

ABSTRACT

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In this era, memorizing the Qur’an is very common in society. Generally, memorizing the Qur’an has been accustomed from an early age, because childhood memories are still strong. Various methods are also offered to make the memorization process easier. Many school institutions have implemented memorization programs for their students, one of which is Sekolah Dasar Islamic Bilingual Science. In this school, memorizing program of the Qur’an is implemented for all students by using a special method called the *Super Tahfīz* method. The characteristic of this method is uses the *taqti*’ system, namely: a typical reading of verses that are memorized according to the sound or reading, not like words. This attracts to attention of the author considering that there are no schools in Kalimantan that apply this method. This research aims to: 1) to know the steps of applying the *Super Tahfīz* method in memorizing the Qur’an at SD Islamic Bilingual Science, 2) to know the problems in memorizing the Qur’an at SD Islamic Bilingual science. This research is field research that uses qualitative descriptive methodology. The results showed that there were activities to memorize the Qur’an at SD Islamic Bilingual Science using the *Super Tahfīz* method. The memorization activity is begin with *muraja’ah* of memorization, then added new memorization. In practice, the steps of memorizing the Qur’an, are: *First*, the teacher gives the examples of reading the verses of the Qur’an that want to be memorized to their students; then the teacher and students read the verses of the Qur’an together several times while memorizing it; next, the teacher listen to student’s reading one by one in turn, and finally the teacher and students *muraja’ah* of the old and new memorization together. The Problems in memorizing are divided into two, namely internal factors that come from the children, such as not being able to read and write the Qur’an, boredom in memorizing, and feeling lazy to *muraja’ah*. While the external factors come from teachers, parents, and the environment, such as the number of children being handled by the teacher, the lack of parental roles to guide their children to *muraja’ah* at home and the friendly environment of children who are not from *Tahfīz* Elementary School.