and 6) Motivation and prayer for 5 minutes.

#### ***The Strengths and Weaknesses of Taḥsīn and Taḥfīz Al-Qur'an Learning Methods at Al Furqan Junior High School***

Discussion of the advantages and disadvantages, can be measured through the basis of meaning and derivation of the division. This was explained by Muhaimin, et al. As follows: "Advantage is the added value that exists in something. While deficiency is something that causes less than perfect. These advantages and disadvantages are reviewed in terms of material, strategy, and management [11]. This explanation shows that the advantages and disadvantages can be measured from three aspects, namely: in terms of material, strategy, and management. Also explained by Muhaimin, et al. That these three things are educational components, as explained in the education management book, in which the educational components are: objectives, teaching materials/materials, learning tools/media/resources, methods, evaluation, environment/context, management, and others [12]. So the discussion of the advantages and disadvantages of taḥsīn and taḥfīz Al-Qur'an learning methods at Al Furqan Junior High School Jember, is based on the distribution of these educational components. The advantages of taḥsīn and taḥfīz learning methods at Al Furqan Junior High School include: 1) there are steps that have been standardized by *Ummi Foundation*, 2) there are mature modules and learning materials, and 3) the existence of forms/drafts/features that have been completed. Such as lesson plan, syllabus, etc. As stated by the Headmaster of Al Furqan Junior High School:

The good thing about the *Ummi* method is that there are steps. So everything is standardized by *Ummi Foundation*. As is the case with the learning process in general learning. There is standardization from the government. Including making preparation of teaching materials, in the form of lesson plans [13].

Some additional advantages of the taḥsīn and taḥfīz Al-Qur'an learning methods at Al Furqan Junior High School which complement, include: 1) systematic, 2) measurable, 3) standard. Meanwhile, in terms of achievement, the ninth grade of Al Furqan Junior High School can take part in munaqosyah 3 chapters. It has been proven that there were twelve students who followed the haflah and were not students of the Islamic boarding school. The deficiencies that are still felt in the application of the taḥsīn and taḥfīz Al-Qur'an learning methods at Al Furqan Junior High School Jember, are returned to the students themselves. One example of this is the feeling of burden when studying. As stated by the Deputy Head of Curriculum:

The drawback is that children often feel, for certain children, they feel it is a burden. Example. On the one hand, he has to do daily tests, prepare material that he has to learn. On the other hand he must memorize. This is an example if the child is already in ninth grade. In that class, the child is ready for UNAS. It's Try Out activities up to five times in one semester. Well, even though they are also required to deposit their memorization, there is still a lesson to be learned. The child is sometimes confused which comes first [14].

The weakness that is still visible in the field is the lack of supervision. This is due to the school learning model which is not staying overnight, starting in the morning until 2 pm, and the learning portion Al-Qur'an which is only two hours per day. Deficiencies on this side have an impact on the achievement of taḥsīn and taḥfīz learning methods. According to the Coordinator of Religious Affairs

***The Solutions and Strategies of Taḥsīn and Taḥfīz Al-Qur'an Learning Methods at Al Furqan Junior High School***

Strategies that can be applied from a material standpoint are: 1) always learning from various kinds of taḥsīn and taḥfīz methods, 2) always upgrading teachers so that they are more optimal in guiding (improving quality), 3) increasing the quantity of teachers, and 4) prioritizing human resources *hafizh* in development. This application is in accordance with the meaning of Islamic education. As explained by Armai Arief, that: "Islamic education is a process in forming Muslim human beings who are able to develop their potential to realize and realize their duties and functions as caliphs of Allah SWT, both to their God, fellow human beings and other fellow creatures" [15]. So the solution efforts and strategies implemented at Al Furqan Junior High School Jember will greatly help the growth and development of Muslim human resources with the maximum potential as caliphs of Allah SWT, humans and other creatures. The solutions and strategies from the second educational component are the strategy side itself.

Based on the table description, these include: 1) giving directions & motivation, 2) giving muroja'ah interludes, 3) the last 5 minutes for stories, 4) joking around, and 5) dynamicizing the stages of the learning method. According to M. Basyirudin Usman, learning methods are tools that are devices or part of a teaching strategy [16]. Then the learning method can be used to realize the strategy set. The side of the strategy referred to by the five points above is the dynamics in learning. So because the term strategy has similarities with the term approach (approach). Approach can be interpreted as a starting point or our perspective on the learning process. Roy Killen noted that there are two approaches to learning, namely teacher-centred approaches and student-centred approaches [17]. From this explanation, the taḥsīn and taḥfīz learning methods at Al Furqan Junior High School can use two approaches. teacher-centred approaches and student-centred approaches. Therefore the learning strategies and methods used can be sourced or depend on a particular approach. The solution and strategy that will be carried out by the school is to continue learning from all the other methods that have emerged a lot. Schools also need to continue to strive to upgrade their teachers so they can optimize taḥfīz guidance for students. Teachers who are hafizh and of good quality will initiate memorization methods that are suitable and up to date. As the headmaster said:

What is clear, each method has advantages and disadvantages. We need to learn from others. Now it has started to appear a lot. Quick memorization, etc. Well, we haven't implemented that yet. Haven't learned much there. God willing, later we will try to upgrade the teachers. Especially taḥfīz. These are just a few, including ust. As'ad is a hafiz who is already 13 years old. Who will take the initiative, and try to keep learning for good memorization methods [18].

In connection with these solutions & strategies. Special escort through the MoU (Memorandum of Understanding) continues to be carried out with *Ummi Surabaya*. The teacher is guided, supervised, and assessed from the point of view of taḥsīn and taḥfīz learning, so that the school can fully measure the progress of the ups and downs in the application of the *Ummi method*, students' reading, and the improvement of the teacher. Three influencing factors support the success of learning the taḥsīn and taḥfīz Al-Qur'an methods at Al Furqan Junior High School, namely: 1) 60% with teachers who are Ummi certified, 2) 20% with the method, and 3) 20% with the teaching aids. Likewise, as stated by Ust. Abdul Hadi, S.Pd.I as Munaqosyah's examiner

***The Case Study of Taḥsīn and Taḥfīz Al-Qur'an Learning Methods at Al Furqan Junior High School***

***a. Taḥsīn and Taḥfīz Al-Qur'an Learning Methods***

The need for taḥsīn and taḥfīz Al-Qur'an learning methods is deemed necessary for Al Furqan Junior High School Jember. Besides the community's need for learning the Qur'an is increasing, the effort to come up with this method is intended as a step for the school to make the Al-Qur'an program superior. So that through this program school students are expected to have improvements in reading *fashohah* letters and a significant increase in memorization. The main goal is to create a generation that loves and is loved by the Qur'an. Al Furqan Junior High School Jember is a school that stands under the Al Furqan Foundation. As a foundation consisting of PAUD, SD, SMP, SMA, and SMK. The *Ummi* method appeared for the first time in

Surabaya with the appointment of the Al Furqan Foundation as a part of its model school. The *Ummi* method was also used as a continuation of the previous elementary school program. Another reason behind the emergence of this *Ummi* method is that it is explained that this is implemented so that students can be fortified by the busyness of the Qur'an, draw closer to Allah, and realize its importance. Because today is very different from the era of teachers/ educators in the past. The *Ummi* method was used because the input came from public schools. In addition, the increasing number of students and the number of memorization which exceeds one juz are also the main reasons for using this method. The *Qiro'ati* method was used as a tahsin and tahfizh Al-Qur'an method before using the *Ummi* method.

The *Ummi* method was chosen as the tahsin and tahfizh Al-Qur'an method at Al Furqan Junior High School because it has the *Turjuman* system. This method is also called good because it has a monthly monitoring, development and evaluation system. This method has been used for about four years. The application of the *Ummi* method was recognized by the tahsin and tahfizh teachers of Al Furqan Junior High School, Ust. As'ad Daroini, S.Pd., Al-Hafizh. As a means of uniforming standard reading according to the recitation of Al-Qur'an tahsin. This is because the school accepts new elementary school graduates with varying reading qualities. As stated: The *Ummi* method at Al Furqan Middle School is a continuation of the implementation of Al Furqan Elementary School. So students are used to it because they have gone through the previous curriculum. Class 3 of Al Furqan Elementary School is targeted to have at least completed the Tartil chapter. Meanwhile, for grade 5, chapter 1 of Surah Al-Baqarah will be added, and repeating the previous 30 chapters. The type of tahsin and tahfizh Al-Qur'an learning methods that have been used by the Al Furqan Foundation is the *Qiro'ati* method. That is around the beginning of the founding of the foundation in the years between 1970-1972. And the method has been in use for a long time since those years. Until the transition period came, when Al Furqan Elementary School became a model school's (*pilot project*) for the *Ummi* method. Then it was decided that all foundation units would use the *Ummi* method, including the Diniyah madrasah. And Al Furqan was the pioneer of the first school institution to use the *Ummi* method. Types of tahsin and tahfizh Al-Qur'an learning methods in junior high school Al Furqan Jember will be focused on using only one type, namely the *Ummi* method. Because Al Furqan is a *pilot project* of the *Ummi* method in Jember.

On the other hand, this method has succeeded in getting 3rd grade students to be able to read the Qur'an by completing *Gharib's* tahsin material, and have completed memorizing juz 30. The *Ummi* method was chosen as the tahsin and tahfizh learning method Al-Qur'an in Al Furqan Junior High School, because it has unique advantages and is considered good. This method is also referred to as a summary of the combination of pre-existing methods. Like *Iqro'*, *Qiro'ati*, etc. In more detail, the *Ummi* method was chosen due to the following reasons. Namely: 1) has a clear supervision system, 2) teachers who teach will continue to be monitored and evaluated, 3) supervision is carried out once a month. The consideration for choosing the *Ummi* method at Al Furqan Junior High School Jember is because it can adapt to the needs and abilities of Al Furqan Elementary School graduates. In practice, the *Ummi* method was also chosen because it can fulfill all three aspects of learning instincts, especially when students are in the process of memorizing. The technical method is known as *Tikrar Binnazhar*. The *Ummi* method was chosen because it already has good management and has spread in various parts of Indonesia. This method is known as an independent monitoring and testing system. So that the assessment of grade level/graduation of students becomes more objective and independent. The concept of tahsin and tahfizh Al-Qur'an learning methods was formulated independently by Al Furqan Junior High School. That is during the transitional period between the *Qiro'ati* and *Ummi* methods. However, this was constrained by the limited human resources at that time. Until finally it was decided to follow an existing and clear method, even with a larger fund. The concept of tahsin and tahfizh Al-Qur'an learning methods in junior high school Al Furqan Jember, henceforth purely follows the standard *Ummi* method system.

This was done because the school had had an MoU with *Ummi* since the beginning of implementation. However, schools remain open to innovations that grow from each teacher/asatidz as educators, as long as these innovations do not deviate from the determined mainline. The stages of the tahsin and tahfizh Al-Qur'an learning methods at Al Furqan Junior High School Jember generally consist of 5 stages. That is: 1) Introduction, 2) Repeating memorization, 3) Adding memorization/next material, 4) Stabilization, and 5) Closing (strengthening and follow-up learning). The portion of Al-Qur'an study hours at

Al Furqan Junior High School Jember, is the largest portion of hours given to students in a week. This is done in order to help students to achieve the target of memorizing two juz. The steps for implementing the tahsin and tahfizh learning methods Al-Qur'an in Al Furqan Junior High School Jember, is by selecting students based on their tahsin ability. Then it is divided based on the tahsin and tahfizh classes according to the achievements that have been obtained. The achievements of the tahsin and tahfizh classes that have been determined, then the students are assisted to increase their memorization even though the tahsin is still at an early stage. This is done using the *Talaqqi* method, in which the teacher reads the verses that are memorized with *talqin* (observe imitating) to the students, then the students follow them according to what the teacher reads repeatedly according to the rules of tahsin and tajwid. Evaluation was also carried out for all tahsin and tahfizh asatidz.

The technical details of the steps of the tahsin and tahfizh Al-Qur'an learning methods are carried out in minute stages in each active hour of learning. In general, these stages are divided into 6 learning activity sessions. Namely: 1) Opening with prayer for 5 minutes, 2) Tadarus together for 15 minutes, 3) Muroja'ah with *qarib* and *ba'id* for 10 minutes, 4) Concept planting/Apperception for 20 minutes, 5) Deposit for 15 minutes, and 6) Motivation and prayer for 5 minutes. First and Second Steps. Opened by reading a prayer and continued tadarus together. The number of tadarus readings is 1 page, which is read by 5-6 class representatives. Each student can read as many as 2 verses according to the line content of the manuscript page. The reading emphasizes attention to certain tahsin laws. Until the next meeting there is no tolerance for stressing mistakes in the same place/law of reciting the tahsin. Tadarus reading with this model is devoted to learning on Wednesdays. The maximum number of student participants per circle/halaqoh of study is 15 students. This is done so that the comparison between teacher and student is not too far apart. So that learning can be of higher quality. Because the emphasis of this method is on *talaqqi* tahsin with tartil reading. Third steps. Repeating new and old memorization (*Muroja'ah*) for 10 minutes. These repetitions amount to a third of the previous new rote acquisition. Old memorization is read together and continued the next day. Fourth and fifth steps. New Memorization/Apperception/Concept Development for 20 minutes, followed by deposit to the tahsin teacher for 10 minutes. Memorizing is deposited as many as 2 verses, while standing, and taking turns changing in the halaqoh as many as ten students. So that each student gets one minute to read the verse 5 times.

Final / Closing Stages. Motivation and Prayer. In addition to the respective tahsin teachers, so that the stages of the tahsin and tahfizh learning methods Al-Qur'an runs dynamically, effectively, and does not saturate. The tahsin and tahfizh Al-Qur'an learning schedules at Al Furqan Junior High School Jember are made into one lesson. Each class gets 5x Al-Qur'an lessons per week, consisting of 3 x 70 minutes for tahsin and tahfizh Al-Qur'an, and 2 x 70 minutes for *Turjuman* learning. Tahsin and Tahfizh are held every Monday, Wednesday and Friday. Meanwhile, *Turjuman* serves as a complement to Al-Qur'an material on Tuesdays and Thursdays.

**Table 1.** Al-Qur'an Learning Schedule for Al Furqan Junior High School Jember

Monday				
07:45-08:55	-	7B	7C	7D
08:55-10:05	8A	8B	8C	8D
Tuesday				
07:45-08:55	7A	7B	7C	7D
08:55-10:05	8A	8B	8C	8D
10:20-11:30	9A	9B	9C	9D
Wednesday				
07:45-08:55	7A	7B	7C	7D
13:05-14:15	8A	8B	8C	8D
Thursday				
08:55-10:05	7A	7B	7C	7D
10:20-11:30	8A	8B	8C	8D

Friday				
10:20-11:30	7A	7B	7C	7D
08:55-10:05	8A	8B	8C	8D

Efforts to improve the tahsin and tahfizh learning methods of Al-Qur'an at Al Furqan Junior High School are in two steps. Namely: Teacher Supervision and *Ummi* method training for teachers on school holidays. Supervision is carried out every day by Field Coordinator Religion, and once every two months by the *Ummi* Surabaya team. Student responses to the tahsin and tahfizh learning methods The Qur'an is considered good and extraordinary. This can be seen from the good response of students when there was a combination of methods between the old Al Furqan Junior High School and Al Furqan 2. It is known that the two units have different academic abilities, etc. The responses of students to the tahsin and tahfizh methods of *Ummi's* Al-Qur'an varied, but the dominant one that was seen was the tiredness of the students because the stages of the method continued from beginning to end. The results of applying the tahsin learning method are running according to the target. Even usually can be exceeded. A real example that can be seen is the number of students who graduate and finish reaching the end of the tahsin material. The achievements of the tahsin above, on the other hand, are different from the achievements of the tahfizh learning method. It is acknowledged that it is still in the process of strengthening and learning.

Because the strengthening that has been done is also still under assistance. The achievements of the application of the tahsin and tahfizh Al-Qur'an learning methods at Al Furqan Junior High School have been good. In a matter of 90% success. Even though there are still obstacles, it is more to the individual of each student. The results of the application of the tahsin and tahfizh Al-Qur'an learning methods have increased from year to year. Grade 9 graduate this year's Al Furqan Junior High School has been completed from volume tahsin material and has entered Al-Qur'an tahsin material. On the side of memorization, the lowest is that students have memorized juz 30. Meanwhile, grade 8 is now taking the tahsin material test. Al-Qur'an, and their average memorization is above the Surah Al-Lail. The main achievements that are most considered and fully controlled, include: 1) good reading *fashohah*, 2) sharpness of letters that are increasingly honed, 3) familiar with *tartil* reading, and 3) Mastering *Ummi's* two-tone reading. Targets and expectations of the specified results have also been felt by some students. Among the results obtained are the ease of memorizing with the distinctive tone of the *Ummi* method, and the increase in their memorization of more than one juz of the Qur'an. The increase in achievement was also obtained from the tahfizh/memorization side of the students very rapidly. So that some graduates of Al Furqan Elementary School continue their education at Al Furqan Junior High School so that their memorization remains controlled. The results of the tahsin and tahfizh Al-Qur'an learning methods were also recognized by Munaqosyah's examiners.

#### b. *Strengths and Weaknesses*

The advantages of the tahsin and tahfizh learning methods at Al Furqan Junior High School include: 1) there are steps that have been standardized by the *Ummi Foundation*, 2) there are mature modules and learning materials, and 3) the existence of forms/drafts/features that have been completed. Such as lesson plan, syllabus, etc. Several additional advantages of the tahsin and tahfizh Al-Qur'an learning methods at Al Furqan Junior High School which complement, include: 1) systematic, 2) measurable, 3) standard. Meanwhile, in terms of achievement, the ninth grade of Al Furqan Junior High School can take part in *munaqosyah* 3 chapters. It has been proven that there were twelve students who followed the *haflah* and were not students of the Islamic boarding school. Another advantage of applying the tahsin and tahfizh learning methods Al-Qur'an at Al Furqan Junior High School, one of which is that student participants can be conditioned (do not move much out of halaqoh), and do not have spaces for playing around which can reduce concentration in halaqoh. Another advantage that can be seen from the application of the tahsin and tahfizh Al-Qur'an learning methods at Al Furqan Junior High School Jember is the very significant positive effect on improving student achievement in other subjects. This can be seen from several examples of students whose achievements increased when they really memorized and studied Al-Qur'an. The advantages of the tahsin and tahfizh Al-Qur'an learning methods felt by students include: 1) Adding cohesiveness when reading together, 2) Adding memorization with a distinctive tone, 3) Memorization feels more attached, 4) Memorization increases by 1 juz during one year. Other advantages, namely: 5) The tahsin method has a characteristic tone,

and 6) The special target is memorizing 3 juz after school, 7) Memorizing feels easier, and 8) The reading tone is pleasing to the ear.

The deficiencies that are still felt in the application of the tahsin and tahfizh learning methods of the Al-Qur'an at Al Furqan Junior High School Jember, are returned to the students themselves. One example of this is the feeling of burden when studying. The weakness that is still visible in the field is the lack of supervision. This is due to the school learning model which is not staying overnight, starting in the morning until 2 pm, and the learning portion Al-Qur'an which is only two hours per day. Deficiencies on this side have an impact on the achievement of tahsin and tahfizh learning methods. The application of the tahsin and tahfizh learning methods has very full stages and time. So that some students can feel tired and bored. Some students experience obstacles including: 1) they still find it difficult in their tahfizh, 2) they still use other methods when memorizing, 3) they find it difficult to memorize because accompanied by *Turjuman*, 4) they have difficulty memorizing *Turjuman*, 5) they find it difficult to follow the direction of recitation of recitation from the ustadz when memorizing, 6) the amount of memorization that is deposited is still limited, 7) it is difficult to follow the *waqaf* and *ibtida'* readings, 8) there are still frequent mistakes in long and short readings. The achievement of results from tahfizh is admittedly still not optimal. Because the number of students who reached the target was still less than a third. In the sense that it has not reached at least 80%. The number of tahfizh targets is memorizing juz 30 and juz 1, as well as strengthening the meaning of *Turjuman*. The obstacle that continues to be a challenge is students who are not full boarding at school. So that students are released from supervision and control when they are at home. The acquisition and achievement of tahfizh of several students who have not met the target is recognized as a problem that returns to the individual of each student. Students who have good abilities and desires, are even supported by the boarding school program. It is believed to have more memorization.

#### c. *Solutions and Strategies*

The solution and strategy that schools will continue to do is to always learn from all kinds of other methods. Schools also need to continue to strive to upgrade their teachers so they can optimize tahfizh guidance for students. Teachers who are hafizh and of good quality will initiate memorization methods that are suitable and up to date. Several strategies and solutions to support the success of the tahsin and tahfizh Al-Qur'an learning methods are as follows: 1) Increasing the quality of teachers, 2) Increasing the quantity of teachers, 3) Providing special administrative handling, and 4) Providing additional hours for students who are behind on target memorization. Directions and *ruhiyah* motivation for students are also needed. This is related to school learning activities that are dense and in tandem with the Al-Qur'an memorization program. The tahsin and tahfizh Al-Qur'an learning methods at Al Furqan Junior High School Jember are so full of stages and their application. Variations and distractions are needed that can arouse enthusiasm and function relaxation. Among the strategies are: 1) Leaving 5-10 minutes at the end of each transitional stage, to give motivation or stories, etc. 2) Interludes can be filled with evocative questions or a little joke. And 3) Teachers don't have to stick to the standard time limits for each stage. So that the atmosphere feels more fluid and dynamic. Another strategy that can be applied to maximize the potential of students towards the tahsin and tahfizh Al-Qur'an learning methods. Some of them are: *First*, by giving a challenge that the report card requirements are taken when the target has been reached. It will even be a graduation requirement next year. The minimum target for memorizing SMP Al Furqan is 2 juz. *Second*, the target strategy will be monitored and controlled by the Muroja'ah Chart.

Each column is divided based on the juz to be repeated. Each juz is divided for Monday-Saturday per week. The juz column continues to line up sideways as it increases. *Third*, Strengthening memorization is supported by frequent repetition. So students are given *muroja'ah* time between the completion of the halaqoh opening prayer and before adding new memorization. *Fourth*, continue to innovate to help the *muroja'ah*, *tahsin*, and *tahfizh* run smoothly. *Fifth*, continue to be controlled by overseeing the memorization table and paying attention by asking how the *muroja'ah* is. In connection with these solutions & strategies. Special escort through the MoU (Memorandum of Understanding) continues to be carried out with *Ummi* Surabaya. Teachers are guided, supervised, and assessed in terms of tahsin and tahfizh learning, so that the school can fully measure the progress of the ups and downs in the application of the *Ummi* method, students' reading, and the improvement of their teachers. Three factors influence the success of learning the tahsin and tahfizh



methods Al-Qur'an in Al Furqan Junior High School, namely: 1) 60% with teachers who are Ummi certified, 2) 20% with the method, and 3) 20% with the teaching props.

No	Research Focus	Research Finding
1	What is the method of learning tahsin and tahfizh of the Qur'an at Al Furqan Junior High School Jember?	<p><i>Background Research</i></p> <ol style="list-style-type: none"> <li>The effort to bring up the tahsin and tahfizh learning methods is intended as a school step to make the Al-Qur'an program superior. The main goal is to create a generation that loves and is loved by the Qur'an.</li> <li>The application of the <i>Ummi</i> method is recognized as a means of standardizing standard reading according to the recitation of Al-Qur'an <i>tahsin</i>.</li> <li>The Ummi method at Al Furqan Junior High School is a continuation of the application of the method at Al Furqan Elementary School.</li> </ol> <p><i>Types of Methods Used</i></p> <ol style="list-style-type: none"> <li>The type of tahsin and tahfizh Al-Qur'an learning methods that have been used by the Al Furqan Foundation is the <i>Qiro'ati</i> method. Namely in the years between 1970-1972.</li> <li>Al Furqan Junior High Jember admits that it will focus on using only one type, namely the <i>Ummi</i> method. Because Al Furqan is a pilot project of the <i>Ummi</i> method in Jember.</li> </ol> <p><i>The reason for choosing this method</i></p> <p>Some of the reasons the Ummi method was chosen are because:</p> <ol style="list-style-type: none"> <li>considered good and has unique advantages,</li> <li>has a clear supervision system,</li> <li>there is supervision that is carried out once a month,</li> <li>can adjust the needs and abilities of Al Furqan Elementary School graduates,</li> <li>Has good management and is spread across Indonesia .</li> </ol> <p><i>Al Furqan Junior High School Learning Concept</i></p> <ol style="list-style-type: none"> <li>The portion of Al-Qur'an study hours at Al Furqan Junior High School Jember is the largest portion of study hours in a week.</li> <li>The concept for the method was formulated independently by the Al Furqan Junior High School. That is during the transitional period between the <i>Qiro'ati</i> and <i>Ummi</i> methods. However, this was constrained by the limited human resources at that time.</li> <li>Al Furqan Junior High School Jember then purely follows the standard <i>Ummi</i> method system. However, schools remain open with innovations from teachers/asatidz, as long as they don't go beyond the specified boundaries.</li> </ol> <p><i>Steps of the Tahsin and Tahfizh Al-Qur'an Learning Method</i></p> <ol style="list-style-type: none"> <li>Selecting students based on their tahsin ability. Then it is divided based on the tahsin and tahfizh classes according to the achievements that have been obtained.</li> <li>Furthermore, students are accompanied to increase their memorization even though the tahsin is still in the early stages by using the <i>Talaqqi</i> method.</li> <li>Evaluation was also carried out for all tahsin and tahfizh asatidz.</li> <li>The steps of the tahsin and tahfizh Al-Qur'an learning methods in junior high school Al Furqan Jember generally consists of 5 steps. Namely: 1) Introduction, 2) Repeating memorization, 3) Adding memorization/next material, 4) Stabilization, and 5) Closing (strengthening and follow-up learning).</li> <li>The technical details of the method steps are divided into 6 sessions. Namely: 1) Opening with prayer for 5 minutes, 2) Tadarus together for 15 minutes, 3) Muroja'ah with <i>qarib</i> and <i>ba'id</i> for 10 minutes, 4) Planting of concepts/Apperceptions for 20 minutes, 5) Deposit for 15 minutes, and 6) Motivation and prayer for 5 minutes.</li> <li>The maximum number of student participants per learning circle/halaqoh is limited to 15 students.</li> </ol>

No	Research Focus	Research Finding
		<p><i>Study Schedule</i> The learning schedule for each class includes 5x Al-Qur'an lessons per week, consisting of 3 x 70 minutes for tahsin and tahfizh Al-Qur'an, and 2 x 70 minutes for <i>Turjuman</i> learning.</p> <p><i>Improvement Efforts</i> Efforts to improve the tahsin and tahfizh learning methods of Al-Qur'an Al Furqan Junior High School are in two steps. Namely: Teacher Supervision and Ummi method training for teachers on school holidays.</p> <p><i>Student Response</i> The response of Al Furqan Junior High School students to the tahsin and tahfizh Al-Qur'an learning methods was generally well received. But in practice, the dominant thing that is visible is the tiredness of the students because they are active from start to finish.</p> <p><i>Results of Application of the Method</i></p> <ol style="list-style-type: none"> <li>The results of applying the tahsin learning method are running according to the target. Even usually can be exceeded.</li> <li>The achievements of the tahfizh learning method are acknowledged to be still in efforts to strengthen and learn.</li> <li>In general, 90% successful implementation. Constraints returned to each student.</li> <li>There was an increase in students' memorization acquisition from year to year.</li> <li>The main achievements of the most attention include: 1) good reading <i>fashohah</i>, 2) sharpness of letters that are increasingly sharpened, 3) familiarity with <i>tartil</i> reading, and 3) Mastering <i>Umami's</i> two-tone reading.</li> <li>The results that have been felt by some students include: 1) ease of memorizing with the distinctive tone of the <i>Umami</i> method, and 2) increasing their memorization of more than one juz of the Qur'an.</li> <li>The increase in achievement was recognized by <i>Munaqosyah's</i> examiners. So that some graduates of Al Furqan Elementary School continue their education at Al Furqan Junior High School so that their memorization remains controlled.</li> </ol>
2	What are the Strengths and Weaknesses of the tahsin and tahfizh Al-Qur'an learning methods at Al Furqan Junior High School Jember?	<p><i>Strengths</i></p> <ol style="list-style-type: none"> <li>The tahsin method has a characteristic tone that is pleasant to hear.</li> <li>Add memorization memory with that tone.</li> <li>Add cohesiveness when reading together.</li> <li>Student participants can be conditioned (don't move much out of the halaqoh).</li> <li>There is no gap to play around which can reduce concentration in halaqoh.</li> <li>Memorization feels more sticky.</li> <li>Memorization increases by 1 juz for one year.</li> <li>The special target is to memorize 3 juz by graduating from school.</li> <li>Memorization feels easier for students.</li> <li>Grade nine of Al Furqan Junior High School can take part in <i>munaqosyah</i> 3 juz.</li> <li>The effect of a very significant positive influence on improving student achievement in other subjects.</li> <li>There are steps that have been standardized by the <i>Umami Foundation</i>.</li> <li>There are mature modules and learning materials.</li> <li>There is a form/draft/feature that has completed it. Such as lesson plan, syllabus, etc.</li> <li>Systematic.</li> <li>Scalable.</li> </ol>

No	Research Focus	Research Finding
		<p>q. Standard.</p> <p><i>Weaknesses</i></p> <ol style="list-style-type: none"> <li>a. Supervision and optimization of daily time for memorization which is still lacking.</li> <li>b. The application of the method felt that some students were rather tired and bored. because the stages and time that are run are very <i>full</i>.</li> <li>c. Some students experience obstacles including: 1) they still find it difficult in their tahfizh, 2) they still use other methods when memorizing, 3) they find it difficult to memorize because accompanied by <i>Turjuman</i>, 4) they have difficulty memorizing <i>Turjuman</i>, 5) they find it difficult to follow the direction of recitation of recitation from the ustadz when memorizing, 6) the amount of memorization that is deposited is still limited, 7) it is difficult to follow the waqaf and ibtida' readings, 8) there are still frequent mistakes in long and short readings, 9) a feeling of burden when studying.</li> <li>d. It is recognized that the achievement of results from tahfizh has not yet reached a minimum of 80%.</li> <li>e. Students who are not <i>full</i> boarding at school. So that students are released from supervision and control when they are at home.</li> <li>f. The acquisition and achievement of tahfizh of several students who have not met the target.</li> </ol>
3	<p>What are the strategies implemented to fill the deficiencies in the tahsin and tahfizh Al-Qur'an learning methods at Al Furqan Junior High School Jember?</p>	<ol style="list-style-type: none"> <li>a. Asatidz Tahsin and tahfizh teachers also need to provide <i>ruhiyah</i> direction and motivation to students, so that they can generate optimism in the midst of busy school activities, as well as go hand in hand with the Al-Qur'an memorization program.</li> <li>b. Six solutions and strategies that need to be continuously implemented by schools, so that improvement and refinement of methods can continue to develop. Among them: <ol style="list-style-type: none"> <li>1) Always learn from various kinds of tahsin and tahfizh methods that exist now.</li> <li>2) Continue to strive to upgrade the teachers so they can optimize tahfizh guidance for students.</li> <li>3) Teachers who are hafizh and of good quality will initiate memorization methods that are suitable and up to date.</li> <li>4) Increase the quantity of teachers.</li> <li>5) Provide special administrative handling.</li> <li>6) Provide additional hours for students who are behind target memorization.</li> </ol> </li> <li>c. Three variations and distraction strategies that can arouse enthusiasm and relaxation. That is: <ol style="list-style-type: none"> <li>1) Leave 5-10 minutes at the end of each stage transition, for motivation or stories, etc.</li> <li>2) Interludes can be filled with evocative questions or a little joke.</li> <li>3) The teacher does not have to stick to the standard time limits for each stage. So that the atmosphere feels more fluid and dynamic.</li> </ol> </li> <li>d. Five points of application to maximize students' potential for the tahsin and tahfizh Al-Qur'an learning methods. <ol style="list-style-type: none"> <li>1) Provides a challenge that the report card requirements are taken when the target has been reached.</li> <li>2) The target strategy will be monitored and controlled by the Muroja'ah Chart.</li> <li>3) Muroja'ah time is given between the completion of the opening prayer halaqoh and before adding new memorization.</li> <li>4) Continue to innovate to help smooth reading and memorization.</li> </ol> </li> </ol>

No	Research Focus	Research Finding
		5) Continue to be controlled by overseeing the memorization table and paying attention by asking how the muroja'ah is. e. Continue to carry out special escorts through the MoU (Memorandum of Understanding) with <i>Ummi Fondation</i> Surabaya. f. Three influencing factors that can sustain the success of the tahsin and tahfiz learning methods. 1) 60% with teachers who are <i>Ummi</i> certified, 2) 20% with the method, and 3) 20% with the props.

**Table 2.** Research Focus and Findings

#### IV. CONCLUSION

The type of method that focuses on teaching tahsīn and tahfīz Al-Qur'an at Al Furqan Junior High School today is the Ummi method. The stages of implementing the tahsīn and tahfīz Al-Qur'an methods are: 1) Opening with prayer for 5 minutes, 2) Tadarus together for 15 minutes, 3) Muroja'ah with qarib and ba'id for 10 minutes, 4) Planting concepts/apperceptions, memorizing new memorization for 20 minutes, 5) Memorizing deposits for 15 minutes, and 6) Closing with motivation and prayer for 5 minutes. On the *material side* in learning tahsīn and tahfīz Al-Qur'an at Al Furqan Junior High School, some of the strengths are: 1) Has a characteristic tone that is pleasing to the ear, and increases memorization with that tone. 2) Memorization feels more attached and easier for students. 3) The target for grade nine at Al Furqan Junior High School is to be able to take three juz munaqosyah. Memorization increases by one juz for one year. 4) The effect of a very significant positive influence on improving student achievement in other subjects. While the drawbacks are: 1) The achievement of the number of students who are successful in tahfīz is admittedly not yet reaching the minimum target acquisition, which is as much as 80%. 2) The presence of students who are not full boarding at school. So that students are released from supervision and control when they are at home. 3) As well as several other technical constraints felt by students. On the *Strategy Side* in learning tahsīn and tahfīz Al-Qur'an at Al Furqan Junior High School, some of the strengths are: 1) Adding cohesiveness when reading together. 2) Student participants can be conditioned. 3) Do not have gaps to play around which can reduce concentration.

While the drawbacks are: 1) Supervision and optimization of daily time for memorization which is still lacking. 2) The application of the method felt that some students were rather tired and bored, because the stages and time that were carried out were very full. 3) Obstacles felt by students, namely feeling difficult when memorizing accompanied by Turjuman. The strengths of *management* in tahsīn and tahfīz Al-Qur'an learning at Al Furqan Junior High School include: 1) There are steps that have been standardized by Ummi Foundation. 2) There are mature modules and learning materials. 3) There is a complete form / draft / feature. Such as lesson plan, syllabus, etc. While the drawback is that there are still a few obstacles that students feel. That is still using other methods when memorizing. Solutions and strategies in learning tahsīn and tahfīz Al-Qur'an at Al Furqan Junior High on the *material side*: 1) Always learn from various kinds of tahsīn and tahfīz methods that exist now. 2) Continue to strive to upgrade the teachers so they can optimize tahfīz guidance for students. 3) Appropriate and up to date memorization methods will be initiated by the hafizh teacher and are of good quality. 4) Increase the quantity (number) of teachers. 5) Provide special administrative handling. 6) Provide additional hours for students who are behind target memorization. 7) Continue to innovate to help students read and memorize fluently. Solutions and Strategies in learning tahsīn and tahfīz Al-Qur'an at Al Furqan Junior High School on the *Strategy side*: 1) Asatidz Teachers tahsīn and tahfīz need to provide spiritual direction and motivation to students.

In order to be able to create an aura of optimism in the midst of busy school activities, together with the Al-Qur'an memorization program. 2) Muroja'ah time is given between finishing the opening prayer of the halaqoh and before adding to the memorization. 3) Application of three variations and distraction strategies that can arouse enthusiasm and relaxation. Solutions and Strategies in learning tahsīn and tahfīz Al-Qur'an at Al Furqan Junior High School on the *Management Side*: 1) Providing a challenge to students that the report requirements are taken when they have reached the target of memorization. 2) Target achievement of reading

and memorizing material is guarded and controlled by the Muroja'ah Chart. 3) Continue to carry out special escorts through the MoU (Memorandum of Understanding) with Ummi Fondation Surabaya. 4) Controlling the three influencing factors that can support the success of the taḥsīn and taḥfīz learning methods.

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