

CHAPTER I

INTRODUCTION

A. Research Background

Tahfīz Al-Qur'an is a process to preserve the purity of Al-Qur'an and is a very noble act before Allah.¹ Allah Most High guarantees the maintenance of Al-Qur'an and the ease of memorizing it. It was said by God in al-ḥijr/15: 9

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ

“Indeed, it is We who sent down the Qur'an, and indeed, We will be its guardian.”

Allah's guarantee in the above verse does not imply that Muslims are free from responsibility and obligation to maintain because it does not rule out the purity of the verses of Al-Qur'an will be disturbed by the enemies of Islam. Consequently, one of the genuine efforts to preserve the purity of Al-Qur'an is by memorizing it.²

According to Helen N. Boyle in the Quranic School, *tahfīz* Al-Qur'an is a collaborative process of mental and physical in the form of religious worship that has become a cultural tradition in Islamic countries.³ The tradition of *tahfīz* Al-Qur'an was preserved for generations from the time of the Prophet, both nations that spoke Arabic and who did not speak Arabic, including the Indonesian people.

¹Nadhifah, *Journal of Islamic Education*, Vol. 2, N0. 1, 28 December 2015, 65.

²Ahsin W. Al-Hafizh, *Bimbingan Praktis Menghafal Al-Qur'an* (Jakarta: Bumi Aksara, 1994), 21-22.

³Helen N. Boyle, *Quranic School Agents of Preservation and Change* (London: Routledge Falmer, 2004), 83.

At present, a study of *tahfîz* Al-Qur'an significantly affects to be developed, so that it becomes one of the flagship programs in several educational institutions.⁴ According to Imam Badruddin bin Muhammad bin Abdullah az-Zarkasyi quoted by Ahsin W. *Al-Hafizh*, there are several reasons why memorizing Al-Qur'an is very important to do. First, Al-Qur'an was revealed and recited by the Prophet's rote and then taught to all the friends also by rote. Second, the wisdom of sending down Al-Qur'an gradually implies that motivation and the spirit of guarding it are through rote learning. Third, the guarantee of preserving the purity of Al-Qur'an is that God has given it, as in the word Allah QS. al-hijr: 9, which is applicable. However, the actual operational tasks must be carried out by the people who have them, namely Muslims.⁵

Therefore, this research is essential to be carried out so that it becomes a reference and evaluation material for *tahfîz* Al-Qur'an institutions in Indonesia, which play an essential role in improving the quality of human resources in understanding and deepening the Islamic religion fundamentally.

Thus, based on preserving and grounding Al-Qur'an, many educational institutions in Indonesia, both formal and non-formal, have opened the *tahfîz* Al-Qur'an program as a characteristic of their institutions compared to other institutions. Some set up particular educational institutions to memorize Al-Qur'an, and some are not the first to establish an institution to memorize Al-Qur'an but because of the demands of

⁴Zakiyal Fikri, *Aneka Keistimewaan Al-Qur'an* (Jakarta: PT.Elex Media Komputindo, n.y), 241.

⁵Ahsin W. Al-Hafizh, *Bimbingan Praktis Menghafal Al-Qur'an...*, 136.

society and times so that the *tahfîz* Al-Qur'an program was opened.⁶ One of them is An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura, which is a formal educational institution with the *tahfîz* Al-Qur'an program to meet the demands of society and the times.

An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura is a formal educational institution under the auspices of An-Najah Islamic Boarding School Cindai Alus Martapura. The reason for choosing the location in this research is that the An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura is the only Junior High School in Banjar District which makes *tahfîz* Al-Qur'an activities as a school curriculum and does not make *tahfîz* Al-Qur'an activities as extracurricular only.⁷

Unlike the Junior High School in general, the activities in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura is not only focused on the activities of *tahfîz* Al-Qur'an, but also integrated with boarding school activities, both in organizational activities, language activities such as training of speech, language correction, giving vocabularies, conversations, as well as teaching and learning activities in the form of boarding school lessons, for instance, *imla*, *tamrîn al-lughah*, *muṭala`ah*, *naḥwu*, *ṣarf*, *tajwîd*, *maḥfûzât*, *tafsîr*, *ḥadîth*, *fiqh*, *uṣûl al-fiqh*,

⁶Hasan Bisri and Irfan B, "Pengelolaan Tahfidzul Qur'an PONPES LKiD" *Journal of Islamic Education* Vol. 3, No. 5, April 2016, 2.

⁷The Education-Institution of An-Najah Islamic Boarding School Cindai Alus for female, *Curriculum of An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura*, (Martapura:n.p, 2017), 1.

farâid, târîkh al-islâm, tauhîd, inshâ, khat, and another general lesson.⁸ Moreover, the female students are required to practice Arabic and English in daily conversation. Thus, it is exciting for the author to research the location.

Even though this activity combines with total activity school hours and other activities at the boarding school, the students in the An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura were still able to complete the memorization of Al-Qur'an by the specified targets. As stated by the coordinator of *tahfîz*, in one interview with him:⁹

Although the activities of *tahfîz* Al-Qur'an in the An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura combine with the many activities of the boarding school does not prevent female students from completing Al-Qur'an memorizing targets and even exceeds the targets set by the institution".

Based on the initial research that the author found in the field and based on the results of information from informants, that An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura has succeeded in carrying out *tahfîz* activities following the targets set by the institution. However, the author also found that the quality and quantity of human resources there are still relatively low, and they also face various problems in carrying out these activities.

⁸The Education-Institution of An-Najah Islamic Boarding School Cindai Alus for female, *Curriculum of An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura...*, 17.

⁹Agus Subagyo, Coordinator of *Tahfîz*, Personal Interview, Martapura, 18 June 2020.

As for this research, the research has never been studied before, only that there are similarities in terms of place, in Rabia Julaiza's research in her thesis entitled Management of *tahfiẓ* Al-Qur'an learning in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura, Darul Hijrah Islamic Boarding School for male Cindai Alus Martapura, and Ukhuwah Integrated Islamic Junior High School (SMPIT Ukhuwah) Banjarmasin.

The ability of female students to complete the target of Al-Qur'an memorization set by the institution and even exceed them during the activities is exciting and essential from researching side. Therefore, the author would like to describe in more detail how the activities of *tahfiẓ* Al-Qur'an in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura can be carried out successively with the tight hours of formal education and other boarding school activities, and to be able to know and identify the problems faced in *tahfiẓ* Al-Qur'an activities in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura, in a study entitled "*Tahfiẓ* Al-Qur'an in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura."

B. Problems Statement

Based on the background of the problems, this research will be discussed in the form of questions below:

1. How are the activities of *tahfiẓ* Al-Qur'an in Junior High School for Memorizing of Holy Qur'an An-Najah Cindai Alus Martapura?

2. What are the problems faced in *tahfîz* Al-Qur'an activities in Junior High School for Memorizing of Holy Qur'an An-Najah Cindai Alus Martapura?

C. Problems Threshold

So that this research can be carried out more focused, perfect, and in-depth, the author regards that the research problems raised need to be limited. Therefore, the author limits the discussion related to "Activities related to curriculum models (memorization target, allocation of time, evaluation of *tahfîz*, reports), methods of *tahfîz* Al-Qur'an and the problems faced in implementing these activities in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura."

D. Purposes of Research

As for some purposes of this research, including:

1. Describing and analyzing the *tahfîz* Al-Qur'an activities related to curriculum models (memorization target, allocation of time, evaluation of *tahfîz*, reports), and methods of *tahfîz* Al-Qur'an in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura.
2. Knowing and identifying 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.

E. Significances of Research

Based on the formulation of the problems and purposes of research, the results of this research is expected to be beneficial to two aspects, including:

1. Theoretical-Scientific Significance

This research is expected to contribute to the field of science, namely adding and enriching scientific treasures, especially in the field of Al-Qur'an.

2. Practical significance

- a. This research is expected to be used as one of the references in organizing the quality of *tahfîz* Al-Qur'an activities.
- b. This research is expected to be used as material to conduct a review for the institution to improve the management of *tahfîz* Al-Qur'an activities for being better.

F. Prior of Research

This prioritization research has become one of the author's references to research to enrich the theory used to study the research; as far as the author's search, the author has not found any similar research. However, the author cited several studies about enriching the research materials of the author's research. The following are some previous studies in writing that dealt with themes or similarities that the authors discuss:

Ahmad Haris, in his thesis entitled “*The Problems Students of Memorizing Al-Qur'an (Case Study Against Students of Quranic Studies Department, Ushuluddin and Humanities Faculty, Antasari State Islamic University Banjarmasin).*” This study concludes that students' problems in memorizing Al-Qur'an include two factors, namely internal factors, and external factors. Internal factors are divided into two aspects: physiological and psychological, such as motivation, talents and interests, memory, and not mastering the science of *tajwîd* correctly. Meanwhile, external factors

include the social environment, such as a place to memorize Al-Qur'an, and non-social factors, such as family, community factors, management of memorizing time, and methods of memorizing Al-Qur'an.¹⁰

Based on the research results above, there are similarities with what the author does, which is in terms of memorizing Al-Qur'an and the type of research used is field research. However, there is a difference with the research that the author will do, namely the research subject above is focused on the Problems of Memorizing Al-Qur'an in students of Quranic Studies Department, Ushuluddin and Humanities Faculty, Antasari State Islamic University Banjarmasin. In contrast, in this research, the author will examine *tahfiz* Al-Qur'an activities and what are the problems faced in *tahfiz* Al-Qur'an activities in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura.

Yuni Fitriani, in her thesis entitled "*The Tradition of Memorizing Al-Qur'an (Case Study of Memorizing Al-Qur'an in Insan Harapan Integrated Islamic Junior High School)*." The research results concluded that almost all 7th and 8th graders could complete the memorization targets according to their respective targets. However, at the 9th-grade level, 64% of students cannot complete the rote target. It arises because there are several factors, namely internal and external. One of the internal factors is the

¹⁰Ahmad Haris, "Problematika Mahasiswa Menghafal Al-Qur'an (Studi Kasus Terhadap Mahasiswa Jurusan Ilmu Al-Qur'an dan Tafsir Fakultas Ushuluddin dan Humaniora UIN Antasari Banjarmasin)," *Essay* (Banjarmasin: Ushuluddin and Humanities Faculty, Antasari State Islamic University), 2019.

emergence of a sense of laziness and a lack of self-motivation from external factors, namely noise from around and friends who like to play or talk.¹¹

Based on the research results above, there are similarities with what the author does, which is memorizing Al-Qur'an, and the type of research used is field research. However, there are differences in the research that the author will do, namely the object of the research above, which focuses on how the tradition of memorizing Al-Qur'an in Insan Harapan Integrated Islamic Junior High School, while this study examines the *tahfîz* Al-Qur'an activities and 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.

Ernayanti, in her thesis entitled "*Implementation of the Tahrîr Method in Memorizing Al-Qur'an in Madrasatul Qur'an Islamic Boarding School Tebuireng.*" The results of this study indicate that the process of implementing the *tahrîr* method in memorizing Al-Qur'an in Islamic Boarding School Madrasatul Qur'an Tebuireng has been going well. It is based on the reality that the whole process of implementing memorizing Al-Qur'an has been carried out using the *tahrîr* method.¹²

Based on the research results above, there are similarities with what the author does, which is memorizing Al-Qur'an, and the type of research used is field research.

¹¹Yuni Fitriani, "Tradisi Menghafal Al-Qur'an (Studi Kasus Penghafalan Al-Qur'an di SMP IT Insan Harapan)," *Essay* (Jakarta: Female Student of Quranic Studies, Syarif Hidayatullah State Islamic University, 2020).

¹²Ernayanti, "Implementasi Metode Tahrîr Dalam Menghafal Al-Qur'an di Pondok Pesantren Madrasatul Qur'an Tebuireng," *Essay* (Surabaya: Islamic Education Studies, Sunan Ampel State Islamic University, 2009).

The difference is that the above research specifically examines the implementation of *tahfîz* Al-Qur'an by *takrîr* method, while this research examines the activities of *tahfîz* Al-Qur'an in general in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura.

Erwanda Safitri in her thesis entitled "*Tahfîz Al-Qur'an in Ma'unah Quranic Memorizing Boarding School, Sari Bandar Kidul Kediri (Study of Living Qur'an)*." The results of this research explain how to practice the implementation of *tahfîz* Al-Qur'an in Ma'unah Quranic Memorizing Boarding School and learn how the students responded to the implementation of *tahfîz* Al-Qur'an in the boarding school.¹³

Based on the above research results, there are similarities with what the author does, which is in terms of the implementation of the *tahfîz* Al-Qur'an and the type of research used is field research. However, there are differences in the research that the author will do, namely the subject of the above research is the implementation of *tahfîz* Al-Qur'an activities for students in Ma'unah Quranic Memorizing Boarding School. In contrast, in this research, the author will research the implementation of *tahfîz* Al-Qur'an activities in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura.

¹³Erwanda Safitri, "*Tahfîz Al-Qur'an di Pondok Pesantren Tahfidzul Qur'an Ma'unah Sari Bandar Kidul Kediri (Studi Living Qur'an)*," *Essay* (Yogyakarta: Sunan Kalijaga State Islamic University, 2012).

G. Operational Definition

The meaning of *tahfîz* Al-Qur'an can be defined as the process of memorizing Al-Qur'an in memory so that it can be pronounced or spoken outside the head correctly in specific ways continuously from surah al-Fâtihah to surah an-Nâs to worship and preserve the word of God.

From the above presentation, "*Tahfîz* Al-Qur'an in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura " which is the title in this research, discusses the *tahfîz* Al-Qur'an activities related to curriculum models (memorization target, allocation of time, evaluation of *tahfîz*, reports), methods of *tahfîz* Al-Qur'an and 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.

H. Research Methodology

1. Type of Research

This research is classified in field research, which is studying phenomena in their natural environment.¹⁴ Therefore, the object of research is an object in the field which can provide information about research studies. As for obtaining accurate data in the field, the author plunges directly into the An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura to obtain accurate and precise data.

¹⁴Suharsimi Arikunto, *Prosedur Penelitian Pendidikan Praktek*, (Jakarta: Rineka Cipta,1999), 136.

When viewed from the analysis approach, this research uses descriptive qualitative methods. This type of descriptive qualitative research is a combination of descriptive and qualitative research. According to Nana Sudjana, descriptive research seeks to describe a phenomenon and events that occur at present, where researchers try to photograph events that are the center of attention and then described them as they were when the research was conducted.¹⁵ While qualitative research, according to Bogdan and Taylor, quoted by Lexy J. Moleong, is a research procedure that produces descriptive data in the form of written or oral words from others and observed behavior.¹⁶

Denzin and Lincoln affirmed that qualitative research aimed at gaining a fundamental understanding through an experience of researchers who process and merge directly into one by mingling and becoming an inseparable unity with the subject and setting to be examined, the truthful report, as it is, and actual field notes. In this study, which is the first hand, the researcher must plunge directly to know directly the subject that is the source of research data personally and without intermediaries.¹⁷

From the previous definition, it can be concluded that the qualitative approach is a research process for investigating a social phenomenon describe in the form of narratives arranged inductively based on natural facts in the field because this research

¹⁵Nana Sudjana, *Penelitian dan penilaian Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 2011), 4.

¹⁶Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2004), 3.

¹⁷Haris Herdiansyah, *Metodologi Penelitian Kualitatif Untuk Ilmu-Ilmu Sosial*, (Jakarta: Salemba Humanika, 2019), 7.

focuses on the process compared to the results obtained by researchers while in the field. Thus, this study's descriptive qualitative research design is intended to describe and analyze *tahfîz* Al-Qur'an activities in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura accurately cannot be measured by numbers or other measurements inexact.

2. Research Location

This research is located in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura at the address: Cindai Alus street RT. 07 RW. 04 Martapura Banjar district, South Kalimantan, 70612.

3. Research Subjects and Objects

a. Research Subject

The subjects in this research were those who were involved in the *tahfîz* Al-Qur'an activities in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura, such as headmaster of the school, coordinators of *tahfîz*, Assistant principal of academic affairs and curriculum, teachers, and female students.

b. Research Object

The object of research is the point of attention of researchers. The object that will be discussed in this study is the *tahfîz* Al-Qur'an activities and 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.

4. Data Sources

Data sources are all things that can provide information about data. Based on the source, the data is divided into two, namely primary data and secondary data.

a. Primary Data

The primary data in this research are grouped into two aspects, including:

- 1) Respondents: In this research, the respondents involved were some teachers and female students at that school. It aims to find out about the *tahfîz* Al-Qur'an activities and 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.
- 2) Informant: This research involved several informants from various points of view, the Headmaster of the school, the coordinator of *tahfîz*, and the Assistant principal of academic affairs and curriculum. The informants that the researchers determined were people who were fully and actively bound in organizing the *tahfîz* Al-Qur'an activities in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura. It aims to provide some relevant information about the short profile of the An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura, the conditions of teachers and female students, as well as other information.

b. Secondary Data

This secondary data source will make it easier for the author to collect data and analyze the results of this research, which can strengthen the findings and produce research that has a high level of validity, either through documentation, books, newspapers, etc.

5. Data Collection Techniques

Collecting research data, the author uses data collection techniques as follows:

a. Interview

In this research, the author will conduct an unstructured interview with open-ended questions as one of the data collection techniques. The unstructured interview is a free interview where the author does not use interview guidelines arranged systematically and entirely to collect data. Then, the guidelines are only in the form of an outline of the problem. The data sources from the interviewees were the headmaster of the school, the coordinator of *tahfiẓ*, and the assistant principal of academic affairs and curriculum. It aims to provide some relevant information about the short profile of the An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura, the conditions of teachers and female students, as well as other information. Researchers also interviewed some *tahfiẓ* teachers and female students, intending to find out about the *tahfiẓ* Al-Qur'an activities in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura.

b. Observation

The type of observation in this research was classified as participant observation. Where researchers are directly involved in the activities carried out by subjects in their environment by collecting data systematically from the required data. Finally, the authors gain direct experience of these activities so that the information obtained becomes more in-depth.

c. Documentation

The researcher collects data and information in books, archives, documents, images in the form of reports, and information that can support research. The documentation was obtained from the coordinator of *tahfîz* and the principal of An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura. The use of this documentation technique is intended to obtain additional data and information about *tahfîz* Al-Qur'an activities, curriculum, the situation of teachers and female students, and infrastructure in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura. Supposedly the information obtained is sourced from the object that is used as a place of research.

5. Data Analysis Techniques

In this research, the author applies data analysis belonging to Miles and Huberman, which has three activities that coincide, including:

a. Data Reduction

The data reduction aims to facilitate the understanding of the data that has been collected so that the data being reduced provides a more detailed picture.

b. Data Display

Subsequently, the data is reduced, the next step is to display the data. Data display is data of research results arranged in detail to provide a complete research picture. Data is collected in detail and thoroughly then look for relationship patterns to draw precise conclusions. The presentation of data is arranged in the form of a description or report under the research results obtained.

c. Conclusion / Verification

The initial conclusions are still temporary and will change if there is no substantial evidence to support the next data collection stage. So, the conclusions in qualitative research may answer the problem formulation formulated from the beginning, but maybe not, because as stated as the problems and problem formulations in qualitative research are still temporary and will develop after the researcher is in the field. The conclusions were later verified during this research took place, in the form of rethinking that crossed the mind of the author during the writing period (compilation and processing of data), a review of the notes during the research period (in the field), a careful review of the exchange of thoughts

with experts (mentors) to develop intersubjective agreements, and compare with other data findings.¹⁸

Data Matrix and Data Sources

Data	Data Sources	Data Collection Techniques
<p>Research Focus 1</p> <p>The activities of <i>tahfîz</i> Al-Qur'an in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura</p>		
<p>1. Curriculum models of <i>tahfîz</i></p> <p>a. Memorization target</p> <p>b. Time allocation</p> <p>c. Evaluation</p> <p>d. Report</p> <p>2. Methods of <i>tahfîz</i></p>	<p>1. Headmaster the school</p> <p>2. The assistant principal of academic affairs and curriculum</p> <p>3. Coordinator of <i>tahfîz</i></p> <p>4. Teachers</p> <p>5. Female students</p>	<p>1. Interview</p> <p>2. Observation</p> <p>3. Documentation</p>

¹⁸Sugiono, *Metode Penelitian Kombinas* (Bandung: Alfabeta, n.y), 337.

Research Focus 2

Problems of *tahfīz* Al-Qur'an in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura

<p>1. Internal Factors</p> <p>a. Physiological factors</p> <p>1) The state of health of students and teachers</p> <p>2) Types of diseases that are often experienced by students and teachers</p> <p>b. Psychological factors</p> <p>1) Student intellectual development of (ability to read and memorize Al-Qur'an, time management ability)</p> <p>2) Student social development (the ability to avoid conflict)</p>	<p>1. Headmaster of school</p> <p>2. The assistant principal of academic affairs and curriculum</p> <p>3. Coordinator of <i>tahfīz</i></p> <p>4. Teachers</p> <p>5. Female students</p>	<p>1. Interview</p> <p>2. Observation</p> <p>3. Documentation</p>
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<p>3) Student moral development (obedience to regulations)</p> <p>4) Student emotional development (the ability to motivate themselves, the ability to overcome boredom)</p> <p>2. External Factors</p> <p>a. Natural environment, school, family, community (regional climate, support, motivation)</p> <p>b. School programs, <i>tahfiz</i>, and organization (balance of programs prepared with the ability of students to implement</p>		
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<p>them)</p> <p>c. Teaching staff (competence as a <i>tahfiz</i> teacher)</p> <p>d. Infrastructure (availability of infrastructure in schools and dormitories)</p> <p>3. Efforts have been made in overcoming the problems</p>		
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I. System of Writing

The thesis is organized into several chapters, and each chapter consists of several subchapters according to the needs of the study. Getting systematic results with the following details:

The first chapter is a brief introduction to the description, the background of the issues that need to be discussed, problems statement, problems threshold, purposes of research, the significance of the research, prior research, operational definition, research methodology, research methodology, and research methodology system of writing.

The second chapter, which contains the theoretical framework used as a foundation for thinking and analyzing data that describes the concept of the *tahfiẓ* Al-Qur'an, covers the meaning of the definition of *tahfiẓ* Al-Qur'an, evaluation of *tahfiẓ* Al-Qur'an, memorization ability standards, requirements that must be Met in memorizing Al-Qur'an, problems in memorizing Al-Qur'an, the competence of *tahfiẓ* teachers, and *tahfiẓ* curriculum.

The third chapter, this chapter covers the general overview of the *tahfiẓ* Al-Qur'an in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura, covering the history of founding the location, geographical location, vision and mission, facilities and infrastructure, as well as the state of teachers and learners.

The fourth chapter, this chapter covers the research-based data exposure and analyze the results of research on the activities of *tahfiẓ* Al-Qur'an in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura, and what are the problems faced in *tahfiẓ* Al-Qur'an activities in An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura.

The five-chapter, this chapter contains a cover that includes conclusions and suggestions.