

ABSTRAK

Eva Wulandari, 2023, *Strategi Menghafal Al-Qur'an (Studi Komparatif Di Pondok Pesantren Baitil Qur'an Al-Ghazali Pegantenan dan Pondok Kecil Al-Hamidy Banyuanyar Palengaan Pamekasan)*, Tesis, Program Studi Pendidikan Agama Islam (PAI) Program Magister (S2) Pascasarjana IAIN Madura, Pembimbing: Dr. H. Atiqullah, S.Ag., M.Pd dan Dr. Afifullah, S.Th.I., M.Sc

Kata Kunci: Strategi, Menghafal, Al-Qur'an

Al-Qur'an yang merupakan pedoman bagi umat islam, sangat penting untuk memeliharanya. Salah satu caranya dengan menghafal. Perlu adanya strategi pembelajaran dalam menghafalnya supaya lebih mudah, efektif dan efisien.

Berdasarkan hal tersebut, maka ada tiga permasalahan yang menjadi kajian pokok dalam penelitian ini, yaitu: *pertama* Bagaimana pelaksanaan menghafal al-Qur'an, *kedua* Apa saja faktor pendukung dan penghambat menghafal al-Qur'an, *ketiga* Bagaimana tingkat keberhasilan menghafal al-Qur'an.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian komparatif, sumber data diperoleh melalui wawancara, observasi, dan dokumentasi, informasinya adalah pengasuh, ketua tahfidz, guru tahfidz serta siswa, sedangkan pengecekan keabsahan data dilakukan dengan *Transferability*, *depenability*, dan *konfirbality*.

Hasil penelitian ini menunjukkan bahwa: *pertama* Pelaksanaan pembelajaran tahfidz al-Qur'an di Pondok Pesantren Baitil Qur'an Al-Ghazali yaitu setiap hari kecuali malam Selasa dan Jum'at. Menambah hafalan minimal 1 kaca, menyetor ulang hafalan minimal 2 lembar setengah kaca, menghafal dari juz 30, menyetor menyebut surah, halaman, ayat, madaniyah atau makkiyah, menyetor kartu hafalan dan pelanggaran, hafal 1 juz menyetor ulang dan test. 5 juz ditasmi' dirumah siswa dan diwisuda, siswa yang melanggar dihukum, lebih banyak muroja'ah, targer 1 tahun minimal hafal 5 juz. Serta metodenya yaitu metode wahdah, muroja'ah dan test sedangkan di Pondok Kecil Al-Hamidy Banyuanyar tidak ada target menghafal, diwajibkan lulus amsilati (program baca kitab kuning), makhorijul huruf dan tajwid, menghafal dari juz 30, menggunakan al-Qur'an utsmami, hafal 1 juz fokus muroja'ah, sebelum menyetor dibaca didepan guru, 5 juz ditasmi'dan test, siswa yang melanggar dihukum, metodenya yaitu metode wahdah, muroja'ah dan test. *Kedua*, Faktor pendukung di Pondok Pesantren Baitil Qur'an Al-Ghazali adalah masyarakat, wali murid, guru hafiz 30 juz, pengasuh hafiz 30 juz. Sedangkan faktor penghambatnya yaitu tidak takhussus, teman, hafalannya kesusul dengan yang lain, malas dan jenuh siswa. Di Pondok Kecil Al-Hamidy Banyuanyar pendukungnya adalah semangat santri, orang tua, guru hafiz 30 juz. Sedangkan penghambatnya adalah lingkungan pondok yang tidak bersuana al-Qur'an. *Ketiga*, Tingkat keberhasilan pembelajaran tahfidz al-Qur'an di Pondok Pesantren Baitil Qur'an Al-Ghazali yaitu siswa ditasmi'lancar, aktif ibadah, istiqomah program. Sedangkan di Pondok Kecil Al-Hamidy Banyuanyar adalah istiqomah program, ditasmi'lancar, hafalannya fasih dan akhlak siswa bagus

ABSTRACT

Eva Wulandari, 2023, Al-Qur'an Memorization Strategy (Comparative Study at Baitil Qur'an Al-Ghazali Pegantenan Islamic Boarding School and Al-Hamidy Banyuanyar Palengaan Pamekasan Small Islamic Boarding School), Thesis, Islamic Religious Education Study Program (PAI) Master Program (S2) Postgraduate IAIN Madura, Supervisor: Dr. H. Atiqullah, S.Ag., M.Pd and Dr. Afifullah, S.Th.I., M.Sc

Keywords: Strategy, Memorization, Al-Qur'an

Al-Qur'an which is a guide for Muslims, it is very important to maintain it. One way is by memorizing. There needs to be a learning strategy in memorizing it so that it is easier, more effective and efficient.

Based on this, there are three problems that are the main study in this study, namely: first, how is the implementation of memorizing the Koran, second, what are the supporting and inhibiting factors for memorizing the Koran, third, what is the success rate of memorizing the Koran? 'an.

This study used a qualitative approach with comparative research, data sources were obtained through interviews, observation, and documentation, the information was caregivers, tahfidz heads, tahfidz teachers and students, while checking the validity of the data was carried out by transferability, dependability, and konfirbality.

The results of this study indicate that: first, the implementation of learning tahfidz al-Qur'an at the Baitil Qur'an Al-Ghazali Islamic Boarding School, namely every day except Tuesday and Friday nights. Add memorization of at least 1 glass, re-store memorization of at least 2 half-glasses, memorize from juz 30, deposit reciting surahs, pages, verses, madaniyah or makkiyah, deposit memorization cards and violations, memorize 1 juz, re-deposit and test. 5 juz are recited at students' homes and graduated, students who violate are punished, more muroja'ah, target 1 year minimum memorize 5 juz. As well as the methods, namely the wahdah, muroja'ah and test methods while at Pondok Kecil Al-Hamidy Banyuanyar there is no target of memorizing, it is required to pass amsilati (yellow book reading program), makhori'ul letters and tajwid, memorize from juz 30, use al-Qur'an utsmani, memorize 1 juz muroja'ah focus, before depositing read in front of the teacher, 5 juz ditasmi'and test, students who violate are punished, the method is the wahdah method, muroja'ah and test. Second, the supporting factors at the Baitil Qur'an Al-Ghazali Islamic Boarding School are the community, guardians of students, hafiz teachers 30 chapters, hafiz caregivers 30 chapters. While the inhibiting factors are not being particular, friends, their memorization catches up with others, students are lazy and bored. At Pondok Kecil Al-Hamidy Banyuanyar the supporters are the spirit of students, parents, hafiz teachers 30 chapters. While the obstacle is the environment of the hut which does not have the atmosphere of the Koran. Third, the success rate of learning tahfidz al-Qur'an at the Baitil Qur'an Al-Ghazali Islamic Boarding School, namely students being fluent, active in worship, istiqomah program. Whereas in the Pondok Kecil Al-Hamidy Banyuanyar, the program is consistent, the reading is fluent, the memorization is fluent and the students' morals are good.