LEARNING METHODOLOGY OF TAHFIZ AL-QUR'AN
IN ISLAMIC ELEMENTARY SCHOOL

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Abstract	The purpose of this study is to identify the Tahfiz Al-Qur'an learning methodology used by students at Rabbani Islamic Elementary School and Al-Khansa Islamic Elementary School, as well as the current challenges experienced by teachers in teaching Tahfiz Al-Qur'an. This study used a multi-site, qualitative methodology. Tahfiz Al-Qur'an activities at Rabbani Islamic Elementary School and Al-Khansa Islamic Elementary School provided the research data. The information gathered from pupils, teachers, and other school stakeholders. Interviews, observation, and documentation were used to collect the data. Data reduction, data presentation, data verification, and conclusion were employed in the data analysis. The result of this study was the learning this Al-Qur'an applied the Muraja'ah and Tikrar systems. Muraja'ah is a way of repeating memorization and adding new ones. Meanwhile, the Takrir system is used to add new memorization. The Takrir method allows the information that enters short-term memory to go directly to long-term memory by repeating memorization. This can be seen in the teaching and learning activities during this Al-Qur'an learning. It can be seen that, with the pledge method, the teacher reads, and the students follow the teacher's reading of the Qur'an. Meanwhile, with the Muraja'ah method, teachers and students read memorized verses of the Al-Qur'an together. Obstacles faced by Rabbani Islamic Elementary School and Al-Khansa Islamic Elementary School in producing Al-Quran memorizers are that students feel bored with the system that is applied, and the system and method are so monotonous without any variation in learning. Thus the need for several efforts to overcome children's difficulties in memorizing the Al-Qur'an, such as holding motivational seminars on memorizing the Al-Qur'an, varied teaching methods, and grouping students. Thus, the target memorization was achieved quickly
Keywords	Tahfiz Al-Quran, SDIT Rabbani, SDIT Al-Khansa

INTRODUCTION

Tahfiz Al-Qur'an learning is usually carried out by special Al-Qur'an memorizing institutions or non-formal education, so the opportunity for people to send their children to school to become memorizers of the Al-Qur'an is getting bigger (Atabik, 2014). On the other hand, Al-Qur'an memorization education is currently very easy to find, and even formal education is competing to implement the Al-Qur'an tahfiz program and combine it with general education programs (Candra et al., 2021). With this merger, it is hoped that students will be able to memorize the Al-Qur'an as well as general knowledge. Learning tahfiz Al-Qur'an in Indonesia is increasing. Al-Qur'an tahfiz curriculum is also increasingly being implemented in schools, especially Al-Qur'an-based schools. Schools that prioritize the Al-Qur'an tahfiz program make this program a superior program in their schools (Iswanto et al., 2018). Memorizing the Qur'an involves the need to perfectly memorize the material that has been memorized because this knowledge is learned to memorize, not just understand (Rifki & Haryono, 2023). Therefore, someone who intends to memorize the Qur'an is advised to understand material related to the memorization process, such as the mechanism of brain work or how to optimize brain memory function (Masduki, 2018).

Integrated Islamic Elementary School (SDIT) is one of the schools that has the characteristics of learning tahfiz Al-Qur'an. Learning tahfiz Al-Qur'an is usually done in the morning before the students enter the class and start other lessons. This activity is assisted by a teacher who is responsible for reciting the Al-Qur'an at school. This activity is routinely carried out every morning (Mahama & Jehwae, 2018). Students are assisted in memorizing the Al-Qur'an and memorizing memorization. The system implemented by SDIT is very good. The implementation of the tahfiz system is easy for students to follow and assisted by teachers who are very patient in helping students to memorize the Al-Qur'an. It is not uncommon for us to find students at SDIT who can memorize the Al-Qur'an with a lot of memorization.

Southeast Aceh District is one of the other districts that implement recitation of the Qur'an at SDIT (Integrated Islamic Elementary School) (Shaleh Assingkily et al., 2020). The Tahfiz Al-Qur'an learning in elementary schools, especially at SDIT (Integrated Islamic Elementary School) Southeast Aceh District, can attract the attention of the people of Southeast Aceh and increase public interest in sending their children to SDIT (Integrated Islamic Elementary School) which has a tahfiz Al-Qur'an program, this can be seen from the increasing number of students enrolling in SDIT every year. There are 25 SDITs (Integrated Islamic Elementary Schools) in Southeast Aceh District. In this

case, the researchers focused on 2 SDITs (Integrated Islamic Elementary Schools) in Southeast Aceh District, namely SDIT Rabbani and SDIT Al-Khansa.

Therefore, the Al-Qur'an tahfiz learning system is appropriate for educating students at SDIT Rabbani and SDIT Al-Khansa to increase the role of learning. Thus to be accepted and liked by students is a must because the goal in the teaching and learning process is called the lesson material given to students must be absorbed properly. The teaching and learning process is a reciprocal communication between teachers and students. Both of them must be equally active in carrying out their respective duties and positions (Rizki & Hsb, 2022).

After being observed, SDIT Rabbani and SDIT Al-Khansa, which favored tahfiz Al-Qur'an, had difficulties in developing methods of memorizing the Al-Qur'an. Moreover, elementary school students are very young children who still need a world to play in. From this, it is hoped that SDIT teachers can improve the quality of teaching this Al-Qur'an to increase the knowledge and motivation of these Al-Qur'an teachers in developing methods of memorizing the Al-Qur'an. The development of memorization methods will make children enthusiastic about memorizing the Qur'an. Thus, the expected memorization target can be achieved (Alamsyah et al., 2022).

The facts found that SDIT Rabbani uses a very rigid memorization system. Learning is only monotonous memorization. Thus, the students feel bored because of the lack of innovation and variation in the learning system. Meanwhile, SDIT Al-Khansa is too demanding of its students in memorizing. The method also used monotonous. This is the similarity between the two SDITs. While the visible difference is that SDIT Rabbani lacks human resources who are experts in managing the Tahfiz system. SDIT Al-Khansa tends to be subjected to very strict memorization. The target of memorization of Al-Qur'an for students was very strict.

For this research to be different from research that has been done before, the researcher follows previous research that is similar but has very clear differences, as a tag boundary that has nothing in common with previous research, so these differences will not complement the knowledge between these studies. The first is as follows:

The research (Ma'arif, 2019) The results of the research (1) the implementation of the tahfiz class policy at SDIT Luqman al-Hakim Surakarta: a) Communication is carried out through workshops by inviting one of the teachers as a speaker, which involves the supervisor of the Islamic boarding school or Balitbang, school principal, the class tahfiz team, as well as the teachers assembly; b) Resources are supported by the availability of competent human resources. Sources of funding

come from students' parents and BOS funds; c) The disposition of the tahfiz class policy implementers is committed to carrying out their obligations to the fullest extent possible; d) The bureaucratic structure of the tahfiz class is under the control of the principal and the tahfidz class is the person in charge of the tahfidz class. (2) Supporting factors: student input because there is an initial selection, committed teachers, easy-to-understand policies, and the role of parents of students to supervise student memorization at home. While the inhibiting factor is that students are not serious about memorizing and muraja'ah (repetition); students lack muraja'ah memorization; licensed teachers; unclear allocation of time for memorizing, depositing, and murojaah; and tahfiz teachers obtained are not following standardization.

The research (Iqbal Ansari & Abdul Hafiz, 2020) with the results of learning Al-Qur'an tahfiz through the Wafa method at SDIT Nurul Fikri Banjarmasin that: 1) Planning, SDIT Nurul Fikri Banjarmasin students can memorize the Al-Qur'an, namely chapters 29 and 30 The learning system is carried out in class led by the homeroom teacher, learning is carried out every Monday-Friday with an allocation of 2 JP/day. 2) Implementation, learning activities consist of opening, core, and closing activities. 3) Evaluation, carried out with formative and summative evaluations. Research (Tolani et al., 2021) with the results of learning Al-Qur'an tahfiz in schools uses a lot of sound recording simian methods. Students are given homework to deposit their memorization by sending a recording of their memorization. Research (Umi, 2020) discusses strategies for memorizing the Qur'an during a pandemic. In these conditions, the system used is electronic media with video calls. Video call students with their teacher. Meanwhile, research (Raya, 2019) states that using the right system will also result in good memorization. There are several methods applied, namely the method of playing while learning, where memorization activities are accompanied by small games that can improve student memorization.

The difference between this study and previous studies lies in the coverage area. The scope of the area that I studied is wider than previous studies. Then this research is also more directed at finding solutions to the problems faced by SDIT (Integrated Islamic Elementary School) in the Tahfiz learning process. At the same time, the similarity is that they both study the applications used by SDIT (Integrated Islamic Elementary School). In connection with the Al-Qur'an learning system, children's education continues to be carried out properly, especially for SDIT (Integrated Islamic Elementary School) children. The aims of this research are 1) To know the learning system of Tahfiz Al-Qur'an for children who are educated at SDIT Rabbani and SDIT Al-Khansa. 2) What obstacles

are currently being faced by educators in the learning process of Tahfiz Al-Qur'an

METHOD

This research is qualitative with a multi-site approach. The research locations were in two SDIT institutions, namely SDIT Rabbani and SDIT Al-Khansa, Southeast Aceh District. The research data is in the form of Al-Qur'an tahfiz learning activities at SDIT Rabbani and SDIT Al-Khansa. Primary data sources are teachers, students, and stakeholders of SDIT Rabbani and SDIT Al-Khansa. Data collection techniques are used in the form of observation, interviews, and documentation, with research instruments in the form of observation sheets, interview guidelines, and document reviews. Researchers used observation sheets for data related to the Al-Qur'an tahfiz learning system at SDIT Rabbani and SDIT Al-Khansa. Interview guidelines Researchers used interview guidelines when conducting interviews with informants, namely teachers, students, and stakeholders at SDIT Rabbani and SDIT Al-Khansa. Research document review is used to collect data from documents related to this research, such as school documents/archives, handbooks, and others.

Data analysis techniques in this study consisted of data reduction, data presentation, and conclusion. Researchers carried out data reduction by selecting data on Al-Qur'an tahfiz learning activities at SDIT Rabbami and SDIT Al-Khansa. Then present the data in tabular form. The learning data of Al-Qur'an tahfiz were then analyzed critically dialectically with rote learning discourse. Researchers also compared these findings with several other similar research results.

FINDINGS AND DISCUSSION

Findings

Al-Qur'an Tahfiz Learning Implementation

Based on research conducted by researchers, the strategy often used by SDIT in memorizing the Al-Qur'an, researchers conducted interviews that the strategy applied at the Rabbanit Integrated Islamic Elementary School (SDIT) is muraja'ah, aimed at making it easier for students to memorize and apply it in pronunciation. In addition, the strategy of the Integrated Islamic Elementary School (SDIT) in memorizing the Qur'an is carried out by frequently listening to the memorization of the Al-Qur'an in total and studying its interpretation in stages, hashtags and making memorization easier. In memorizing the Qur'an, by repeating memorization often, hashtags are easy to memorize. Each student is different in carrying out the strategy for memorizing the Al-Quran, but basically, the

strategy used is the same for all, namely by using a double-double repetition strategy and not moving on to the next verse before the memorized verse is memorized. Because in the process of memorizing, what needs to be emphasized is that students have already memorized the verses by heart. Whereas SDIT Al-Khansa applies the talking memorization method, in which the teacher reads the verses and the students follow them together. So, the child's memorization is even better.

Table 1. The Teacher's Method for Learning Tahfiz Al-Qur'an

at SDIT Southeast Aceh District.

No.	Method Learning	Activity	Name of SDIT
1.	Murojaah Method	Help each other to listen to the memorization	Rabbani
2.	Takrir Method	Help each other to memorize	Rabbani
3.	Talqin Method	The teacher reads, and the students follow it together	Al-Khansa

Al-Qur'an memorization in Integrated Islamic Elementary Schools (SDIT) is inseparable from conventional strategies or multiple repetitions to maintain Al-Qur'an memorization. The teacher requires students to perform muraja'ah t every day, both old and new memorization muraja'ah. The students try to consistently perform muraja'ah every day. The more often you read it, the faster you can memorize the verses of the Al-Qur'an. Repeating old memorization from the past without repeating muraja'ah with fellow students with the provision that the first student recites the verse and the student who does not listen to and listens to the student's memorization after that deposit it to the teacher. Each santri (student) is obliged to submit his memorization to the teacher so that he can find out the location of the mistakes of the santri when reading verses of the Al-Qur'an in such a way that the teacher listens to the memorization of the santri which is deposited in the teacher and listens to corrects or listens to the memorization that students have read starting from the tajwid read using the hashtag Makharijul Huruf so that the reading of the verse is correct without any mistakes made by students during memorization.

The purpose of this activity is to always remember memorization by using the muraja'ah strategy to always remember memorization and maintain the preservation of memorization and fluency in reading verses. But without muraja'ah, the memorization will not be easily lost and forgotten. Memorization that is not often read means that it is not easy to forget and is not lost at a deep level and is not fluent in reading, and the pronunciation does not match the letters of the alphabet. Muraja'ah is one way that students can always remember memorization easily because this muraja'ah is not done whenever students have time. Wherever students are, they can repeat

memorization so that it is easier and more fluent for students to read.

In prayer, the students also repeat memorized verses that are not memorized or those whose memorization is old because there are no long verses in memorizing the Al-Qur'an, so the strategy that must be carried out by students is to repeat the verses in prayer. So students can memorize the longest verse. There are no verses that are easy to memorize and no verses that are difficult to memorize. If the verses are difficult to memorize, students can respond by doing a lot of muraja'ah.

Another system applied is the talqin method (pawn method). This method is used by reading the verses together repeatedly. This method is considered effective in memorizing the Al-Qur'an because memorization gets stronger with frequent repetition.

This method is good for elementary school students because they are still in the early stages of memorizing the Al-Qur'an. This method is used by the teacher reading a verse and students following it together. It keeps repeating. Memorization activities with this method are directly guided by the teacher.

Methods of Memorizing Al-Quran in SDIT

The Integrated Islamic Elementary School (SDIT) in Southeast Aceh applies the Al-Quran memorization method with several methods. The methods that we use SDIT Rabbani are diverse, including the following: a) The accreditation method is a way of tagging information that enters short-term memory t directly into long-term memory t by repeating memorization. The retention of information in memory and how long it lasts depends on the individual. There are no students who have a strong level of memory, so they keep the information they memorize longer even though they rarely repeat their memorization. It should be noted that the right and left hemispheres of the brain have different functions. The function of the left hemisphere is mainly to capture cognitive perception, memorize, and think linearly and regularly. Meanwhile, the right hemisphere is more associated with imaginative, creative, and associative perceptions. b) tahfizh method, namely before depositing tajwid to the supervising lecturer, then students do muraja'ah first.

Whereas SDIT Al-Khansa, implements a memorization system in the following way: a) The qin mental method is a method of memorization carried out by the supervisor by reading one verse and then imitating by the students repeatedly, which can also be called reading slowly in following the reading. With this method, students recite verses that will not be memorized over and over again. b) The talaqi method (reading directly with the teacher) is to entrust the memorization to the supervisor. The talaqi process is carried out to find out the results of students' memorization and

provide input and justify if there are verses that students read wrong, correct readings that are good and correct, then this becomes the supervisor's task.

Steps to memorize Al-Quran Integrated Islamic Elementary School (SDIT)

The researcher asked how the steps were implemented in the Integrated Islamic Elementary School (SDIT) in memorizing the Al-Quran, which needed to be applied to students at SDIT Al-Quran. There were several steps taken in memorizing the Al-Quran. The methods applied are: a). Sincere intentions for Allah. This is the intention that is instilled in a student who does not memorize the Qur'an because if he has a sincere intention or a strong and serious determination to memorize the Qur'an, then his memorization will easily penetrate the memory. In addition to having a sincere intention in memorizing the Qur'an, they must also be really serious in memorizing half measures because people who have memorized the Qur'an first solidify that thought and are driven by their own will and cannot be separated, motivation and support from parents. b). Taking ablution when wanting to memorize the Al-Qur'an. Because in memorizing the Al-Qur'an, if you don't start with complete ablution, you will naturally not be lazy and feel sleepy and lack enthusiasm in memorizing the Al-Qur'an. c). memorize the Qur'an without looking at the Mushaf of the Qur'an. This is done when they transfer the memorization to the supervisor, and students memorize their memorization without looking at the Qur'anic Mushaf that is used to hone the memorization of the verses they have memorized. If you don't read the verse incorrectly or forget the verse, the supervisor will not read the verse, and then the students will continue reading it. d). Learning Tahsin is increasing the reading of the Al-Qur'an. If you still make mistakes in reading the Qur'an that is not following the meaning of Makharijul Huruf and Tajwid, then it is not wrong to interpret the meaning. Even if there is a slight error in the pronunciation, then the explanation of the verse is not wrong. e). I mean it. In memorizing the Qur'an, students must seriously do muraja'ah and submit their memorization to the tutor. Seriously carrying out the memorization of verses of the Al-Qur'an. f). consistent in memorizing the Al-Qur'an. What is meant by inconsistent in memorizing the Al-Quran is not consistent. Always keep memorizing the Al-Qur'an and maintain it, and always do muraja'ah without feeling bored. Done every day but inconsistent in maintaining past memorization or memorization that is being memorized so that memorization is not easily lost. g). Time discipline. Be on time when the deposit process takes place, and be disciplined when doing muraja'ah. Familiarize students with discipline and on time. Because the key to success also lies in time discipline, being able to manage time as well as possible is the key to success. h). Strengthening the

hashtag is not half a measure in implementing it. When memorizing the Al-Qur'an, one should not go halfway. Half the journey has been memorized, and to continue memorizing is not enthusiastic and not often done muraja'ah. Over time the memorization will be easily lost/forgotten. i). Concentrate your mind. Memorization requires concentration and focus on memorization because, in the Qur'an, we can find long verses and mutashabih verses with concentration. Memorization will not easily and quickly enter into memorization.

Table 2. Steps to memorize the Qur'an at SDIT Aceh Tenggara

No	Step	Explanation
1.	Sincere intentions	The sincere intention is the main capital in memorizing the Al-Qur'an. With intention, everything will go according to the will of the heart
2.	Take wudu	Wudhu is one way to purify oneself. Before memorizing the Al-Quran, of course, you need to do ablution first.
3.	Memorize the Al-Quran without looking at the Mushaf of the Al-Quran	Memorize slowly. Memorize and try not to pay close attention to the Al-Qur'an. Gradually memorization feels sticky and strong.
4.	Learn Tahsin	Correcting the recitation of the Qur'an is important. Thus, memorization is also faster.
5.	With a vengeance	Memorization must be done in earnest. Thus, the initial intention can be achieved.
6.	Consistent	Need to be consistent in memorizing. Having a good spirit will have an impact on the expected consistency.
7.	Discipline of time	When it's time to memorize, please memorize. Save time by memorizing the number of targets made.

Evaluation of the Integrated Islamic Elementary School (SDIT) in Producing Al-Quran Memorizers

To be able to assess and measure the extent of success that has been achieved in memorizing the Al-Qur'an. Therefore it is necessary to have an in-depth evaluation to achieve memorization results that will not be assessed by tutors or supervisors. The evaluation carried out by the tutor in managing memorization is that there is an exam program conducted by the tutor administration of exams every semester. This aim is to assess how much the students' results are in memorizing, assessing how to read, and assessing the letters of makharijul and tajwid.

The results of the evaluation are to find out how much the students' ability to memorize and perform muraja'ah every day. The evaluation carried out in memorizing the Al-Qur'an is when the process of storing the memorization of the Al-Qur'an takes place. In addition to seeing the results when students deposit the memorization of the teacher or supervisors, they also assist students in the form of listening to readings that are being memorized by students in front of the supervisor. In

addition, the teacher also assesses the way of pronunciation and pronunciation that is issued, both in terms of the makharijul letters and from the tajwid aspect.

In the supervisor's assessment activities, assessing the results of student memorization that has been entrusted to the supervising lecturer, both at the time the deposit is completed and at the time the deposit is made. In this activity, the supervising lecturer can assess students how the process of memorizing the Qur'an takes place and the extent to which objectives can be achieved so that they can make efforts to improve the quality of memorization for students.

Obstacles Faced by Integrated Islamic Elementary Schools (SDIT) in Producing Al-Quran Memorizers

Regarding the obstacles faced, the researcher asked the Maisarah teacher. He explained the obstacles faced by students during the memorization process, namely: a). feeling lazy. This is the first obstacle experienced by the santri, and the solution is for the santri to take udhu water first to get rid of laziness. b). when classmates don't talk or are hostile, this becomes an obstacle for students because it will not have an impact on other students. The solution is that hostile students are not met with students who are hostile and then taken to the tutor, and the supervisor asks the students who are hostile to find out why they are hostile, then when the problem is not known by the supervisor. The supervisor told the student to apologize to the hostile santri so that the problem did not drag on. c). There are no long recitations as an introduction to the process of memorizing the Al-Quran because you have to read it repeatedly, and you have to understand the meaning of the verse first so that it is easier to memorize the Al-Quran. d). Understanding the meaning of the verses we read will not make it easier for students to memorize the Al Quran.

Obstacles Faced in Implementation of Tahfiz Al-Qur'an Learning for SDIT (Integrated Islamic Elementary School) Education Children in Southeast Aceh District

Table 3. Obstacles Faced in the Implementation of Tahfiz Al-Qur'an Learning

No.	Factors	Explanation
1.	Internal	Lack of interest and talent
		Lack of self-motivation
		Many sins and immorality
		Older age
2.	External	The way the teacher gives guidance
		The problem of economic ability
		The density of the material that students must learn
		Solid study time

The obstacles faced in educating SDIT children to memorize the Al-Qur'an are :

a. Internal:

1) Lack of interest and talent, lack of interest and talent of students in participating in Tahfizul Qur'an education is a factor that greatly hinders their success in memorizing the Qur'an, where they tend to be lazy to do tahfiz.

2) Lack of motivation from within oneself. The low motivation that comes from within oneself or from those closest to them can lead to a lack of enthusiasm to participate in all relevant activities, resulting in laziness and not being serious about memorizing the Qur'an. As a result, his success in memorizing the Qur'an is hampered. Even the memorization process he is going through will not be completed and will take a relatively long time.

3) The many sins and immoralities, sins and immorality that make a servant forget the Qur'an and forget himself too, and return the material he has memorized. Even so, it does not mean that a lack of intelligence is the reason for the lack of enthusiasm in the recitation process because the most important thing is the craft and consistency in carrying out memorization.

4) Old age is advanced age, which causes a person's memory to decrease in memorizing the Qur'an, which requires a strong memory because weak memory is caused by older age, which hinders success in memorizing it.

b. External

1) The teaching method in providing guidance, the method used by the teacher in providing subject matter guidance, has a very large influence on the quality and student learning outcomes. The instructor's method is less liked by students, which can cause students' interest and motivation in learning to memorize to be reduced.

2) The problem of economic ability The problem of costs is a source of strength in learning because the lack of funds greatly disrupts the smooth learning of students (students). In general, queue fees are obtained with the help of parents, so delays in sending from parents will have an impact on student activity. As a result, none of them are lazy and lack the motivation to study and memorize the Qur'an.

3) The dense material that students have to study, too much material or dense material will become one of the obstacles to student study. The condition of the queue is sometimes justified because the burden that must be borne by students is getting heavier and bigger

and tiring.

Therefore, several efforts are needed to overcome difficulties in memorizing the Qur'an because, in every activity, a person (including students) will always be faced with problems, all of which require a way out to solve them. With this solution, what is expected and what is done by both students and the community, in general, can run smoothly to achieve the desired goals.

While the solutions to the problems faced by the students are as follows: 1) It is necessary to hold a motivational seminar on memorizing the Al-Qur'an, for example, by presenting memorizers of the Al-Qur'an who have an interest in memorizing the Al-Qur'an. Thus, external motivation will appear in students. 2) Variation of teaching methods. Teachers need to hold variations in teaching, for example, by playing games or in other ways. So that students are more intrigued in memorizing the Al-Qur'an. This can be applied in terms of muraja'ah. For example, puzzles. Using puzzles makes murajaah more fun. Muraja'ah is getting more exciting and not boring. 3) Grouping of students. Thus, the target of memorization is achieved more quickly. This grouping can be based on the memorization of each student. For example, those with high memorization are grouped, so they compete in memorizing the Qur'an.

Discussion

Al-Qur'an tahfiz learning SDIT Rabbani and SDIT Al-Khansa apply the Muraja'ah and Tikrar systems as a way of repeating and adding to memorization and short-term memory into long-term memory (Purbohadi et al., 2019). The Muraja'ah system is used by involving the teacher and students together, reciting memorized verses of the Qur'an. At the same time, the Tikrar system is carried out with the teacher reading and the students following the teacher's Al-Qur'an memorization to add new memorization. (Septiara et al., 2019).

However, some of the obstacles faced by SDIT Rabbani and SDIT Al-Khansa in producing memorizers of the Qur'an are the boredom felt by children because the learning system is monotonous without variation. To overcome this difficulty, several attempts were made. First, holding motivational seminars on memorizing the Al-Qur'an can motivate and inspire children to memorize. This seminar can provide enthusiasm and inspiration to them (Winda Listari, 2020). Second, it is important to apply a variety of teaching methods. In tahfiz learning, variations can be provided through the use of different learning methods, such as using interesting learning media, introducing different memorization techniques, or holding interactive activities that involve

students actively. (Candra et al., 2021).

In addition, grouping students can also be a solution. Students can be grouped according to their level of ability or memorization, so they can study in groups according to their development. Thus, the teacher can provide more focused attention according to the needs of each group of students. Through these efforts, it is hoped that children will be more motivated, not bored, and be able to achieve memorization targets more quickly. (Ardi, 2021). Learning Al-Qur'an tahfiz becomes more effective and enjoyable (Wincoko Putro & Mochammad Sholik, 2023).

Several systems of learning tahfiz Al-Qur'an for children at SDIT Rabbami and SDIT Al-Khansa are; 1) Sincere. We must surrender our intentions, improve our aspirations, and memorize the Al-Qur'an only for the sake of Allah SWT; 2) Improve speaking and reading skills. This can be done by learning directly from a qualified qori' or a perfect memorizer; 3) Determine the percentage of memorization each day. Someone who wants to memorize the Qur'an must be able to determine the limits of memorization that he can do every day and must be done consistently; 4) Do not go beyond the daily curriculum until it is memorized perfectly. The goal is that memorization becomes stable in memory; 5) Using one type of Mushaf. The reason is that humans remember by seeing, just as humans remember by hearing. In addition, the description of the verse and its position in the text can be embedded in memory. If the memorizer alternates the mushaf (Al-Qur'an), the memorization will be chaotic, and it will be very difficult to memorize it. Where some of these strategies are in line with what was conveyed by

The obstacles faced in producing huffaz at SDIT Rabbami and SDIT Al-Khansa consist of two factors; internal and external. Internal factors include a lack of interest and talent as well as self-motivation. Even so, that does not mean that a lack of interest in learning and self-motivation is not a reason for not being enthusiastic about the process of reciting the Al-Qur'an. Because the most important thing is to be diligent and consistent in carrying out memorization, some of the problems faced by memorizers of the Qur'an at DIT Rabbami and SDIT Al-Khansa can be given the right solution. An effective way to control the obstacles you face is to provide the greatest motivation from within

Every Al-Quran memorizer has obstacles and methods of memorizing in their way. Through murajaah or talqin, one can succeed. The important thing is that it is based on straight intentions because of Allah SWT. In addition to straight intentions, istiqamah (consistent) is no less important. With high consistency, making memorization targets can be achieved. Consistency can beat

obstacles like laziness. Laziness will be defeated with consistency and high enthusiasm. Thus, the target of memorization can be achieved.

Although SDIT Rabbani and SDIT Al-Khansa both adopt the Al-Qur'an tahfiz learning method, there may be differences in the way these methods are applied. Here are some possible differences between the tahfizh method at SDIT Rabbani and SDIT Al-Khansa.

SDIT Rabbani at Aceh Tenggara applies several methods of memorizing the Qur'an, including: 1) Takrir method: This method is a way of transferring information from short-term memory to long-term memory by repeating memorization. This method depends on the individual, where some students can retain memorized information longer even though it is rarely repeated. This method also involves the function of the left hemisphere of the brain, which is primarily used for cognitive perception, memorization, and linear and regular thinking. Meanwhile, the right hemisphere is more associated with imaginative, creative, and associative perceptions. (Aziz et al., 2021); 2) The tahfizh method: Before the students submit their memorization to the supervisor, they do muraja'ah first. Muraja'ah is a process of reading together between students and teachers, where students read verses of the Al-Qur'an that they have memorized, and the teacher corrects or provides input if there are errors. (Mustafa, 2016).

Whereas SDIT Al-Khansa applies the Al-Quran memorization method in different ways: 1) Talqin Method: This method is carried out by a supervisor who recites one verse of the Al-Quran, and students imitate it repeatedly by reading slowly following the reading of mentors. With this method, students read the verse they will memorize repeatedly (Luthfi & Wiza, 2022) 2) Talaqqi method: This method involves students submitting their memorization to the supervisor. The talaqi process is carried out to evaluate student memorization and provide input and correction if there are verses that students read incorrectly, as well as good and correct readings. The supervisor's task is to ensure that students' memorization is correct and good. (Kartika, 2019). So, the main difference between SDIT Rabbani and SDIT Al-Khansa lies in the method used. SDIT Rabbani uses the takrir and tahfizh methods, while SDIT Al-Khansa uses the talqin and talaqqi methods.

This finding is consistent with Uswatun Hasanah's research, Studying the Qur'an using the Tikrar Method at the An-Najah Foundation, Probolinggo City. The method of memorizing the Qur'an here uses the Tikrar method; Tikrar itself means repetition. The Tikrar method is used in learning to memorize the Al-Qur'an by repeating the verses of the Al-Qur'an, which will be memorized at least 20-40 repetitions or according to the abilities possessed. (Uswatun, 2022) and

Aziz Nuri Satriawan Aziz et al.'s research showed that 20 students were able to memorize chapters 29, 4 students were able to memorize ten suras in chapters 29, 3 students were able to memorize nine chapters, and four students were able to memorize seven chapters in chapters 29. Chapter 29, with the application of the Talqin Method and Nada, is effective in learning the tahfiz Quran for class 3 SDIT Al Islam Sine Ngawi, as evidenced by the large number of students who can achieve the target of memorizing the Quran. (Uswatun, 2022)

CONCLUSION

The system implemented by SDIT Rabbani and SDIT Al-Khansa totals 25 schools using the murajaah and takrir methods. This method is very effective in educating children to quickly memorize the Al-Quran. The muraja'ah method is a method of repeating the memorization of the Qur'an, either alone or in groups. At the same time, the pledge method is a method of memorizing the Qur'an with a reading repetition system. Thus, children quickly memorize the Qur'an, and their memory is also higher, so their memorization is stored in long-term memory. The constraints faced stem from two factors, namely internal and external factors. Internal factors include lack of interest and talent, lack of self-motivation, many sins and immorality, and old age. While external factors include the way the teacher provides guidance, the density of the material that students must learn, and the density of student learning time.

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