

***TAḤFÎZ* AI-QUR'AN IN AN-NAJAH  
JUNIOR HIGH SCHOOL FOR MEMORIZING  
OF THE HOLY QUR'AN, CINDAI ALUS MARTAPURA**

**UNDERGRADUATE THESIS**

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**ANTASARI STATE ISLAMIC UNIVERSITY  
USHULUDDIN AND HUMANITIES FACULTY  
QURANIC STUDIES DEPARTMENT  
BANJARMASIN**

**2021**

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JUNIOR HIGH SCHOOL FOR MEMORIZING  
OF THE HOLY QUR'AN, CINDAI ALUS MARTAPURA**

**Undergraduate Thesis**

**Submitted in partial fulfillment on the assignments and requirements  
for the S.Ag degree at Antasari State Islamic University**

**By:**

**Heliya Awliya Novela**

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**2021**

## INTELLECTUAL PROPERTY STATEMENT

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Certify that my undergraduate thesis entitled: “*Tahfīz* Al-Qur’an in An-Najah Junior High School for Memorizing of the Holy Qur’an, Cindai Alus Martapura” is my original work, and no portion of my research has been copyrighted previously unless the source was appropriately called. If there is a breach of the items above, I will take full responsibility to Ushuluddin and Humanities Faculty, Antasari State Islamic University, for any legal action that might be caused.

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## APPROVAL SHEET

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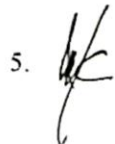
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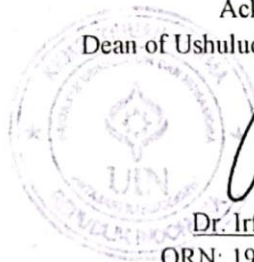
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## ABSTRACT

**Heliya Awliya Novela. SRN: 170104020184.** *Tahfîz* Al-Qur'an in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura. Undergraduate Thesis, Quranic Studies Department, Ushuluddin and Humanities Faculty, Antasari State Islamic University, 2021. Supervisor I: Dr. Norhidayat, MA. Supervisor II: Riza Saputra, MA.

**Keyword:** *Tahfîz, Muḥâfîzah, Talaqqi.*

The density of boarding and school activities did not reduce the enthusiasm of the students of An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura in completing the memorization target and even exceeding the target set by the institution. However, the author also finds that, in fact, the quality and quantity of human resources there are still relatively low, and they also face various problems in carrying out these activities.

The main problem discussed in this thesis is how the activities of *tahfîz* Al-Qur'an in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura? Moreover, what are the problems faced in *tahfîz* Al-Qur'an activities in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura?

In accordance with its nature, which is classified as field research using a qualitative approach, then the techniques in data collection are carried out through interviews, observations, and documentation then the data is analyzed by qualitative descriptive methods. At the same time, the data processing techniques were analyzed by data reduction, data display, and conclusions.

The results of this study indicate that the activities of *tahfîz* Al-Qur'an in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura follow the curriculum applied by Al-Amien Quranic Memorizing Boarding School, Prenduan Sumenep Madura. This activity is held every Monday to Saturday. The target set by the institution is five juz within three years of junior high school education. At the same time, the method used by students in memorizing Al-Qur'an is based on two categories, namely the *talaqqi* method for students who have not been able to memorize Al-Qur'an and students who have been able to memorize Al-Qur'an using quite a variety of methods.

The problems faced in the implementation of the *tahfîz* Al-Qur'an program include two factors, namely internal and external factors. Internal factors are physiological factors, such as poor health of *muḥâfîzah* and students, and psychological factors, including different levels of students' abilities to memorize Al-Qur'an and the feeling of tiredness and boredom in memorizing. Meanwhile, the external factors include: (1) the natural environment, schools, families, and communities; (2) boarding school and *tahfîz* programs; (3) teaching staff; (4) facilities and infrastructure. Meanwhile, the efforts that the institution in overcoming these problems has made are as follows: (1)

providing teaching staff such as *muḥâfîzah* and *musyrifah* rooms as mediators in overcoming conflicts; (2) providing health workers and medicines; (3) and fulfill the lack of facilities and infrastructure when receiving a report.

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise belongs to Allah SWT, thanks to His mercy and guidance so that the author can finish this undergraduate thesis. *Salawat* and *salam* do not forget to convey to the lord of the Prophet Muhammad SAW. The chosen apostle is the guide of humanity until the end of time. The author realizes that in completing this undergraduate thesis, she received much help from various parties, both in guidance, support, motivation, and suggestions of great value. For this reason, the author feels obliged to express his gratitude to all parties as high as possible. The authors express special thanks to the following parties:

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Although the author has tried her best in compiling this undergraduate thesis by scientific principles, of course, it does not escape from various shortcomings, mistakes, and imperfections; therefore, criticism and suggestions are needed for the perfection of this undergraduate thesis.

The author hopes that this paper will contribute to the development of Islamic science and education, and hopefully, this writing will be of worship value for the author in the sight of Allah SWT. and useful and bring goodness to all readers.

Banjarmasin, 14<sup>th</sup> of July 2021

Author

## TRANSLITERATION TABLE AND ABBREVIATIONS

According to the standard transliteration American Library Association (Library of Congress), 1997 mentioned below, the transliteration of Islamic terminology from the Arabic language has been carried out.

1.	ا	:	A	16.	ط	:	Ṭ
2.	ب	:	B	17.	ظ	:	Ẓ
3.	ت	:	T	18.	ع	:	‘
4.	ث	:	Th	19.	غ	:	Gh
5.	ج	:	J	20.	ف	:	F
6.	ح	:	Ḥ	21.	ق	:	Q
7.	خ	:	Kh	22.	ك	:	K
8.	د	:	D	23.	ل	:	L
9.	ذ	:	Dh	24.	م	:	M
10.	ر	:	R	25.	ن	:	N
11.	ز	:	Z	26.	و	:	W
12.	س	:	S	27.	هـ	:	H
13.	ش	:	Sh	28.	ء	:	‘
14.	ص	:	Ṣ	29.	ي	:	Y
15.	ض	:	Ḍ				

### ***Mad and Diphthong:***

1.	Long <i>Fathah</i>	:	Â / â	4.	أو	:	Aw
2.	Long <i>Kasrah</i>	:	Î / î	5.	أي	:	Ay

3. Long *Ḍammah* : û / û

**Note:**

1. Consonants with *syaddah* are written in duplicate  
For example; ربنا is written *rabbanâ*.
2. Long vowels (*mad*);  
*Fathah* (line above) is written â, *kasrah* (line below) is written, and *ḍammah* (front line) is written with û. For example, القارعة is written as *al-qâri'ah*, المساكين is written as *al-masâkîn*, المفلقون is written as *al-mufliḥûn*.
3. The article alif + lam (ال)  
When followed by the letter *qamariyah* written *al*, for example; الكافرون written *al-kâfirûn*. Meanwhile, if followed by the letter *syamsiyah*, the letter *lam* is replaced with the letter that follows it, for example; الرجال written *ar-rîjal*.
4. *Ta` marbuṭah* (ة).  
If it is located at the end of the sentence, it is written *h*, for example; ال written *al-Baqarah*. When in the middle of a sentence is written *t*, for example; زكاة المال written *zakât al-mâl*, or *sûrat an-Nisâ`*.
5. Writing words in sentences is done according to the writing, for example; الرازقين has written *wa huwa khair ar-râziqîn*.

**Abbreviations:**

1. SRN. : Student Registry Number
2. ORN. : Official Registry Number
3. ESN. : Educator Serial Number
4. ITTE : Islamic Teacher Training Education
5. IMTAQ : Faith and Piety
6. PAIKEM : Active, Innovative, Creative, Effective, and Fun Learning
7. SIM : License Memorization
8. n.p : No Place
9. n.p : No Publisher
10. n.y : No Year

## TABLE OF CONTENTS

COVER PAGE.....	
TITLE PAGE.....	
INTELLECTUAL PROPERTY STATEMENT.....	i
APPROVAL SHEET.....	ii
VALIDATION.....	iii
ABSTRACT.....	iv
ACKNOWLEDGEMENT.....	vi
TRANSLITERATION TABLE AND ABBREVIATIONS.....	viii
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xiii

CHAPTER 1 .....	<b>Error! Bookmark not defined.</b>
INTRODUCTION.....	<b>Error! Bookmark not defined.</b>
A. Research Background.....	<b>Error! Bookmark not defined.</b>
B. Problems Statement.....	<b>Error! Bookmark not defined.</b>
C. Problems Threshold .....	<b>Error! Bookmark not defined.</b>
D. Purposes of Research .....	<b>Error! Bookmark not defined.</b>
E. Significances of Research .....	<b>Error! Bookmark not defined.</b>
F. Prior of Research.....	<b>Error! Bookmark not defined.</b>
G. Operational Definition .....	<b>Error! Bookmark not defined.</b>
H. Research Methodology.....	<b>Error! Bookmark not defined.</b>
I. System of Writing .....	<b>Error! Bookmark not defined.</b>
CHAPTER II.....	<b>Error! Bookmark not defined.</b>
THE CONCEPT OF <i>TAḤFĪẒ</i> AL-QUR’AN.....	<b>Error! Bookmark not defined.</b>
A. Definition of <i>Tahfīẓ</i> Al-Qur’an .....	<b>Error! Bookmark not defined.</b>
B. Evaluation of <i>Tahfīẓ</i> Al-Qur’an .....	<b>Error! Bookmark not defined.</b>
C. Memorization Ability Standards .....	<b>Error! Bookmark not defined.</b>

D. Requirements That Must Be Met in Memorizing Al-Qur'an	<b>Error! Bookmark not defined.</b>
E. The Method of Memorizing Al-Qur'an	<b>Error! Bookmark not defined.</b>
F. Problems in Memorizing Al-Qur'an	<b>Error! Bookmark not defined.</b>
G. Competence of <i>Tahfîz</i> Teachers	<b>Error! Bookmark not defined.</b>
H. <i>Tahfîz</i> Curriculum	<b>Error! Bookmark not defined.</b>
CHAPTER III	<b>Error! Bookmark not defined.</b>
GENERAL DESCRIPTION OF AN-NAJAH JUNIOR HIGH SCHOOL FOR MEMORIZING OF THE HOLY QUR'AN, CINDAI ALUS MARTAPURA...	
	<b>Error! Bookmark not defined.</b>
A. History of the Founding	<b>Error! Bookmark not defined.</b>
B. Geographical Location	<b>Error! Bookmark not defined.</b>
C. Vision and Mission	<b>Error! Bookmark not defined.</b>
D. Facilities and Infrastructure	<b>Error! Bookmark not defined.</b>
E. The State of Teachers and Students	<b>Error! Bookmark not defined.</b>
CHAPTER IV	<b>Error! Bookmark not defined.</b>
ACTIVITIES AND PROBLEMS OF <i>TAHFÎZ</i> AL-QUR'AN IN AN-NAJAH JUNIOR HIGH SCHOOL FOR MEMORIZING OF THE HOLY QUR'AN, CINDAI ALUS MARTAPURA	
	<b>Error! Bookmark not defined.</b>
A. Research-Based Data Exposure	<b>Error! Bookmark not defined.</b>
1. <i>Tahfîz</i> Al-Qur'an Activities in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura	<b>Error! Bookmark not defined.</b>
2. Problems of <i>Tahfîz</i> Al-Qur'an in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura	<b>Error! Bookmark not defined.</b>
B. Analyze The Results of Research	<b>Error! Bookmark not defined.</b>
1. <i>Tahfîz</i> Al-Qur'an Activities in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura	<b>Error! Bookmark not defined.</b>

2. Problems of *Tahfîz* Al-Qur'an in An-Najah Junior High School for  
Memorizing of the Holy Qur'an, Cindai Alus Martapura ..**Error! Bookmark not  
defined.**

CHAPTER V ..... **Error! Bookmark not defined.**

CLOSING ..... **Error! Bookmark not defined.**

A. Conclusion..... **Error! Bookmark not defined.**

B. Suggestion..... **Error! Bookmark not defined.**

BIBLIOGRAPHY ..... **Error! Bookmark not defined.**

## LIST OF TABLES

Table 1.1	Data Matrix and Data Source.....	18
Table 3.1	Infrastructure.....	46
Table 3.2	Teacher's Status.....	46
Table 3.3	Number of participants.....	47
Table 4.1	Memorization Target.....	50