

## CHAPTER IV

### THE APPLICATION OF THE *SUPER TAḤFĪZ* METHOD AT SEKOLAH DASAR ISLAMIC BILINGUAL SCIENCE MARTAPURA AND PROBLEMS

#### A. The Application of the *Super Tahfīz* Method at SD IBS

In this section, the author will describe the findings of the research, especially those related to the application of the *Super Tahfīz* method in memorizing the Qur'an at Sekolah Dasar Islamic Bilingual Science and its problems. The data presented based on the results of the research that the authors obtained from the field research, namely the authors collected data using the observation, interviews and documentation techniques. The data will be explained in the form of descriptions and explanations according to the steps of memorizing the Qur'an with the *Super Tahfīz* method at SD Islamic Bilingual Science and problems in memorizing the Qur'an.

The Biographies of Responden and Informan are as follows:

No.	Name	Profession	Last Education	Long of Teaching
1.	Widi Nugroho	Headmaster	S1	5 year
2.	Nor Azizah	The Qur'an teacher	SMA	4 year
3.	Nadila Yuliana	The Qur'an teacher	SMA	4 year
4.	Dewi Syifa	The Qur'an teacher	SMA	3 year
5.	Syarifah R	The Qur'an teacher	SMA	2 year

Based on the results of an interview with *Ustadh* Widi Nugroho as the principal of Sekolah Dasar IBS, he said: “The activity of memorizing the Qur’an at SD is carried out every Monday-Friday by new memorizing and *muraja’ah* of memorization, while every Saturday weekly evaluation is carried out by the teacher of *tahfîz* each class. Using the one day one ayat system, and with the *Super Tahfîz* method in memorizing the Qur’an. So all students are required to memorize one ayat for one day”.<sup>1</sup>

Based on the interview, we can understand that SD IBS uses the *Super Tahfîz* method in memorizing verses of the Qur’an with a one day one ayat.

The *Super Tahfîz* method is a method of memorizing the Qur’an that is applied at SD IBS Martapura, which uses the *taqti’* system, namely: cutting the reading of the memorized verse according to the sound or reading not syllable. For example, reading *Bismillâhirrahmânirrahîm* has 3 sounds. 1) First sound: *Bismillâ* 2) Second sound: *hirrahmâ* 3) Third sound: *Nirrahîm*.

Before starting to memorize the Qur’an, students are encouraged to perform ablution first to facilitate memorization. As Nor Azizah said that: “We recommend that students make it easy to memorize and accept the memorization before doing ablution first. Then the students were asked to sit well, calmly, and started by reading the prayer and full concentration to

---

<sup>1</sup>Widi Nugroho, as the Principal of Sekolah Dasar Islamic Bilingual Science Martapura, Personal Interview, 25 of June, 2021.

following the direction or guidance of the teacher regarding the short length in memorizing the Qur'an, so that there were no mistakes in memorizing the verses of the Qur'an. Thus, the students will be easy to memorize the Qur'an".<sup>2</sup>

From the interview above, it can be taken and understood that in order for the students to easily memorize the Qur'an, the teachers recommend that students to do ablution first before memorizing. Then students are asked to sit well, calmly, pray and concentrate fully to follow the direction and guidance of the teacher. According to the author, what the *ustadh* and *ustadhah* have done is very good, because getting used to something good will certainly have a good impact on students. Thus, students will be easy to memorize the Qur'an.

As for the steps for applying the *Super Tahfiẓ* method in memorizing the Qur'an, the author interviewed Dewi Syifa who stated that: "There are several steps taken by the teacher, including: (1) before starting a new memorization, the teacher will guide to *muraja'ah* the old memorization; (2) The teacher gives an example of reading a verse from *sūrah* that want to memorize for students and asks them to listen to the teacher's reading carefully; (3) The teacher reads the verses of the Qur'an repeatedly according to the sound so that the letters of *tajwīd* and *makhraj* can be heard clearly; (4) After that, the teacher gives examples of reading the verses from the Qur'an and asks the

---

<sup>2</sup>Nor Azizah, the teacher of Qur'an 3B at Sekolah Dasar Islamic Bilingual Science Martapura, Online Interview, 28 of June, 2021.

students to follow him until they are memorized with fluently; (5) If the student has memorized and fluently read the verse, the teacher will appoint one of the students to listen the reading, so that if there is mistake it can be corrected immediately”.<sup>3</sup>

The same thing was also said by Syarifah Rabi’atul Adawiyah which stated that: “The teachers in memorizing activities in this class are very active, because remember that students are memorizing the Qur’an for the first time. The memorization steps applied in this class are: (1) Starting with *muraja’ah* of the old memorization together; (2) The teacher exemplifies the reading verses of the Qur’an to the students based on the sound repeatedly clearly and they listen carefully; (3) The teacher gives an example of reading the verses of the Qur’an and ask students to follow it; (4) The teacher appoints the students one by one to give examples of reading the verses of the Qur’an. If there are still mistakes with their reading, the teacher will give an example again”.<sup>4</sup>

The same thing was also said by Nadila Yuliana who stated that: “There are several processes of memorizing the Qur’an that are applied to this class, including: (1) *Muraja’ah* the old memorization; (2) The teacher reads the verses that want to memorize repeatedly with clear the *tajwîd* and *makharij al-hurûf*;

---

<sup>3</sup>Dewi Syifa, the teacher of Qur’an 3A at Sekolah Dasar Islamic Bilingual Science Martapura, Online Interview, 28 of June 2021.

<sup>4</sup>Syarifah Rabi’atul Adawiyah, the teacher of Qur’an 1A at Sekolah Dasar Islamic Bilingual Science Martapura, Online Interview, 27 of June 2021.

(3) The teacher reads the verses of the Qur'an and the students follow the reading; (4) After that, the teacher tests the student's reading one by one; (5) Then, repeat it together until fluently and *muraja'ah* the old memorization with new memorization.<sup>5</sup>

From the results of the interviews above, it can be concluded that the steps applied by the teacher in memorizing the Qur'an at SD IBS are as follows:

1. The teacher gives an example of directly reading the verses of the Qur'an that they want to be memorized based on the sound of the verse to their students.
2. The teachers and students read the verses of the Qur'an together and memorized it to several time.
4. The teacher listen to the student's reading one by one in turn, so that mistakes in reading the verses can be justified.

SD Islamic Bilingual Science has a *muraja'ah* system, namely at the beginning of learning students will repeat the memorization that has been memorized before added the new memorization. Then, at the end of the lesson, students will *muraja'ah* the memorized verses of that day. The memorization deposit system is that every Saturday the students will entrust their memorization to their teacher of Qur'an each class.. So, this memorization

---

<sup>5</sup>Nadila Yuliana, the teacher of Qur'an 2B at Sekolah Dasar Islamic Bilingual Science Martapura, Online Interview, 27 of June 2021.

method is very suitable for children who have not been able to read the Qur'an well.

Although this school has a special method of memorizing the Qur'an, seen from the memorization process there are also other methods used in this memorization activity, namely:

1. *Talqîn* method: when the teacher gives an example of reading the verses of the Qur'an that they want to memorize, and students pay attention to the teacher's reading, then the students repeat the reading from the teacher.
2. *Talaqqi* method: when the teacher listen to student's reading one by one.
2. *Takrîr* method: when the reading of the memorized verse repeatedly.

#### B. The Problematic of Application the *Super Tahfîz* Method

Sekolah Dasar IBS is an educational institution that is still in the development stage, of course there are still many weaknesses and problems faced in the teaching and learning activities, especially in memorizing the Qur'an. Based on the results of observations and interviews made by the author, it can be concluded that the problems of applying the *Super Tahfîz* method in memorizing the Qur'an at SD IBS are divided into two, namely: 1) Internal factors, which come from the students themselves and 2) External factors, which come from the teachers, parents, and the school environment. This author describes as follows:

a. Students Factor

Many of the problems faced in memorizing the Qur'an at SD IBS come from the students themselves, as follows:

1. Each student's intelligence different

SD IBS has 8 classes and each class has approximately 15-30 students. Each student certainly has a different intelligence from one another. If the child has a good intelligence, of course he can quickly memorize and follow the activities of memorizing the Qur'an well. However, in contrast to children who have weak comprehension skills, they need special guidance from the teacher and are also a bit slow in memorizing. This is what the authors found from the data achievement of students' memorization targets in each class.

The solution to this problem is to add the several teacher to one class, so that teachers can focus on guiding some children who need special guidance. So that children with weak intelligence can balance for children who have stronger intelligence.

2. Boredom

Everyone has a different nature or character. Some tend to be tenacious, some tend to get bored quickly if they do something. Some are firm in their stance, some are very easily influenced by other things that they find easier and more interesting. Many people stop memorizing the Qur'an because of their fast-boring and not firm. Moreover, because they do not want to control these

negative traits, and their lack of effort to change it, in the end these traits always make effect to many of the actions they do, including memorizing the Qur'an.

The boredom that happen to students at SD IBS, because every day they have to struggle with the same routine. So it is not strange if the students get bored in memorizing the Qur'an. Whereas the Qur'an is Kalam which does not cause the boredom in reading and listening to it. However, for some people who have not felt the pleasure of reading and memorizing the Qur'an, this often happens. Therefore, boredom can lead to laziness in memorizing the Qur'an.

The solution is by the teacher doing the variations of learning, it could also be by giving short time for students to rest or play but still in the classroom, before start the memorization activities. So that students are fresher and more ready to accept rote material that will be given by the teacher.

### 3. Feeling lazy to *muraja'ah* of memorization

Some students have a high spirit in adding to the memorization of the Qur'an. In fact, they competed in terms of memorizing speed, so many of them managed to finish in a short time. However, it would be very unfortunate if it turns out that their enthusiasm and sincerity does not appear in defending what they have memorized. Because actually keeping the memorization is far more important than memorizing, laziness in *muraja'ah* is certainly more dangerous than being lazy to add the memorization. The solution must be given motivation

from the teachers at school and parents at home, about the importance of memorizing the Qur'an and the noble position of memorizing the Qur'an.

#### 4. Incompetency of Reading and Writing the Qur'an

Indeed, one of the conditions if someone wants to memorize the Qur'an, so that the memorization process runs smoothly, then he must first be able to make sure that the reading of the Qur'an is really good. Because, if he forces himself to continue to memorize while his reading still needs to be improved a lot, then besides he will have difficulty memorizing it, he will also have difficulty when his memorization is perfectly attached in his memory.

Because many of the students cannot read and write the Qur'an. Even for 4 grade there are still those who can't. This of course hinders the students in memorizing the Qur'an. They cannot be independent in memorizing it, and always need the help of the teacher. To overcome this, the teacher should always guide student's reading before memorizing by paying attention to the student's long and short reading, as well as their recitation. Besides that, the students must often read the Qur'an.

#### b. The Teacher Factor

The teacher for *tahfiẓ al-Qur'an* are actually enough because each class has got 1 teacher of *tahfiẓ*. However, to make it more maximal, if 1 class can get 2 teacher of *tahfiẓ* to handle different levels of memorizing the Qur'an children.

The results of the lesson are one way to find out whether the teaching and learning activities carried out have been running as planned and the objectives have been achieved or not. The results of the application of the *Super Tahfiz* method in memorizing the Qur'an at SD IBS can be said have been effective, but have not been achieved optimally.

To overcome this, the principal must add the new teachers so that teachers are expected be able to teach professionally and in accordance with their fields. In addition, students can also be more controlled and more attentive in memorizing activities.

c. The Parents Factor

Parents play an important role in the education of their children, because that education begins is from parent and children spend more time at home than at school. Some parents don't really care about memorizing their children, so they don't supervise or help guide their children to memorize or *muraja'ah* at home. So what can be learned in school is often forgotten.

The solution that can be given is that parents must also play a role in the development of their children's memory. Parents cannot leave their children's education completely to the school. Because good cooperation between parents, teachers and students is very necessary for the realization of effective memorization activities.

d. Environmental Factor

The home environment is different, there are some children's playmates who do not come from *Tahfiz* Elementary School, so they do not support the children to repeat their memorization at home.

The solution is to pay more attention to the children who they are friends, and limit their children's playing hours, and don't let spending the time at home only for playing, and keep the children away from bad friends.