

## CHAPTER V

### CLOSING

#### A. Conclusion

*Tahfîz* activities carried out by the institution include the *tahfîz* curriculum and methods used in memorizing Al-Qur'an. The modal of *tahfîz* curriculum is usually seen from the target of memorization, allocation of time, evaluation of *tahfîz*, evaluation reports. The *tahfîz* curriculum used by An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura follows the curriculum applied by the Al-Amien Quranic Memorizing Boarding School, Preduan Sumenep Madura. The memorization target set by the institution is five chapters in 3 years, with details of the 1st-grade students improving the reading of Al-Qur'an and reporting memorization of chapters 30, the 2nd-grade students for memorizing chapters 1 and 2, the 3rd-grade for memorizing chapters three and chapters 4 of memorization. The institution has also determined the allocation of time for memorizing according to all boarding, school, and *tahfîz* activities,

The *tahfîz* activity cannot be separated from the evaluation of *tahfîz* Al-Qur'an. Evaluation of *tahfîz* Al-Qur'an which was carried out at An-Najah Junior High School for Memorizing of the Holy Qur'an, Cindai Alus Martapura was to do a semester memorizing test orally following the targets set by the institution, in addition to memorization tests per semester, there was also an evaluation conducted per day and also monthly evaluations in the form of written announcements posted on the walls of

the *tahfîz* hall. The evaluation reports used are in the form of daily, monthly and *tahfîz* report cards.

While the *tahfîz* method used by female students is quite diverse, including for female students who are not ready to memorize, namely the *talaqqi* method, and for students who are ready to memorize it is by their respective methods, according to their abilities.

The problems faced in the implementation of *tahfîz* Al-Qur'an program include the different levels of students' abilities, both in terms of reading Al-Qur'an, memorizing it directly, and the ability to manage time, the existence of conflicts that occur between friends, sisters, classmate and supervisors, the density of school hours and boarding activities, the involvement of female students in violating the rules of the boarding school, female students feel bored and bored in memorizing Al-Qur'an, the environment that is less supportive caused by two institutions that live side by side in one scope, lack of memorization report time with *muhâfîzah*, lack of quantity *muhâfîzah* in the process of listening to the memorization of students, the majority of *muhâfîzah* who are not memorizing Al-Qur'an, the absence of training that supports the development and improvement of the competence of the *muhâfîzah* as professional teachers, the lack of facilities and infrastructure to support the process of *tahfîz* Al-Qur'an students, and the absence of *muhâfîzah* and students caused by poor health.

As for the efforts that have been made to overcome this in the form of the

availability of teaching staff such as *muhâfîzah* and the *musyrifah* room as a mediator in overcoming student conflicts, the availability of health workers and medicines, the fulfillment of the lack of facilities and infrastructure when receiving reports.

## **B. Suggestion**

This research is limited to a discussion of the activities and problems of *tahfîz* Al-Qur'an, due to the limited time and ability of the author, the author recommends to the next researcher to examine other aspects of this *tahfîz* program, for example regarding the curriculum, teacher competence, etc. in this research.