

**FACTORS OF DECREASING THE HAFIZH
MEMORIZATION QUALITY IN THE DEPARTMENT OF
AL-QUR'AN AND TAFSIR SCIENCE OF UIN AR-RANIRY**

THESIS

Submitted by:

AZILLATI SALSABILLA

NIM. 200303033

Student of *Fakultas Ushuluddin dan Filsafat*
Department of Al-Qur'an And Tafsir Science



**FAKULTAS USHULUDDIN DAN FILSAFAT
UNIVERSITAS ISLAM NEGERI AR-RANIRY
DARUSSALAM-BANDA ACEH**

2024 M/1445 H

PERNYATAAN KEASLIAN
(Declaration of Originality)

Dengan ini saya,

Nama : Azillati Salsabilla
NIM : 200303033
Jenjang : Strata Satu (S1)
Program Studi : Ilmu Al-Qur'an dan Tafsir

Menyatakan bahwa naskah skripsi ini secara keseluruhan adalah hasil penelitian/karya saya sendiri kecuali pada bagian-bagian yang ditunjuk sumbernya.

Banda Aceh, 30 March 2024

Yang Menyatakan



Azillati Salsabilla
NIM. 200303033

جامعة الرانيري

A R - R A N I R Y

THESIS

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by:

AZILLATI SALSABILLA

NIM. 200303033


on:


Student of *Fakultas Ushuluddin dan Filsafat*
Department of Al-Qur'an And Tafsir Science

Approved by:

Main Supervisor

Co-Supervisor


Prof. Dr. Fauzi, Lc. M.A.
NIP. 197405202003121001


Nurullah, S.T.H., M.A.
NIP. 198104182006042004

THESIS

Tested by Thesis Examination Team
Fakultas Ushuluddin dan Filsafat UIN Ar-Raniry and
Declared Passed and Accepted as One of the Expenses
Undergraduate Studies Program in Ushuluddin Science and
Philosophy
Al-Qur'an and Tafsir Science

on:

Monday, April 29, 2024

Darussalam-Banda Aceh,
Thesis Examination Committee

Chairperson,

Secretary,


Prof. Dr. Fauzi, Lc. M.A

NIP. 197405202003121001


Nurullah, S.T.H., M.A


NIP. 198104182006042004

Member

Member


Dr. Agusni Yahya, M.A

NIP. 195908251988031002

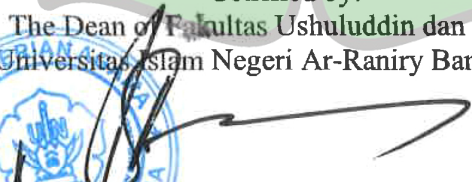

Fera Busfina Zalha, S.Pd.I, M.A

NIP. 198902272018012001

A R - R A N I R Y

Cetrified by:

The Dean of Fakultas Ushuluddin dan Filsafat
Universitas Islam Negeri Ar-Raniry Banda Aceh


Prof. Dr. Salman Abdul Muthalib, Lc., M.A

NIP. 197804222003121001



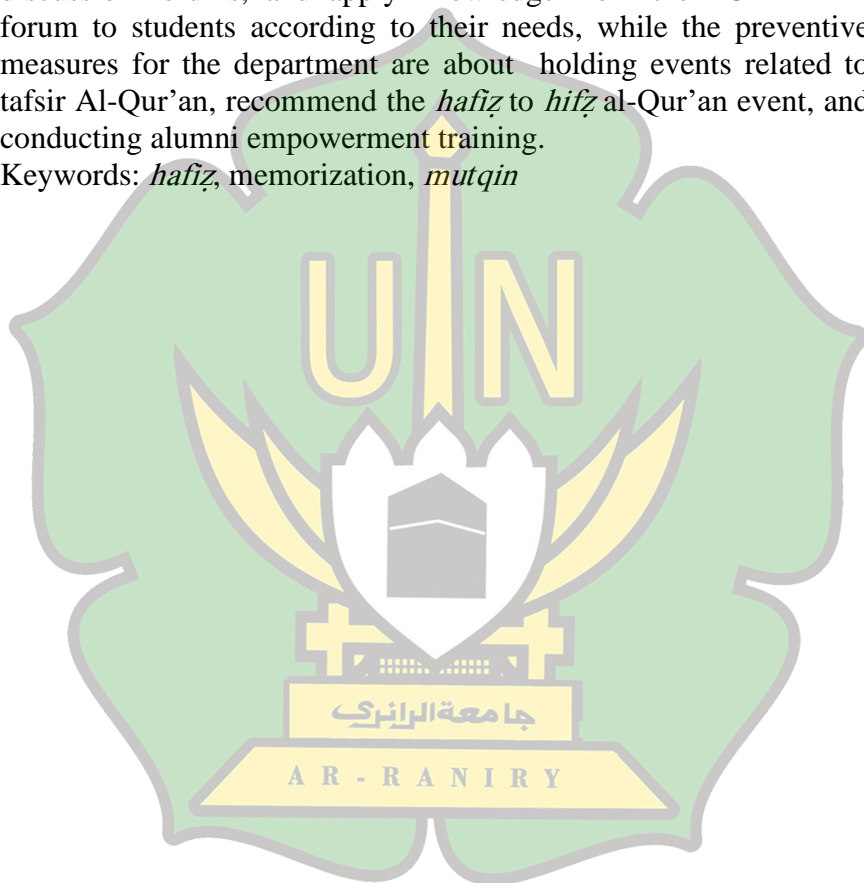
ABSTRACT

Name : Azillati Salsabilla
NIM : 200303033
Title of Thesis : Factors of Decreasing the Hafizh Memorization Quality in Department of Al-Qur'an and Tafsir Science of UIN Ar-Raniry
Thickness of Thesis : 71 Pages
Study Program : Al-Qur'an and Tafsir Science
Supervisor I : Prof. Dr. Fauzi, Lc. M.A.
Supervisor II : Nurullah, S.T.H., M.A.

The study program of Al-Qur'an and Tafsir Science has many hafiz students, who already have a fluent memorization (*mutqin*) before entering this department, but after entering this department the quality (*mutqin*) decreased. In fact, this study program teaches the quranic sciences. Supposedly, the *hafiz* in this department should be more enthusiastic about repeating their memorization so that they are still *mutqin*. This research aims to find out the factors of decreasing the *hafiz* memorization quality, and the preventive measures that must be taken by the *hafiz* and department. This research is field research with qualitative approach. Data collection techniques used are interviews, observation, and documentation. The results of this research are, first, the *hafiz* had lost control of their memorization, so performing *muraja'ah* depends on their own spirit, because the focus of the IAT study program is not on *tahfiz*, but on quranic sciences studies. There are several factors of *murajaah* was not realized are, do not live in the institution of *tahfiz* Al-Quran, do not have *hafiz* friend, do not have *muhafiz*, the dence of activity, watch Korean movie, and the lack of activities to apply the Qur'an memorization. Second, preventive measures for *hafiz* are divided into three categories, according to the amount of memorization decrease, for high category they are, understand the interpretation of Juz that is being repeated, increase the amount of memorization reports, by targeting memorization, always get updated information related to *hifz* al quran competition, ready for quran memorization testing every two days. Medium category; Join JHQ then increase quran memorization reports quantity with JHQ

partners, take part in various seminars as a form of improving the quality of quran teachers, learn together about the interpretation of verse that was *murajaah*, and increasing focus in both forums. Low category; Make a fixed schedule for reporting each other the memorization with their partner, ready to be tested a half *mutqin* memorization in Schedule by partner, looking for scientific discussion forums, and apply knowledge from the FORDIKAT forum to students according to their needs, while the preventive measures for the department are about holding events related to tafsir Al-Qur'an, recommend the *hafiz* to *hifz* al-Qur'an event, and conducting alumni empowerment training.

Keywords: *hafiz*, memorization, *mutqin*



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In the name of Allah, the Most Gracious and the Most Merciful. *Alhamdulillah*, all praise be to Allah, the Almighty and the Sustainer, for His blessings and mercies. Allah continuously guides me and grants me health, strength, and passion in completing this thesis. Shalawat and salam to the Prophet Muhammad SAW., who has led us from ignorance to the realm of Islamiyah, from darkness to the realm of enlightenment, as we have experienced during this time.

The writing of this thesis as part of the requirements to complete education in the undergraduate program (S1) of the Faculty of Ushuluddin and Philosophy Ar-Raniry State Islamic University of Banda Aceh, of course there are many difficulties that the researcher faced during the completion process. However, with patience, perseverance, and accompanied by prayers, encouragement and assistance from various parties so that this thesis can be completed properly.

First and foremost, I would like to express the deepest gratitude to my beloved father; Banta Saifullah and my beloved mother; Cut Fauziah, and to brothers, sisters, and nephews whom I love, and also to Indria Putri (Prof Aisyah). They are who gave a lot of prayers, support and enthusiasm during the writing of this thesis.

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Then, I am aware that this thesis is still imperfections. It still requires ideas to further develop and address any shortcomings. However, I hope that this thesis can offer some benefits to its readers and make a meaningful contribution to students and lecturers in Al-Qur'an and Tafsir Science.

Banda Aceh, 30 March 2024

The Writer,

جامعة الرانيري

AR - RANIRY

Azillati Salsabilla

TRANSLITERATION

Arabic	Transliteration	Arabic	Transliteration
ا	Not Symbolized	ط	Ṭ (dot at the buttom)
ب	B	ظ	Ẓ (dot at the buttom)
ت	T	ع	‘
ث	Th	غ	Gh
ج	J	ف	F
ح	Ḥ (dot at the buttom)	ق	Q
خ	Kh	ك	K
د	D	ل	L
ذ	Dh	م	M
ر	R	ن	N
ز	Z	و	W
س	S	ه	H
ش	Sy	ي	‘
ص	Ş̣ (dot at the buttom)	ي	Y
ض	Ḍ̣ (dot at the buttom)		

Note:

1. Single Vocals

----- (fathah)
hadatha

= a, for example, حدث are written

---- (kasrah) = i, for example, قيل are written *qila*

---'--- (dammah) = u, for example, روي are written *ruwiya*

2. Double Vocals

3. Long Vokals

4. *Ta' Marbutah*

5. *Syaddah (Tasydid)*

6. Articles in Arabic writing system are symbolized by ال its transliteration is *al*, misalnya: النفس الكشف, are written by *al - kasyf, al-nafs.*

7. *Hamzah (ء)*

For hamzah wich located in the middle and at the end of word is transliterated by ('), for example: مالئكة are written *mala'ikah*, حزي are written *juz'i*. Hamzah wich located in the first word, is not sybolized due in arabic, its would be an alif, for example: اختراع are written *ikhtira'*.

Modification

1. The name of an Indonesian national is written as usual without trasliteration, such as: Hasbi Ash Shiddieqy. While other names are written according to translation rules, such as: Mahmud Syaltut.
2. The names of countries and cities are written according to the spelling of Indonesian, such as Damascus, not Dimasyq; Cairo, not Qahirah and so on.

Abbreviation

1. Swt. : *Subhanallahu wa ta'ala*
2. Saw. : *Shallallahu 'alaihi wasallam*
3. QS : Quran Surah
4. HR : Hadits Riwayat

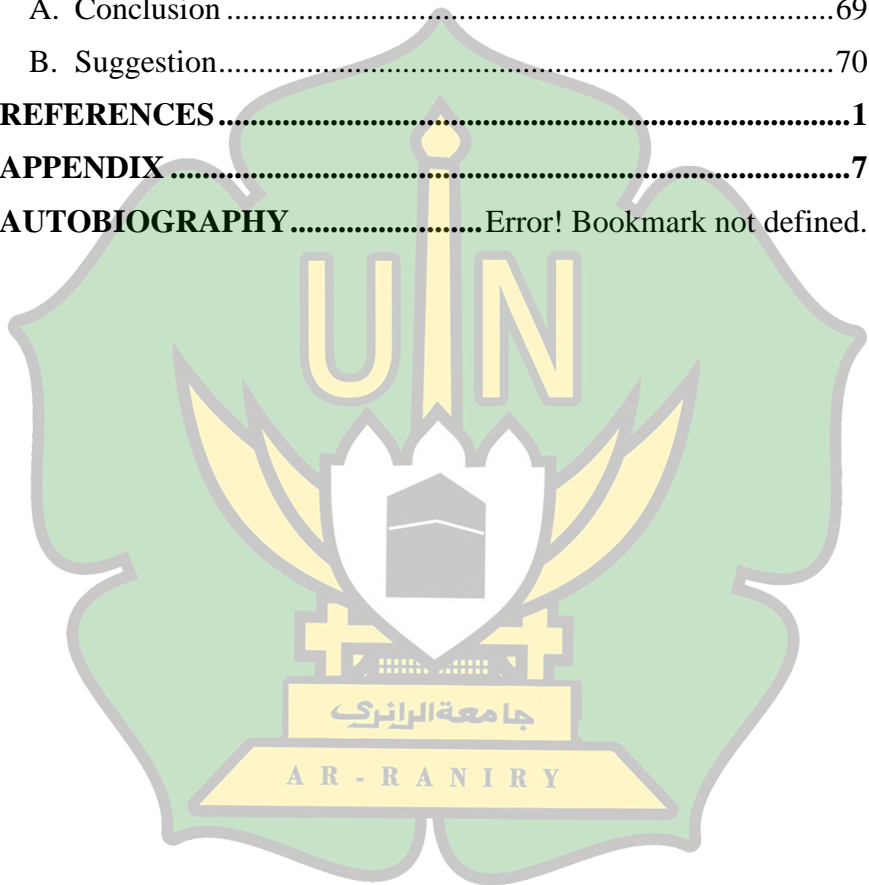
5. W : Wafat
6. H : Hijriah
7. M : Masehi
8. Hlm : Halaman
9. Cet : Cetakan
10. Vol : Volume



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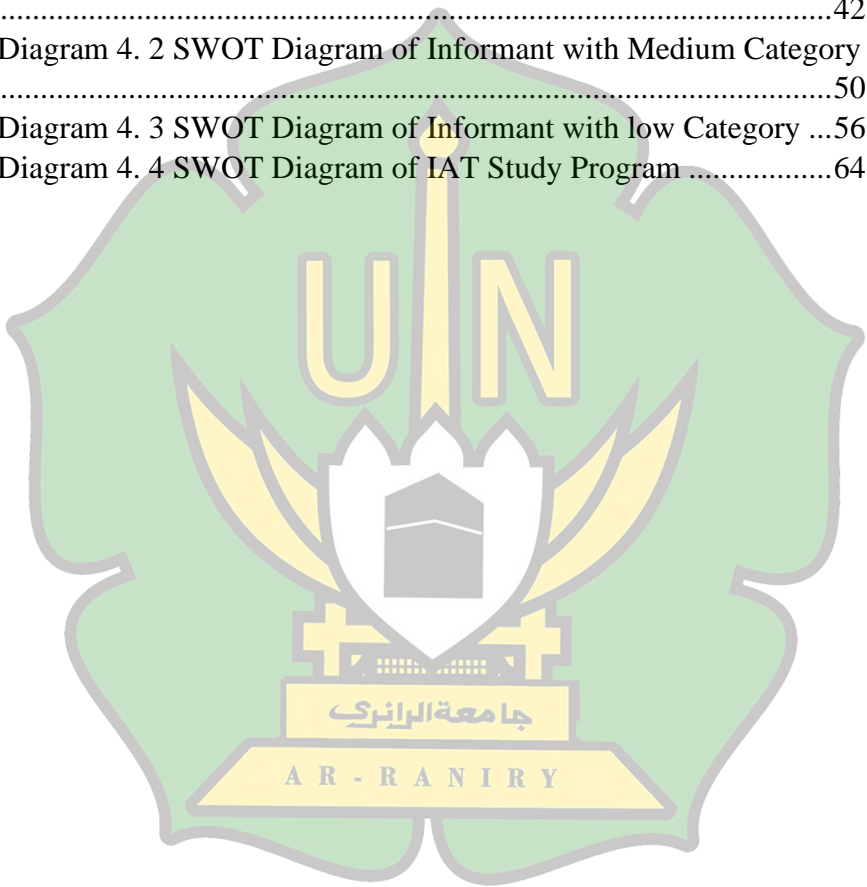


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CHAPTER I INTRODUCTION

A. Background of Study

Maintaining the memorization of the Qur'an in order to remain *mutqin* (fluent in memorizing the Qur'an) is a must for *hafiz*. But now there are many cases of decreasing the quality of memorization (*mutqin*), one example is the *hafiz* in the Department of Al-Qur'an And Tafsir Science (IAT)¹ of Universitas Islam Negeri (UIN)² Ar-Raniry. They are alumni of *tahfiz* Al-Qur'an institutions, such as: Madrasah Ulumul Qur'an Pagar Air, Madrasah Ulumul Qur'an Langsa, Madrasah Ulumul Quran Pidie, Madrasah Ulumul Qur'an Stabat, Dayah Insan Qurani, Dayah Darut Tahfizh Al-Ikhlash, and Yayasan Tahfizh Sulaimaniyah, who already have a fluent memorization (*mutqin*) of 10-30 juz before entering the department, but after entering this department the quality decreased, which is 5-10 juz.

Table 1. 1 Interview Results of IAT Department Students Class of 2020³

College student	Total Memorization	Fluency (Before entering UIN Ar-Raniry)	Fluency (After entering UIN Ar-Raniry)
A	30 Juz	30 ⁴ Juz	9 Juz
B	30 Juz	30 ⁵ Juz	9-10 Juz

¹On the next will be said by IAT. IAT is an abbreviation of Ilmu Al-Qur'an dan Tafsir.

²On the next will be said by UIN.

³Interview with IAT Student Class of 2020 On November 21, 2023.

⁴Please see the Syahadah certificate of Rahmatul Akhzari in the appendix.

⁵Please see the Syahadah certificate of Baitul Murdani in the appendix.

C	30 Juz	15 ⁶ Juz	5 Juz
D	30 Juz	10 ⁷ Juz	5 Juz
E	20 Juz	10 ⁸ Juz	7 Juz

In fact, this study program teaches the quranic sciences, such as *taḥsin and taḥfiẓh Al-Qur'an* (lessons on reading and memorizing the Qur'an according to the rules of *tajwid*), the science of *tawḥid* and *kalam* (lessons that focus on the science of divinity), the history of the Qur'an, *ʿulum Al-Qur'an* (sciences related to the Qur'an both in general and specifically), *fiqh and uṣul fiqh* (the knowledge of the laws of *syarīḥ* and the knowledge of the rules and discussions that lead to syari`ah laws), *ʿulum al-ḥadiṣ* (the science of studying and deepening *ḥadiṣ*), *qira`at* science (the science of the various recitations of the Qur'an which are all connected to the Prophet Muhammad), *takhrij ḥadiṣ* (the science of finding the complete *matan* and *sanad* of *ḥadiṣ* from their original sources), the science of *rasm and ḍabt Al-Qur'an* (the science of the rules of writing and punctuation of the letters of the Qur'an), *uṣul tafsir wa qawā'iduh* (the science of the bases and rules for finding out the interpretation of Allah's verses, and the rules needed by *mufasir* in understanding it), thematic tafsir, quranic manuscript studies and tafsir, *falsafah al-ta`wil* (the science of realizing the meaning of a text that contains other meanings),

⁶Please see the Musabaqah Tilawatil Quran Certificated of Fathimah Azzahra Ik in the appendix.

⁷Please see the Musabaqah Awal Sanah Certificate of Annisah Maghfirah in the appendix,

⁸Participant of Musabaqah Tilawatil Quran in Banda Aceh City 2018, in Hifzhil 10 Juz category.

classical tafsir literature and so on. Supposedly, the *hafiz* in this department should be more enthusiastic about repeating their memorization so that their memorization is still *mutqin*.

Based on the results of the early interviews, first, it can be assumed that the *hafiz* do not have special time for *muraja'ah* (repeating what has been memorized) in the midst of their busy campus and off-campus activities such as hanging out in coffee shops while playing games, teaching, joining non-campus organizations, and so on. Second, it may be happened because that they do not really understand what they have learned while in the IAT study program, so their hearts are not called to really devote time to the memorization of the Qur'an.

The memorization of the *hafiz* must be *mutqin* because this is a positive value to become an analyst of the interpretation of the Qur'an, a beginner researcher in the field of the Qur'an and tafsir, as well as an educator (*da'i*) of the Qur'an which is the profile of graduates of this department. It is possible that the direction they provide will be more perceived by the community. The necessity of having *mutqin* memorization is actually also based on the consequences for those who forget the verses of the Qur'an. Some Islamic scholars (*'ulama*) classify it as a great sin. Abu Ubaid narrated from al-Dhahhak ibn Muzahim - by way of *mauquf*- who said, "No one learns the Qur'an and then forgets it except because

of the sin he committed, because Allah says in surah al-Shuura verse 30,⁹

وَمَا أَصَابَكُمْ مِنْ مُصِيبَةٍ فَبِمَا كَسَبَتْ أَيْدِيكُمْ

And whatever calamity befalls you is the result of your own deeds.

While forgetting the Qur'an is the greatest calamity." This group argues with the narration of Abu Daud and al-Tirmizī from the hadith of Anas, which was narrated to the Prophet SAW., but the sanad is weak.¹⁰

عَرَضْتُ عَلَيَّ أَجُورَ أُمَّتِي حَتَّى الْقَدَاةُ يُخْرِجُهَا الرَّجُلُ مِنَ الْمَسْجِدِ، وَعَرَضْتُ عَلَيَّ ذُنُوبَ أُمَّتِي، فَلَمْ أَرَ ذَنْبًا أَعْظَمَ مِنْ سُورَةٍ مِنَ الْقُرْآنِ أَوْ آيَةٍ أُوتِيَهَا رَجُلٌ ثُمَّ نَسِيَهَا¹¹

All the rewards of my ummah have been shown to me, even to the extent of the dust that a person takes out of the mosque, and the sins of my ummah have been shown to me; I have not seen a greater sin than a letter or verse that is given to a person and then he forgets it.¹²

⁹Ibnu Hajar Al-Asqalani, *Fathul Baari Syarah Shahih Al-Bukhari*, Terjemahan Amiruddin and Team Azzam, Jilid 24 (Jakarta: Pustaka Azzam, 2003), 934.

¹⁰Ibnu Hajar Al-Asqalani, *Fathul Baari Syarah Shahih Al-Bukhari*, 934.

¹¹See in kitab *Daif Al-Jami' Al-Ṣagīr Waziadatuh*, Nashiruddin Al-Albani, page 542, hadiṣ number 3700, on shamela.ws.

¹²Nanang Qosim, "Hadis-Hadis Tentang Dosa Bagi Penghafal Alquran Yang Lupa Dalam Perspektif Teori Konstruksi Sosial" (Tesis of Studi Ilmu Agama Islam, UIN Maulana Malik Ibrahim Malang, 2017), 21.

Buya Yahya said forgetting the verses of the Qur'an will get a great sin, but the *ulama* differ in interpreting "forgetting" in this context. Some stated that someone who understands the laws of the quran but does not want to practice it. Others stated someone who was enthusiastic in memorizing it but did not want to keep it.¹³

Related to this, there is a *hadits*, but it has a discussion in its *sanad* wich narrated by Abu Daud from Sa'ad bin Ubadah, attributed to the Prophet Saw:¹⁴

مَنْ قَرَأَ الْقُرْآنَ ثُمَّ نَسِيَهِ لَقِيَ اللَّهَ وَهُوَ أَجْذَمٌ¹⁵

Whoever recites the Qur'an and then forgets it will meet Allah in a state of *ajzam*.

According to Ibn al-Ambari, meeting Allah in a state of *ajzam* is the loss of argumentation or defense, because his mouth can not speak and his hands can not provide a defense, while according to al- Hithabi that means later people who forget the Qur'an meet Allah on the day of judgment with empty hands without bringing goodness (reward).¹⁶

Among the *ulama* of the *mazhab* Shafi'i who hold this view was Abu al-Makarim. He reasoned that turning away from reciting

¹³Youtube, "Dosakah Ketika Lupa Hafalan Qur'an? - Buya Yahya Menjawab"

¹⁴Ibnu Hajar Al-Asqalani, *Fathul Baari Syarah Shahih Al-Bukhari*, 935.

¹⁵See in Kitab al-Hulal al-Ibriziyah one of Shaykh Ibn Baz's commentaries on Sahih al-Bukhari, authored by Ibn Baz, on shamela.ws

¹⁶Abu as-Sa'adat al-Mubarak Ibn Muhammad , *al-Nihayah fi Garib al-Hadis wa al-Atsar* in Nanang Qosim, "Hadis-Hadis Tentang Dosa Bagi Penghafal Alquran Yang Lupa Dalam Perspektif Teori Konstruksi Sosial", 29-30.

the Qur'an causes forgetfulness of it. This forgetting indicates a neglect and underestimation of it. al-Qurthubi said: "Whoever memorizes the Qur'an or a part of it, indeed, has attained a higher position than the one who does not memorize it. If he destroys that position to the level of being away from it, then it is suitable that he should be punished in this way, because neglecting to interact with the Qur'an means returning to ignorance, and returning to ignorance after gaining knowledge is a very serious matter. And returning to ignorance after having knowledge is a terrible matter."¹⁷

The consequences are indeed enormous, but Shaykh Shalih bin Muhammad al-Luhaidan recommended to keep trying to memorize and be excited to keep memorizing the quran. Indeed, the one who will get punishment is the one who turns away from the Qur'an. However, if a person has tried to repeat it but he still forgets, then he will not be punished.¹⁸

Keep trying to memorize and be excited to keep memorizing the Qur'an is something that should be a rule for every Muslim, especially for *da'i*. A *da'i* must be intelligent. Not only smart in presenting the teachings of this religion but also smart in solving the problems of the ummah. Therefore, one of the best ways to get it is to memorize and murajaah the verses of the Qur'an. A study shows that someone who memorizes the Qur'an

¹⁷Ibnu Hajar Al-Asqalani, *Fathul Baari Syarah Shahih Al-Bukhari*, hlm. 935.

¹⁸Youtube, "Apakah Berdosa Jika Lupa Hafalan Al-Qur'an? - Syaikh Shalih bin Muhammad Al-Luhaidan #nasechatulama"

above 16 juz has a higher IQ. The reason is that the human brain will be more active when memorizing words because it affects neuroplasticity in the brain's hippocampus which is the center of learning and memory.¹⁹ In another study, it was explained that gradually increasing the repetition of memorization (*murojaah*) will improve cognitive and memory.²⁰

Therefore, this research needs to be done to find out the factors that influence the decreasing quality of memorization of *hafiz*, so that preventive measures can be taken to improve the quality of graduates in this study program, which is focused on becoming creative workers in the field of Qur'an and tafsir.

B. Research Questions

Based on the background of study above, two main problem formulations can be taken:

1. Why do the *hafiz* memorization quality of the *hafiz* in the IAT department decrease?
2. How do *hafiz* and the IAT department maintain the memorization as a preventive measures?

C. Purpose and Benefits of Research

¹⁹Ismarulyusda Ishak et al., "Does Quran Memorization Influence Adolescents' Intelligence Quotient and Memory Level?: A Cross-Sectional Study in Malaysia," *Makara Journal of Health Research* 25, no. 3 (2021): 210.

²⁰Wan Nor Atikah Che Wan Mohd Rozali et al., "The Impact of Listening to, Reciting, or Memorizing the Quran on Physical and Mental Health of Muslims: Evidence From Systematic Review," *International Journal of Public Health* 67, no. 1604998 August (2022): 2.

The goals that researchers want to achieve from this study are:

1. To find out the causes of decreasing the *hafiz* memorization quality in department of Al-Qur'an and Tafsir Science of UIN Ar-Raniry.
2. To find out the preventive steps that must be taken by the *hafiz* and department to maintain memorization.

While the benefits of this research are broadly as follows:

1. From the academic aspect, this research is expected to add insight and knowledge in the scope of quranic studies.
2. Practically, this research is also intended to contribute to the knowledge in to the scope of the study program and the *hafiz*, who have aligned missions to maintain and even improve the quality of *hafiz*

D. Operational Definition

1. Factor

Factor is a circumstance, fact, or influence that contributes to a result.²¹ Based on this, if it is associated with a decrease in quality, then the factor is something that causes differences in terms of the quality possessed by the *hafiz* in the IAT study program now with the previous one (when receiving education at the *hafiz* al-Qur'an institution).

2. Decreasing in Memorization Quality

²¹Check out the Oxford Dictionary app on the App Store.

Decreasing in adjective means becoming smaller or fewer in size, amount, intensity, or degree, in noun means the action or process of making or becoming smaller or fewer.²²

In terms of memorization of the Qur'an, decrease is a condition of reducing the quality and quantity of memorization of the Qur'an. In the quantity aspect, it means that the number of juz that has been memorized is reduced, while in terms of quality, it means that the memory of memorized quranic material is reduced, namely in terms of recitation of verses, *tajwid*, and *makharij al-hurf*.²³ So that in this study will be discussed specifically the decrease in terms of memory of the quranic verses or decrease in *mutqin* aspect.

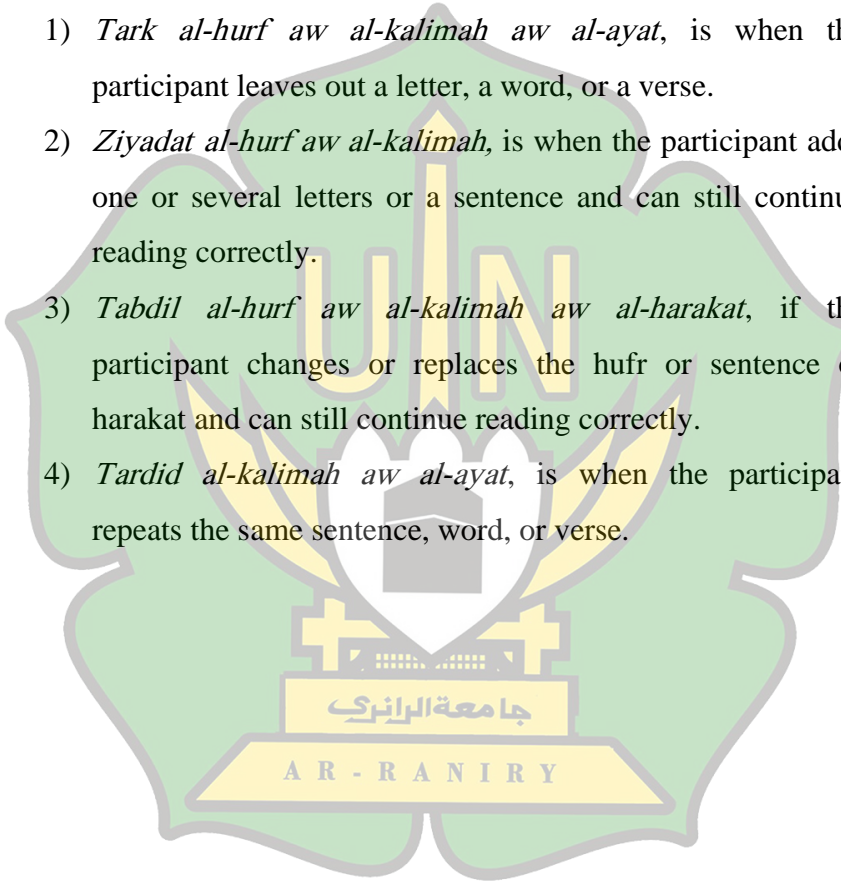
A person is considered to have *mutqin* memorization is usually seen from several aspects, as discussed in *Buku Pedoman Musabaqah al-Quran dan Hadits Tahun 2023* in the assessment norms for the Qur'an memorization branch, it is stated that the assessment consists of several aspects, one of them is the *tahfiz* section (fluency of memorization) which has a maximum of 50 points. The 50 points can be achieved by *musabaqah* participants if their memorization is clear from²⁴:

²²Check out the Oxford Dictionary app on the App Store.

²³Shinta Ulya Rizqiyah and Partono, "Penerapan Metode Tasmi' Dalam Meningkatkan Kualitas Hafalan Al-Qur'an Di Pondok Pesantren Putri Tahfidz Al-Ghurobaa' Tumpangkrasak Jati Kudus," *Ma'Alim: Jurnal Pendidikan Islam* 3, no. 2 (2022): 137.

²⁴Ahmad Zayadi, et al., *Buku Pedoman Musabaqah Al-Quran & Al-Hadits Tahun 2023* (Direktorat Penerangan Agama Islam, Direktorat Jenderal Bimbingan Masyarakat Islam, and Kementrian Agama Republik Indonesia, 2023). 120-124.

- a. *Tawaqquf* is when the participant stops or remains silent from reading the verse for more than 10 seconds.
- b. *Tawaqquf tam* is if the participant does not read the verse in question at all.
- c. *Sabq al-lisan*.
 - 1) *Tark al-hurf aw al-kalimah aw al-ayat*, is when the participant leaves out a letter, a word, or a verse.
 - 2) *Ziyadat al-hurf aw al-kalimah*, is when the participant adds one or several letters or a sentence and can still continue reading correctly.
 - 3) *Tabdil al-hurf aw al-kalimah aw al-harakat*, if the participant changes or replaces the huf or sentence or harakat and can still continue reading correctly.
 - 4) *Tardid al-kalimah aw al-ayat*, is when the participant repeats the same sentence, word, or verse.



CHAPTER II LITERATURE REVIEW

A. Literature Review

The study of memorizing the quran in the scope of college students is not a new study. In general, researchers found that previous research on memorizing the Qur'an within the scope of college students is about the following themes.

First, studies that can be categorized as research that focuses on the strategies needed to improve the quality of Qur'an memorization. These studies include, concerning the implementation of the *sima'i* method, with the implementation of this method students will easily memorize because they can be directly corrected by listeners, when there is incorrect *tajweed*.²⁵ Then, about the implementation of self-regulation by the memorizers of the Qur'an, which includes three aspects including: aspects of metacognition, through the planning phase, the organizational phase and the self-measurement phase of the efforts made during the memorization process, motivational aspects as one of the indicators of encouraging the college students to maintain the spirit of memorization, and behavioral aspects, which is a way to be able to adapt to the environment.²⁶ Furthermore, about the

²⁵Muhammad Sirril Wafa, "Implementasi Metode *Sima'i* Dalam Meningkatkan Kualitas Hafalan Al-Qur'an Pada Mahasiswa Divisi Tahfidz Di Ukm JQH Asy-Syauq Iain Kudus," (Institut Agama Islam Negeri Kudus, 2020),v.

²⁶Lina Farah Intan Sari, "Regulasi Diri Mahasiswa Penghafal Al-Qur'an Dalam Menjaga Kualitas Hafalan Al-Qur'an Di Fakultas Tarbiyah Dan Ilmu

variety of *muraja'ah* methods that later can be adjusted to the activities that memorizers have.²⁷ Also, about the strategy to maintain memorization in the disruption era, which is the routine of memorization reports, memorization tests every 1 juz, *khotm* Al-Qur'an, and also scientific studies.²⁸

Second, studies that discuss the problems in memorizing and maintaining the memorization of the Qur'an, such as, studies on the problems of memorizing the quran among college students, namely the things that become factors in their laziness to memorize the Qur'an.²⁹ Some focus on the challenges faced by Qur'an memorization college students who are studying while working.³⁰ There are also those who focus on the general challenges faced by all those who memorize the Qur'an, which states that there are many challenges faced including forgetfulness, the environment, mixed verses, time management, the influence of others, emotions, menstruation, lack of discipline, difficulty in remembering,

Keguruan UIN KH Abdurrahman Wahid Pekalongan,” *SIBERNETIK: Jurnal Pendidikan Dan Pembelajaran* 1, no. 1 (2023), 59.

²⁷Muhammad Ilyas, “Metode Muraja’ah Dalam Menjaga Hafalan Al-Qur’an,” *AL-LIQQO: Jurnal Pendidikan Islam* 5, no. 1 (2020): 16.

²⁸Fayruzah El-Faradis and Anisatul Fitri, “Strategi Imtaq IAIN Madura Dalam Menjaga Hafalan Mahasiswa Di Era Disrupsi,” *Maharot: Journal of Islamic Education* 4, no. 1 (2020): 25.

²⁹Rury Handayani, “Problematika Menghafal Alquran Di Kalangan Mahasiswa Prodi Studi Agama-Agama Fakultas Ushuludin Dan Studi Islam Universitas Islam Negeri Sumatera Utara” (Universitas Islam Negeri Sumatera Utara, 2021), iv.

³⁰M Husnaini et al., “Challenges Faced by IIUM Postgraduate Students in Conducting the Qur’an Memorization and Working for Living During Their Study Period,” *International Journal of Asian Education* 3, no. 1 (2022): 21.

unfamiliarity with certain words, entertainment, and other activities.³¹

Third, there are several studies on the implications from several aspects for the memorizers of the quran, namely in terms of psychology as a cure for confusion, anxiety, and peace of mind,³² as well as studies that discuss about there is spiritual well-being in college students who memorize the quran, namely the closeness of life to Allah SWT. and the satisfaction with their lives.³³ Memorizing the quran also has implications for academic achievement for college students, towards high order thinking skills (HOTS) which are nonalgorithmic, which tend to be complex, often produce multiple solutions, which involve careful consideration and interpretation, involve the implementation of multiple criteria so that sometimes there is a conflict of criteria with one another, and even often involve uncertainty.³⁴ Until the study of the impact of *adab* memorizing the Qur'an on the formation of college students' character, which makes them a

³¹ Nik Md Saiful Azizi Nik Abdullah, Farah Nursuraya Binti Ab Rahim, Rabi'atul Athirah Binti Muhammad Isa, "Exploring The Challenges Of Sustaining Qur'anic Memorization: A Case Study," *Journal of Islamic Educational Research* 6, no. 1 (2021): 1.

³²Yusron Masduki, "Implikasi Psikologis Bagi Penghafal Al-Qur'an," *Medina-Te* 18, no. 1 (2018): 18.

³³Widwi Mukhabibah, Retno Hanggarani Ninin, Poeti Joeifiani, "Kesejahteraan Spiritual Pada Mahasiswa Penghafal Al-Qur'an," *Jurnal Studia Insania* 5, no. 2 (2017): 199.

³⁴Pamungkas Stiyamulyani and Sri Jumini, "Pengaruh Menghafal Al-Qur'an Terhadap High Order Thingking Skills (HOTS) Ditinjau dari Motivasi Berprestasi Mahasiswa," *SPEKTRA: Jurnal Kajian Pendidikan Sains* 4, no. 1 (2018): 25.

hardworking person, enterprising, able to downcast their sights, and always prioritize the right one in their activities.³⁵

Fourth, several studies describe the utilization of 21st century technology to facilitate memorization of the Qur'an,³⁶ such as Elayah, namely mobile-based media for memorizing the Qur'an using the *takrar* method.³⁷ Then there is a study on the utilization of the digital Qur'an application by quran memorization students, so that it is easier to read the quran and improve memorization wherever and whenever.³⁸ There is also a study on the college students' understanding of the *adab* of using the digital Qur'an application, which is how their understanding of the *adab* of bringing the digital Al-Qur'an application to the bathroom and reading the digital Al-Qur'an in a state of having *hadats*.³⁹

Fifth, several studies that describe the various methods of memorizing the Qur'an and the learning system of *tahfiz* Al-Qur'an. Among them are studies related to factors that make it easier to memorize the Qur'an, as well as the implementation of

³⁵Nor Aqilah Binti Izham, "Dampak Adab Menghafal AlQur'an Terhadap Pembentukan Karakter Mahasiswa Di Institut Al-Qur'an Darul Aman Kedah Malaysia" (Universitas Islam Negeri Ar-Raniry Banda Aceh, 2022), xiii.

³⁶Nusairah Ramli, "Unlocking Opportunities in New Norms Era Using 21st Century Technology and Application in Memorization of Qur'an," *Asian Social Science and Humanities Research Journal (ASHREJ)* 3, no. 1 (2021): 22.

³⁷F. R. Pradhana et al., "Elayah: Mobile Based Media for Al-Qur'an Memorization Using Takrar Method," *Journal of Physics: Conference Series* 1381, no. 1 (2019): 1.

³⁸Surya Wahyu Hanggara, "Penggunaan Aplikasi Qur'an Digital Pada Mahasiswa Penghafal Al-Qur'an (Studi Kasus Mahasiswa Progam Studi Ilmu Al-Qur'an Dan Tafsir Institut Agama Islam Negeri Kudus)" (Institut Agama Islam Negeri Kudus, 2020), v.

³⁹Nadya Rahmawati, "Pemahaman Mahasiswi IIQ Tentang Adab Penggunaan Aplikasi Al-Qur'an Digital" (Institut Ilmu Al-Qur'an Jakarta, 2019).

effective methods for those who want to memorize the Qur'an⁴⁰ which can be influenced by their learning style (especially for college students).⁴¹ Furthermore, the study of reporting memorization to the mentor as a step to anticipate errors in the pronunciation of the quranic verses that cause changes in meaning.⁴² Then there is the study of the effect of *hafiz* Al-Qur'an program development on student motivation to memorize the Qur'an, which states that 70.7% is influenced by the *hafiz* al quran coaching program, the remaining 29.3% is influenced by other factors, as well as a study of educational strategies in memorizing the Qur'an which involves internal and external strategies.⁴³

However, from the previous studies on the theme of memorizing the Qur'an in the scope of college students, researchers have not found studies that specifically discuss the factors that reduce the quality of memorization of hafiz in the department of Al-Qur'an and tafsir science UIN Ar-Raniry. Therefore, this research was conducted to fill in the gaps in this aspect.

⁴⁰Abul Ala Al Maududi, Endin Mujahidin, and Didin Hafidhuddin, "Metode Tahfizh Al-Qur'an Bagi Pelajar Dan Mahasiswa," *Ta'dibuna: Jurnal Pendidikan Islam* 3, no. 1 (2014): 1.

⁴¹Ayu Umi Prihatin, "The Influence of College Students' Learning Style The Qur'an Memorizing Method in UKM LPTQ UMY," *TATSQIF: Jurnal Pemikiran Dan Penelitian Pendidikan* 20, no. 2 (2022): 141.

⁴²Ahmed Abedalqader, Hasan Qatanany, And Mohamed Akhiruddin, "Treating Errors That Lead To Changing The Meaning In Memorizing The Holy Qur'an: An Analytical Study," *Al-Qanatir: International Journal Of Islamic Studies* 32, No. 2 (2023): 60.

⁴³Ahmad Nor Said and Omon Abdurakhman, "Pengaruh Pembinaan Program Tahfizhul Qur'an Terhadap Motivasi Mahasiswa Menghafal Al-Qur'an," *Ta'dibi* 5, no. 2 (2016): 128.

B. Theory Framework

The theories that are in accordance with this research are:

1. Definition of Factor

As explained earlier, a factor is something that can have an impact on someone in implementing something. Factors divided into two types, internal and external factors. Internal factors are everything related to the individual, both in terms of physical and psychological. Otherwise, external factors are anything that comes from outside the individual.⁴⁴

2. SWOT Analisis

a. Definition of SWOT Analysis

SWOT analysis is the systematic identification of various factors to formulate a company strategy. A strategic planning method used to evaluate the strengths, weaknesses, opportunities, and threats in a project or a business speculation. These four factors form the acronym SWOT (strengths, weaknesses, opportunities, threats). SWOT stands for the internal environment of Strengths and Weaknesses and the external environment of opportunities and Threats that faces the business world.⁴⁵ Not only in the business

⁴⁴Ahmad Solikhun and Ida Hayu Dwimawanti, "Dampak Program Zakat Produktif Terhadap Penurunan Angka Kemiskinan Di Masa Pandemi Menggunakan Model CIBEST," *JlIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 10 (2023): 7745.

⁴⁵Freddy Rangkuty, *Analisis SWOT Teknik Membadah Kasus Bisnis in Mashuri and Dwi Nurjannah*, "Analisis SWOT Sebagai Strategi Meningkatkan Daya Saing (Studi Pada PT. Bank Riau Kepri Unit Usaha Syariah Pekanbaru)," *JPS (Jurnal Perbankan Syariah)* 1, no. 1 (2020): 99.

world and companies, SWOT analysis is also an effective strategy to maximize the strengths and opportunities and minimize the weaknesses and threats of an organization. The purpose of SWOT analysis is to formulate relevant strategies in organizational development by analyzing the internal and external factors of the organization.⁴⁶

The SWOT approach involves determining the specific objectives of a business or project speculation and identifying the internal and external factors that support and those that do not in achieving these objectives. SWOT analysis can be applied by analyzing and sorting out various things that affect the four factors, then applying them in a SWOT matrix image, where the implementation is how strengths are able to take advantage of existing opportunities, how to overcome weaknesses that prevent benefits from opportunities, then how strengths are able to deal with existing threats, and finally how to overcome weaknesses that can make threats real or create a new threat.⁴⁷

b. SWOT Elements

- 1) Strengths is a condition of strength contained in the existing organization, project or business concept, the strength that

⁴⁶Khoirul Anwar Muslihudin Bani Muhtarom, Faizul Muna, Siti Jaroyatun Nikmah, "Analisis SWOT Universitas Melaka Sebagai Strategi Pengembangan Universitas Nahdlatul Ulama Surakarta," *Studi Ilmu Manajemen Dan Organisasi (SIMO)* 4, no. 2 (2023): 92.

⁴⁷I Gusti Ngurah Alit Wiswasta, Igusti Ayu Ari Agung, and I Made Tamba, *Analisis SWOT (Kajian Perencanaan Model, Strategi, Dan Pengembangan Usaha)*, (Denpasar: Universitas mahasaraswati Press, 2018), 5.

is analyzed is a factor contained in the body of the organization, with the business concept project itself.⁴⁸

- 2) Weakness is a condition of weakness contained in the existing organization, project or business concept, the weaknesses analyzed, are factors contained in the body of the organization, project or business concept itself, namely all factors that are not beneficial or detrimental.⁴⁹
 - 3) Opportunities are positive external environmental factors, which can simply be interpreted as any favorable environmental situation for a company or business unit.⁵⁰
 - 4) Threats are important unfavorable situations in the environment of a company or organization. Threats are the opposite of the definition of opportunities, so it can be said that threats are environmental factors that are not profitable for a business unit or organization, which if not overcome, threats will become an obstacle for the business unit or organization concerned both for the present and the future.⁵¹
- c. This research will use quantitative approach of SWOT Analysis, here are the steps:
- 1) SWOT analysis compares external factors of opportunities and threats with internal factors of strengths and weaknesses.

⁴⁸Edi Suarto, "Pengembangan Objek Wisata Berbasis Analisis Swot," *Jurnal Spasial* 3, no. 1 (2017): 54.

⁴⁹Edi Suarto, "Pengembangan Objek Wisata Berbasis Analisis Swot.," 54.

⁵⁰Mohammad Rizal Nur Irawan, "Analisis Swot Untuk Menentukan Strategi Kompetitif Pada Pd. Bpr. Bank Daerah Lamongan," *Ekonika: Jurnal Ekonomi Universitas Kadiri* 2, no. 1 (2017): 45.

⁵¹Dewi Kurniasih et al., *Teknik Analisa* (Bandung: Alfabata Bandung, 2021), 79.

Internal factors are entered into a matrix called the internal strategic factor matrix or IFAS (Internal Strategic Factor Analysis Summary). External factors are entered into a matrix called the external strategic factor matrix EFAS (External Strategic Factor Analysis Summary).⁵² In this segment, weighting or determining the value of external and internal factors will be carried out, the steps are as follows:⁵³

- Arrange them in their respective columns.
- Give each factor a weight in column 2, ranging from 1.0 (very important) to 0.0 (not important). These factors are likely to have an impact on the strategic factor.
- Calculate the rating (in column 3) for each factor by giving a scale ranging from 4 (outstanding) to 1 (poor) based on the influence of the factor on the condition of the company concerned. The rating value for the opportunity factor is positive (greater opportunities are rated +4, but if the opportunity is small, it is rated +1). Rating the threat is the opposite. For example, if the threat value is very large, the rating is 1. Otherwise, if the threat value is small, the rating is 4.
- Multiply the weights in column 2 by the ratings in column 3, to obtain the weighting factors in column 4. The result is

⁵²Zuhrotun Nisak, "Analisis Swot Untuk Menentukan Strategi Kompetitif," *Jurnal Ekonomi Bisnis* 9, no. 2 (2013): 3.

⁵³Freddy Rangkuty, *Analisis SWOT Teknik Membadiah Kasus Bisnis* in Diana Puspita Sari and Abdrizal Oktafianto, "Penentuan Strategi Bisnis Menggunakan Analisis SWOT Dan Matrik IFAS -EFAS Pada CV. Dynasty," *Seminar Nasional IENACO*, 2017, 240.

a weighting score for each factor that varies in value from 4.0 (outstanding) to 1.0 (poor).

- Add up the weighting scores (in column 4), to get the total weighting score for the company in question. This total score shows how a particular company reacts to its external strategic factors. This total score can be used to compare this company with other companies in the same industry group.
- After totaling, do subtraction between the total of the S and W factors (which will be the point on the X-axis) and factor O with T (which will be points on the Y-axis).

Table 2. 1 IFAS (Internal Strategic Factor Analisis Summary) Matrix⁵⁴

Internal Factor	Weight	Rating	Score Value
<i>Strenghts</i>	X	X	X
Sub Total	X	X	X
<i>Weaknesses</i>	X	X	X
Sub Total	X	X	X
Total	X	X	X

Table 2. 2 EFAS (Eksternal Strategic Factor Analisis Summary) Matrix⁵⁵

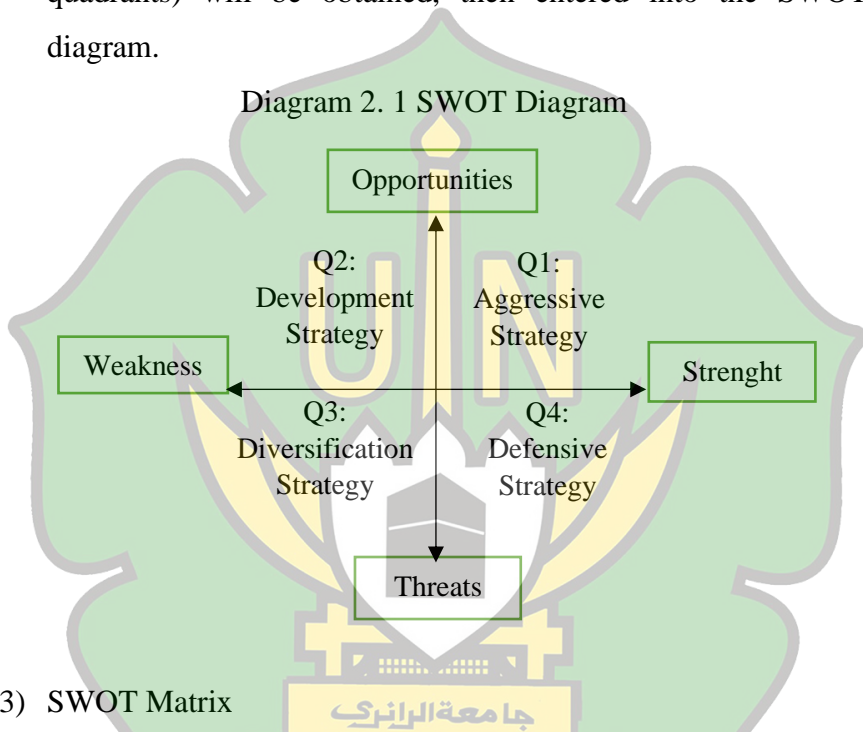
External Factors	Weight	Rating	Score Value
<i>Opportunities</i>	X	X	X
Sub Total	X	X	X
<i>Threats</i>	X	X	X
Sub Total	X	X	X

⁵⁴Makkarennu, Tri Astuti, and Ridwan, “Strategi Pengembangan Usaha Pada Industri Kayu Gergajian Melalui Pendekatan SWOT Dan IFAS-EFAS Analisis,” 95.

⁵⁵Makkarennu, Tri Astuti, and Ridwan, “Strategi Pengembangan Usaha Pada Industri Kayu Gergajian Melalui Pendekatan SWOT Dan IFAS-EFAS Analisis,” *Jurnal Ilmu Teknologi Kayu Tropis* 17, no. 1 (2019): 97.

Total	X	X	X
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2) After the matrix of internal and external strategic factors is completed, the internal score, external score, and intersection (to determine which strategy will be our priority based on four quadrants) will be obtained, then entered into the SWOT diagram.



3) SWOT Matrix

The SWOT matrix is an important matching tool that helps company, organization or business owners develop four types of strategies: SO strategies (strengths-opportunities), WO strategies (weaknesses-opportunities), ST strategies (strengths-threats), and WT strategies (weaknesses-threats).⁵⁶

⁵⁶Fred R. David, *Manajemen Strategis: Konsep* in Aditya Bonavasius Purba, Hery Suliantoro, and Rani Rumita, "Perancangan Strategi Bisnis Dengan Menggunakan Matriks SWOT (Studi Kasus: Bank Jateng Pusat Semarang)," *Industrial Engineering Online Journal* 4, no. 4 (2015): 3.

Table 2. 3 SWOT Matrix⁵⁷

IFAS EFAS	STRENGTHS (S) Determine 4 internal strength factors	WEAKNESSES (w) Determine 4 internal weaknesses
OPPORTUNITIES (O) Define 4 external opportunity factors	STRATEGI SO (Aggressive Strategy) Create a strategy that uses strengths to capitalize on opportunities (SO 1-SO 4)	STRATEGI WO (Development Strategy) Create strategies that minimize weaknesses to take advantage of opportunities (WO 1-WO 4)
THREATS (T) Define 4 external threat factors	STRATEGI ST (Defensive Strategy) Create a strategy that uses strengths to overcome threats (ST 1-ST 4)	STRATEGI WT (Diversification Strategy) Create strategies that minimize weaknesses and avoid threats (WT 1-WT 4)

4) Designing the QSPM (Quantitative Strategic Planning Matrix)

QSPM (Quantitative Strategic Planning Matrix) QSPM is an analytical tool used to decide which strategy to use based on the attractiveness of existing strategy alternatives. QSPM calculations are based on input from the internal and external matrix weights, as well as strategy alternatives at the matching stage. QSPM is a tool that allows strategy makers to evaluate strategy alternatives objectively, based on previously identified internal and external key success factors. Like other strategy-formulation analysis tools, QSPM requires good intuitive judgment.⁵⁸ Here's an example:⁵⁹

⁵⁷Zuhratun Nisak, "Analisis Swot Untuk Menentukan Strategi Kompetitif.", 4.

⁵⁸Fred R. David, *Strategic Management Concepts and Cases* in Trivena Stefani, "Analisis Strategi Pengembangan Bisnis Menggunakan Analisis SWOT Dan QSPM (Study Kasus Pada V Management Depok)," *Jurnal Ilmiah Mahasiswa FEB* 9, no. 1 (2021): 10.

- First, create a column of key factors from S1 – T4 along with their weights based on the IFE and EFE matrix.
- Determine the AS value, with the categories as listed in the figure. The AS value here indicates 'how related' a factor is to the alternative strategy. For example, how the factor S1 (Healthy Product) relates to the alternative strategy SO2, (expand collaboration with various partners). Subjectively, it can be judged that this factor is not related, either in terms of marketing, quality, branding, or other things, so give a value of 1, or not related.
- Multiply the weight value by the AS value of each factor to find the TAS value. And so on until the last alternative strategy column..
- Calculate the STAS value, by summing up the TAS value of each alternative strategy.
- Perform the ranking process from the largest to the smallest value.

AR - R A N I R Y

⁵⁹Article Archieves-Agavi, “Analisis SWOT Kuantitatif pada Pengembangan Produk Pangan”, Agavi, <https://agavi.id/analisis-swot-kuantitatif-pada-pengembangan-produk-pangan/>.

Table 2. 4 QSPM

Key Factor	Weight	SO 1		SO 2		SO 3		SO 4	
		AS	TAS	AS	TAS	AS	TAS	AS	TAS
S 1									
S 2									
S 3									
S 4									
W 1									
W 2									
W 3									
W 4									
O 1									
O 2									
O 3									
O 4									
T 1									
T 2									
T 3									
T 4									
STAS		A R .. R A T I ..R Y			
Rank		

Note:

- Attractiveness scores (AS) in the QSPM indicate how each factor is important or attractive to each alternative strategy. The range for attractiveness scores is
 1 = not attractive,
 2 = somewhat attractive
 3 = reasonably attractive

4 = highly attractive.

Score of AS determined subjectively

- Total attractiveness scores (TAS) indicate the relative attractiveness of each key factor and the related individual strategy

5) Determination of the best strategy obtained from ranking on QSPM.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research is field research which is based on field data related to the subject of this research. In this study, researchers will go to the field and mingle with respondents to obtain relevant data related to this research. The approach used is a qualitative approach. This approach aimed to explain the phenomena of the decrease in the quality of hafizh memorization in the department of Al-Qur'an and Tafsir Science at UIN Ar-Raniry in depth by collecting data as much as possible.

B. Research Location

This research was conducted in the study program of Al-Qur'an and Tafsir Science, Faculty of Ushuluddin and Philosophy, UIN Ar-Raniry Banda Aceh. The reason for choosing the Al-Qur'an and Tafsir Science study program at UIN Ar-Raniry is mainly because the profile of their graduates requires them to become an analyst of the interpretation of the Qur'an, a beginner researcher in the field of the Qur'an and interpretation, as well as an educator (*da'i*) of the Qur'an, so that memorization of the Qur'an is one of the main indicators that must be mastered. Therefore, good memorization quality will minimize graduates who are not in accordance with the achievements of the department.

C. Research Informants

Research informants are sources who have information related to the research, which later will be supporting data for the research. The technique of determining informants was carried out by purposive sampling method. The informants of this research are 12 students from the Department of Al-Qur'an and Tafsir Science class of 2020, 2021, and 2022, who are alumni of *tahfiz* Al-Qur'an institutions, and have a *mutqin* memorization at least 10 juz before studying in the Department of Al-Qur'an and Tafsir Science. The *hafiz* considered *mutqin* is because they have a certificate of champion of the *hifz* Al-Qur'an competition with a minimum category of 10 juz and have a certificate of *shahadah* also at least 10 juz. This research also requires several informants who are part of the campus academic community, such as lecturers who teach *tahsin* and *tahfiz* courses, the leader of the Department of Al-Qur'an and Tafsir Science, the dean and first vice dean of the Faculty of Ushuluddin and Philosophy.

D. Data Collection Techniques

To obtain data in line with this research, the data collection techniques that researchers use are as follows:

1. Interview

Researchers use semi-structured interview techniques, namely interview guidelines that have been prepared in such a way that can facilitate researchers in finding relevant data, but in the field it can be changed according to the situation.

2. Observation

In this study, researchers used the participatory observation method. Researchers participated in lecture classes and the daily lives of several informants. So that researchers can see how the resource person's skills in addressing subjects related to memorizing the Qur'an. Also researchers can see the daily lives of some sources for their responsibilities as memorizers of the Qur'an.

3. Documentation

This method is used to collect data on *hafiz* such as, the scores of the *tahsin* and *tahfiz* Al-Qur'an subject of juz 30, 1, 2, 3, and 4 in 2022, *ma'had* certificates, memorization certificates, certificates of achievement in competitions in the field of *tahfiz* Al-Qur'an, certificates that some of the informants may have activities in the form of part-time jobs, data owned by Department of Al-Qur'an and Tafsir Science in accordance with this research, and so on.

E. Data Analysis Technique

The second problem formulation uses SWOT analysis with a quantitative approach as an analysis technique. But in general, the data were analyzed using the theory of Miles and Huberman, namely⁶⁰:

⁶⁰Miles, Huberman, and Saldana, *Qualitative Data Analysis*, in Alfi Haris Wanto, "Strategi Pemerintah Kota Malang Dalam Meningkatkan Kualitas Pelayanan Publik Berbasis Konsep Smart City," *JPSI (Journal of Public Sector Innovations)* 2, no. 1 (2018): 39, page 41-42.

1. Data Reduction

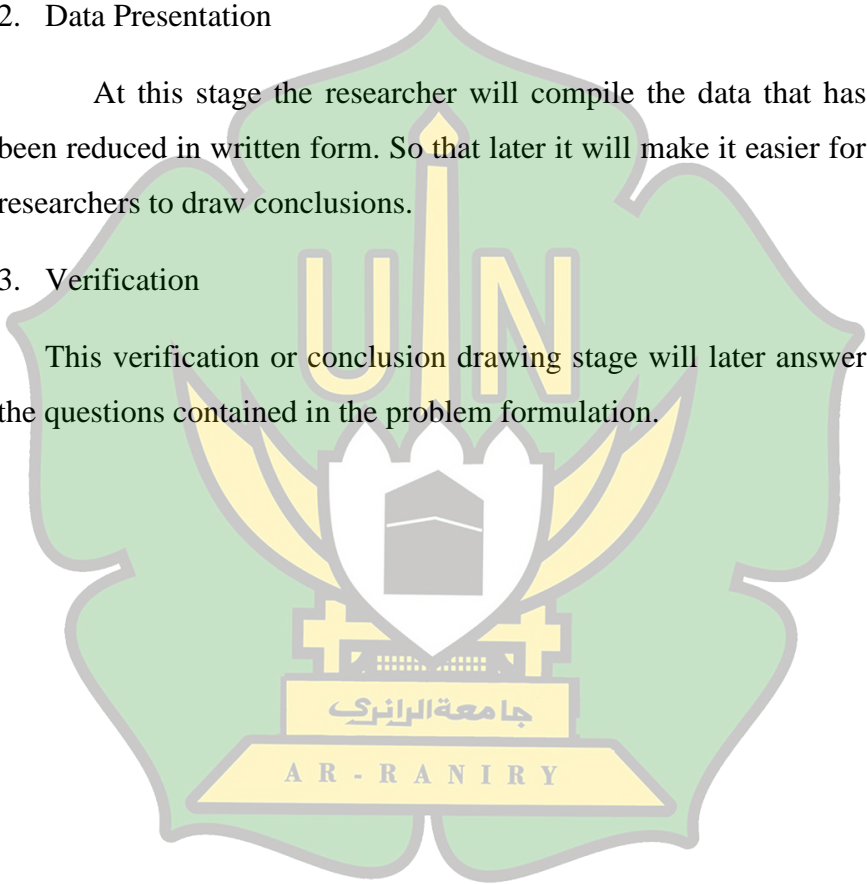
At this stage the researcher will simplify the available data by getting rid of unnecessary data. So that it will make it easier for researchers to verify data.

2. Data Presentation

At this stage the researcher will compile the data that has been reduced in written form. So that later it will make it easier for researchers to draw conclusions.

3. Verification

This verification or conclusion drawing stage will later answer the questions contained in the problem formulation.



CHAPTER IV RESULTS OF RESEARCH

A. Factors Decreasing Hafizh Memorization Quality in IAT Department

Based on the results of interviews, researcher found that the the decreasing the *hafiz* memorization quality is because they are not performing *muraja'ah*. As Shaykh Sa'ad bin Turki al-Kotslan said, repetition is the first way to strengthen memorization. A person who repeats his memorization, the memorization will be strong, but if he abandons it, then his memorization will be weak.⁶¹ There are several reasons as factor of *muraja'ah* is not carried out, as the oppinions by the Dean of the Faculty of Ushuluddin; Prof. Dr. Salman Abdul Muthalib, Lc. MA.,

“By the time they enter university they have lost control. Because, of course the curriculum in college is different from school, especially in terms of the authority of the teacher. They also feel free.”⁶²

and the First Vice Dean of Faculty of Ushuluddin and Philosiphy; Prof. Dr. Maizuddin, M. Ag.,

“Students are no longer preoccupied with memorization only, they have many assignments from the subjects they follow. Indeed, some are related to memorization and some are more about *'ulum* Al-Qur'an. They are also burdened

⁶¹Syaikh Sa'ad bin Turki al-Kotslan on Youtube: ShahihFiqih, *Cara Menguatkan Hafalan: Yang Terakhir Metode Baru*

⁶²Results of interviews with the Dean of Faculty of Ushuluddin and Philosiphy on March 4, 2024

with a great quantity of semester credit system, so of course they are busy with it.”⁶³

This opinion is certainly in accordance with the findings of researchers in *hafiz*, that the cause of *murajaah* was not realized are:

1. Do Not Live in The Institution of *Tahfiz* al Quran

The majority of informants do not live in quranic *tahfiz* institutions, they mostly live in boarding houses, and family houses. Whereas, staying in the institution of *hafiz* making someone have perfect protection of the Qur’an, while as a muhafizh or as a student, because there are regulations are imposed such as the obligation to report or receive memorization at a predetermined time. So they have to repeat memorization in every activity. As stated by one of the lecturers of *tahsin* and *tahfiz* courses, faculty of ushuluddin and philosophy, Dr. Muhammad Zaini, M. Ag., that,

“Usually those who live in *tahfiz* boarding School as ustazah or ustaz have a decent memorization.”⁶⁴

Students who live in *tahfiz* Al-Qur’an institutions usually become muhafizh. Certainly, those who become *muhafiz* always be driven to want to be better in the quality aspect of their memorization than their students.

2. Do Not Have Hafizh Friend

⁶³Results of interviews with the Vice Dean I of Faculty of Ushuluddin and Philosophy on March 4, 2024.

⁶⁴Results of interviews with Dr. Muhammad Zaini, M. Ag. on March 4, 2024

There was an informant who had no *hafiz* friends, he said that,

“I do not have any hafizh friends, my friend's background is salafi boarding school, I hang out every day, at night or after subuh prayer.”⁶⁵

Having a *hafiz* friends is a must for every *hafiz*, because having friend in the same background can make it easier for someone to carry out their activities. For example, can remind each other of things that *hafiz* should not do, can motivate each other to maintain memorization, by reporting memorization together, and so on. However, if the friend that they have is not a *hafiz*, then their friend will tend to do something inappropriate for a *hafiz*, because those who are not memorizers of the Qur'an do not understand how much effort is needed to maintain memorization of the Qur'an.

But in this case, the researcher found an informant who said that,

“I have a *hafizh* friend, but I do not get anything from them except the negative impact.”

Based on this it can be concluded that, *Hafiz's* friend that must be owned is someone who is still *istiqamah* in keeping the Qur'an memorization, as Rasulullah SAW. said,

مَثَلُ الْجَلِيسِ الصَّالِحِ وَالسَّوِّءِ، كَحَامِلِ الْمِسْكِ وَنَافِخِ الْكَبِيرِ، فَحَامِلُ الْمِسْكِ: إِمَّا أَنْ يُحْذِيكَ، وَإِمَّا أَنْ تَبْتَاعَ مِنْهُ، وَإِمَّا أَنْ تَجِدَ مِنْهُ رِيحًا

⁶⁵Results of interviews with the informant A on February 20, 2024.

طَيِّبَةً، وَنَافِخُ الْكَبِيرِ: إِمَّا أَنْ يُحْرِقَ ثِيَابَكَ، وَإِمَّا أَنْ تَجِدَ رِيحًا
حَبِيبَةً⁶⁶

The example of a good friend and a bad friend is like a perfumer and a blacksmith. As for the perfume seller, perhaps he will give you a gift, or you will buy from him, or you will get a good smell from him. As for the blacksmith, he may burn your clothes, or you may get a bad odor from him.

3. Do Not Have *Muhafiz*

Researcher found only three people who had *muhafiz*, they are those who lived in the institution of *tahfiz* Al-Qur'an. Several other informants ever had *muhafiz* but only for a few months, one of them said:

“I ever had a muhafizh for reporting my memorization and it is done online for three months. But now one of the causes in decreasing my memorization quality is because the absence of motivation that I can get from a muhafizh.”⁶⁷

By having *muhafiz*, a person will force himself to always *muraja'ah* in order to report the memorization to the *muhafiz*. And often, every *muhafiz* will definitely give tips and motivation to always be close to the Qur'an to his students. Because motivation is

⁶⁶See in Shahih Bukhari, al-Bukhari, Kitab al-Zabaih wa al-Shaid, Bab al-Misk, Juz 5, Page 104, Hadits Number: 5214, on Maktabah Syamilah.

⁶⁷Results of interviews with the informant G on February 22, 2024.

actually one of several steps to strengthen the memorization of the Qur'an.⁶⁸

4. The Dense of Activity

The dense of activities made it difficult for informants to dedicate their time to *muraja'ah*. Activities such as teaching, participating in organizations, and many course credits from lessons make them often arrive home at night, and this is a very exhausting condition someone of them said,

“I perform *muraja'ah* the Qur'an every three days, after subuh and maghrib prayer, at least one juz in a week, because I often arrive home at night.”⁶⁹

Many activities as mentioned above are common things that many people experience. Especially for college students to support their careers in the future. Related of these, indeed, informants need a *muraja'ah* method that can integrate *muraja'ah* in their activities. Ustad Abdullah Taslim said that, everything comes from closeness to Allah SWT.; time, the setting of circumstances in life, the ability to complete activities, and the things that occupy the mind are Allah who rules them. So that if someone is close to Allah Swt.. then Allah will facilitate help, so that the limited time they have becomes a blessing.⁷⁰ Shaykh Sulayman bin Salimullah Ar-Ruhaili

⁶⁸Ustad Adi Hidayat on YouTube: Adi Hidayat Official, *Cara Menjaga Kekuatan Hafalan*.

⁶⁹Results of interviews with the informant G on February 22, 2024.

⁷⁰Ustad Abdullah Taslim on YouTube: Yufid TV, *Ceramah Agama: Cara Menghafal Al-Qur'an di Waktu Sibuk*.

also said that, actually by reading the Qur'an a person's day will feel longer than it should be.⁷¹

5. Watch Korean Movie

Researchers found that some informants liked Korean and Chinese dramas. They like the drama with romance, comedy, and action genres. Someone said,

“I watched Korean dramas during a long holiday some time ago, but I did not feel any effect on my memorization, the point was only in *muraja'ah*.”

Watching Korean dramas for some people is just as entertainment. But it is known that Korean dramas have many episodes, which the majority of people watch continuously. So part of their day is just for watching, this is a form of wasting time. Wasting time, is the cause of weak faith.⁷² So in this condition of course the intensity of doing good deeds will decrease.

6. The Lack of Activities to apply the Qur'an Memorization

Researchers found that only a few informants often became an Imam and a *muhafiz* as a form of applying memorization of the Qur'an. Some others do not have any activities of that. The two main reasons are as stated by an informant that,

⁷¹Syaikh Sulaiman bin Salimullah Ar-Ruhaili on YouTube: *Shahih Fiqih, Inilah Kunci Keberkahan Waktu Silahkan Buktikan!*.

⁷²Ustad Khalid Basalamah on YouTube: *Khalid Basalamah Official, 31 Sebab Lemahnya Iman #17 Menyia-nyiakan Waktu*.

“I also want to be able to teach like *hafiz* in general, but I do not know enough about the information from these activities, and I do not have the expertise as a teacher.”⁷³

In addition, some of them are nomads, so they do not really know the place of *tahfiz* al Qur’an institution around Banda Aceh. Those activities can maintain the quality of Qur’an memorization because they want to give the best to their congregation and to all their students, this is what motivates them to always repeat their memorization. As proven by informant I, he was a *muhafiz* for students who had memorized up to 30 juz. He is also often be an Imam at mosques around Banda Aceh.

“I am a Muhafizh for grade X students at Insan Qurani Islamic Boarding School, who has memorized the quran up to 30 juz. I also have a schedule to be the Imam of Friday prayers at Baitul Muttaqin Mosque and Imam for obligatory prayers at Keutapang Mosque.”⁷⁴

Informant I is one of the informants who has a slight decrease in the quality of his memorization, with *mutqin* 18 juz before entering UIN Ar-Raniry and now *mutqin* 15 juz.⁷⁵

Those are the six main things that are the reason for the unrealisation of *murajaah* by the *hafiz*. During the interview, there was also an informant who had a special relationship with a girl. He said that there was no impact to his memorization. However, I

⁷³Results of interviews with the informant J on February 27, 2024

⁷⁴Results of interviews with the informant I on February 20, 2024.

⁷⁵Have a look at the table 4.1.

assumpt, it could reduce intensity of the *muraja'ah*. As Ibn Qayyim said, the obedience act can turn away from *istiqamah*.⁷⁶

In fact, this study is based on the expectation that *hafiz* students have *mutqin* memorization because they study the quranic sciences in the IAT department, and at the beginning researcher have also assumed that the decreasing of quality of their memorization is because they do not really understand what they have learned while in the IAT department. However, the data shows that, from many quranic sciences which studied in the IAT department, two informants said that each of them had only two lessons that they did not really understand, namely *Ushul Tafsir wa Qawaiduh*, classical tafsir, *qira'at* science and hermenetics. Eight other informants said that there was only a lesson that they did not really understand, the reasons are that the lecturers were rarely present, the lessons provided out off the lesson plan, and reference sources for some lessons using Arabic. As one of the said:

The lesson that I did not really understand was the Science of Rasm and Dhabt, because the learning was full of arabic, and I did not understand arabic.⁷⁷

The statement above indicates that the informants have understood most of the lessons they learned in the IAT department, so that the assumptions above are refuted, as well as in this case, among the memorization decrease and the lessons in this study program are not related. One of the hafiz said,

⁷⁶Ibnul Qayyim Al-Jauziyyah, *Ad-Daa' Wa Ad-Dawaa'* (Jakarta: Pustaka Imam asy-Safi'i, 2018), page 179.

⁷⁷Results of interviews with the informant B on February 23, 2024

There is no connection between the comprehension of the lessons in the IAT and the memorization I have. I do not feel anything, because the quran is not a science and what we learn here is a science.⁷⁸

Dr. Muhammad Zaini, M. Ag, as one of the lecturers of Tahsin and Tahfizh courses at the Faculty of Ushuluddin said that, the memorization of the Qur'an must be repeated, and this is not related to the Qur'an lessons they learn,

“Fluent memorization of the quran is achieved by repetition. There is no relationship between subjects related to the quran and memorization of the Qur'an. So if a person does not repeat his memorization, it will still weaken and will be forgotten.”

The absence of a connection between the memorization decrease and the lessons in the IAT department is because most of the lessons are not related to memorizing it, but rather to the quranic sciences studies, and in other aspects also preaching the Qur'an. Those lessons include thematic tafsir, tafsir literature, as well as quranic learning methods, and many more. Although actually to see this relationship may need further quantitative research.

B. The Preventive Measures for Maintaining the Memorization by Hafizh and IAT Department

1. SWOT Analisis of *Hafiz*

Table 4. 1 Memorization Comparison of Informants

No.	Informan	Institution	Fluency Before entering	Fluency After
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⁷⁸Results of interviews with the informant A on February 20, 2024.

			IAT	entering IAT
1	A	PPTQ Aceh Utara	30 juz	9 juz
2	B	Sulaimaniyah Aceh Tahfizh Foundation	30 juz	10 juz
3	C	MUQ Pagar Air	15 juz	6 juz
4	D	MUQ Pagar Air	10 juz	5 juz
5	E	Ma'had Darut Tahfizh al-Ikhlas	30 juz	10 juz
6	F	Ma'had Ta'limul Quran Utsman bin Affan	17 juz	10 juz
7	G	MUQ Pagar Air	20 juz	10 juz
8	H	Ummul Qura Aceh Utara Islamic Boarding School	20 juz	10 juz
9	I	Insan Qurani	18 juz	15 juz
10	J	Ma'had Ta'limul Quran Utsman bin Affan	30 juz	20 juz
11	K	MUQ Langsa	10 juz	5 juz
12	L	Darul Muttaqin Baleendah Islamic Boarding School	20 juz	10juz

According to the table above, informants will be divided into three categories, that is, the high, medium, low group. High, are the informants who have a drastic decrease in their memorization quality, wich is less than a half of the previous *mutqin* memorization; Medium, are the informants who have a moderate decrease in their memorization quality, wich is a half of the previous *mutqin* memorization; Low, are the informants who have a decrease in memorization quality at a low level, wich is just several juz of the previous *mutqin* memorization.

Table 4. 2 Group Division Related to the Level of Decrease in the Quality of The Quran Memorization

High	Medium	Low
A	D	F
B	G	I

C	H	J
E	K	
	L	

a. SWOT Analisis of Informant with High Category

1) IFAS and EFAS Matrix

Table 4. 3 IFAS of Informant with High Catagory

No	Internal Factor	Weight	Rating	Score Value
S1	Report quran memorization once a week	0,17	4	0,68
S2	<i>A Muhafiz</i>	0,14	4	0,56
S3	Like the lessons of Hermeneutics and The Modern and Contemporary Tafsir	0,09	2	0,18
S4	Residing in the institution of <i>tahfiz</i> Al-Qur'an	0,15	4	0,6
Sub Total		0,55		2,02
W1	Have a special relationship	0,17	1	0,17
W2	Do not have any target during <i>muraja'ah</i>	0,12	1	0,12
W3	Not expert in arabic	0,06	3	0,18
W4	Not good at managing time	0,10	1	0,10
Sub Total		0,45		0,57
Total		1		

Table 4.3 shows the good results of IFAS matrix analysis. The number of weights multiplied by the rating for the informant's strength factor with high category is 2.02, greater than the number

of weights multiplied by the weakness factor rating. So hafizh quality assurance is very feasible by maintaining or even increasing the strength possessed. The main strength of Informant with High Category is the "report Qur'an memorization once a week". This can be used as the main step to make informant with high category in the condition of mutqin 30 Juz as before they entered the IAT study program.

Meanwhile, weaknesses that need to be avoided immediately especially have a special relationship, because this is the cause of time damage and negligence. From subtracting the score value of these two factors, will be get the X value to be included in the SWOT diagram,

$$2,02 - 0,57 = 1,45$$

$$\text{Internal Score (X-Axis)} = 1,45$$

Table 4. 4 EFAS of Informant with High Category

No	External Factor	Weight	Rating	Score Value
O1	JHQ Program is provided on campus	0,15	4	0,6
O2	Have a Muhafizh	0,16	4	0,64
O3	FORDIKAT Program is provided on campus	0,13	4	0,52
O4	Many hifzhil events are held on campus	0,08	3	0,24
Sub Total		0,52		2
T1	Don't have <i>hafiz</i> friends	0,16	1	0,16
T2	There is no motivation from parents towards memorization of the quran	0,08	3	0,24
T3	Have a buzy activity	0,15	1	0,15

T4	Hang out a lot	0,09	2	0,18
Sub Total		0,48		0,73
Total		1		

Table 4.4 is the result of calculations from EFAS analysis where the total probability factor is still dominant from threats. Several opportunities support *hafiz* quality assurance, of course, as capital for strategy design. The greatest opportunity worth taking advantage is have a *muhafiz*, which is the driving force of the *hafiz* for *istiqamah* in preserving the Qur'an. The most dangerous threat is do not have *hafiz* friends. Indeed, it is the friend who accompanies a person in his daily life, so if he is not a *hafiz*, of course he does not understand what the life of a *hafiz* should be. From subtracting the score value of these two factors, will be get the Y value to be included in the SWOT diagram,

$$2 - 0,73 = 1,27$$

$$\text{External Score (Y-Axis)} = 1,27$$

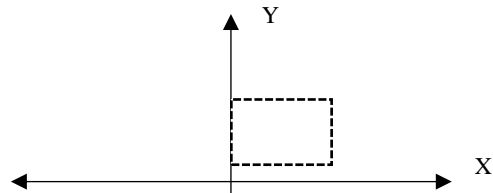
2) SWOT's Diagram

$$\text{Internal Score (X-Axis)} = 1,45$$

$$\text{External Score (Y-Axis)} = 1,27$$

The intersection point is in quadrant I, which is the growth position. This strategy supports at aggressive stages to continue, to develop all aspects of each *hafiz* because it is considered to bring optimal profits if the right strategy is made.

Diagram 4. 1 SWOT's Diagram of Informant with High Catagory



3) SWOT Matrix

Table 4. 5 SWOT Matrix of Informat with High Category

		Strengths		Weaknesses	
		S1	Report quran memorization once a week	W1	Have a special relationship
S2	A <i>Muhafiz</i>	W2	Do not have any target during <i>muraja'ah</i>		
S3	Like the lesson hermeneutic and The Modern and Contemporary Tafsir	W3	Not expert in arabic		
S4	Residing in the institution of <i>tahfiz</i> Al-Qur'an	W4	Not good at managing time		
Opportunities		Q1 : S/O		Q1 : W/O	
O1	JHQ Program is provided on campus	SO1	Increase the amount of memorization reports, targeting memorization by	WO1	Attend Qur'an seminars by Islamic scholars
O2	Have a Muhafizh	SO2	Ready for Quran memorization testing every two days	WO2	Ask the <i>muhafiz</i> for advice on your memorization

O3	FORDIKAT Program is provided on campus	SO3	Understand the interpretation of Juz that is being repeated	WO3	Learn Arabic by yourself, and attend FORDIKAT as a place to apply what you have understood
O4	Many hifzhil events are held on campus	SO4	Always get updated information related to hifzil quran competition	WO4	Implement <i>muraja'ah</i> methods that are suitable for activities
Threats		Q4 : S/T		Q3 : W/T	
T1	Don't have hafizh friends	ST1	Be Part of Quran Forum	WT1	Looking for a busyness or part-time job in Islamic field
T2	There is no motivation from parents towards memorization of the quran	ST2	Join Qur'anic seminars that are regularly held by several dayah and Qur'anic institutions	WT2	Study the book of ath-athibyan by Imam an Nawawi
T3	Have a buzy activity	ST3	Hear lessons from trusted YouTube channels	WT3	Learn Short Content on Social Media About Arabic
T4	Hang out a lot	ST4	Maximally Accompany Students	WT4	Schedule time to hang out when you really need entertainment only

The aggressive strategy needed is to use the strengths possessed to take advantage of opportunities, namely the SO strategy, they are:

1. Increase the amount of memorization reports, by targeting memorization
2. Ready for quran memorization testing every two days
3. Understand the interpretation of Juz that is being repeated

4. Always get updated information related to *hifz* Al-Qur'an competition

4) QSPM (Quantitative Strategic Planning Matrix)

Table 4. 6 QSPM of Informant with High Catagory

Key Factor	Weight	SO 1		SO 2		SO 3		SO 4	
		AS	TAS	AS	TAS	AS	TAS	AS	TAS
S 1	0,17	4	0,68	2	0,34	4	0,68	2	0,34
S 2	0,14	4	0,56	4	0,56	4	0,56	4	0,56
S 3	0,09	1	0,09	1	0,09	4	0,36	1	0,09
S 4	0,15	4	0,6	4	0,6	3	0,45	4	0,6
W 1	0,17	1	0,17	1	0,17	1	0,17	1	0,17
W 2	0,12	2	0,24	3	0,36	3	0,36	4	0,48
W 3	0,06	1	0,06	1	0,06	4	0,24	1	0,06
W 4	0,10	3	0,3	2	0,2	2	0,2	4	0,4
O 1	0,13	4	0,52	4	0,52	4	0,52	4	0,52
O 2	0,15	4	0,6	4	0,6	3	0,45	3	0,45
O 3	0,16	1	0,16	1	0,16	4	0,64	1	0,16
O 4	0,08	4	0,32	4	0,32	4	0,32	4	0,32
T 1	0,16	4	0,64	2	0,32	4	0,64	4	0,64
T 2	0,08	4	0,32	2	0,16	4	0,32	4	0,32
T 3	0,15	4	0,6	1	0,15	3	0,45	3	0,45
T 4	0,09	4	0,36	1	0,09	4	0,36	3	0,09
STAS			6,22		4,7		6,72		5,65
Rank			2		4		1		3

Based on the calculation from QSPM above, a ranking is generated to determine the best strategy from several alternative strategies, these strategies are:

1. Understand the interpretation of Juz that is being repeated
 2. Increase the amount of memorization reports, by targeting memorization
 3. Always get updated information related to *hifz* Al-Qur'an competition
 4. Ready for quran memorization testing every two days
- b. SWOT Analisis of Informan with Medium Category
- 1) IFAS and EFAS Matrix

Table 4. 7 IFAS of Informant with Medium Category

No	Internal Factor	Weight	Rating	Score Value
S1	Able to <i>muraja'ah</i> one day one juz	0,19	4	0,76
S2	As a student at Dayah Darul Aman, Lubok Sukon, Aceh Besar.	0,07	1	0,07
S3	Like the lesson of thematic tafsir and Hipnoterapi Al Quran	0,08	1	0,08
S4	<i>A Muhafiz</i>	0,14	4	0,56
Sub Total		0,48		1,74
W1	Do not have Muhafizh	0,19	1	0,19
W2	Not expert in arabic	0,08	3	0,24
W3	Do not have any target during <i>muraja'ah</i>	0,16	1	0,16
W4	Korean Drama	0,09	2	0,18
Sub Total		0,52		0,77
Total		1		

Table 4.7 shows the good results of IFAS matrix analysis. The number of weights multiplied by the rating for the informant's strength factor with low category is 1,74, greater than the number of weights multiplied by the weakness factor rating. So *hafiz* quality assurance is very feasible by maintaining or even increasing the strength possessed. The main strength of Informant with low category is the "able to murajaah one day one juz". This can be used as the main step to make informant with medium category in the condition of *mutqin* as before they entered the IAT study program or more than that.

Meanwhile, weaknesses that need to be avoided immediately especially do not have *muhafiz*. Not having *muhafiz* makes *hafizh* not enthusiastic in maintaining memorization. From subtracting the score value of these two factors, will be get the X value to be included in the SWOT diagram,

$$1,74 - 0,77 = 0,7$$

$$(X\text{-Axis}) = 0,7$$

Table 4. 8 EFAS of Informant with Medium Category

No	External Factor	Weight	Rating	Score Value
O1	JHQ Program is provided on campus	0,15	4	0,6
O2	FORDIKAT Program is provided on campus	0,13	4	0,52
O3	Have a <i>hafizh</i> friend	0,15	4	0,6
O4	Many quran seminars are organized by several institution	0,13	3	0,39
Sub Total		0,56		2,11

T1	Have a buzy activity	0,15	1	0,15
T2	Social media content makes negligence	0,07	2	0,14
T3	The effect by friends who are not hafizh	0,11	1	0,11
T4	Available of various entertainment venues	0,11	4	0,44
Sub Total		0,44		0,84
Total		1		

Table 4.8 is the result of calculations from EFAS analysis where the total probability factor is still dominant from threats. There are several opportunities that support *hafiz* quality assurance, of course, as capital for strategy design. The greatest opportunity worth taking advantage is JHQ program is provided on campus and have a *hafiz* friend, which is the driving force of the *hafiz* for *istiqamah* in preserving the Qur'an. The most dangerous threat is have a buzy activity. Indeed, there are many activities that make it difficult for *hafiz* to arrange time for *muraja'ah*. From subtracting the score value of these two factors, will be get the Y value to be included in the SWOT diagram,

$$2,11 - 0,84 = 1,27$$

$$\text{External Score (Y-Axis)} = 1,27$$

2) SWOT Diagram

$$\text{Internal Score (X-Axis)} = 0,7$$

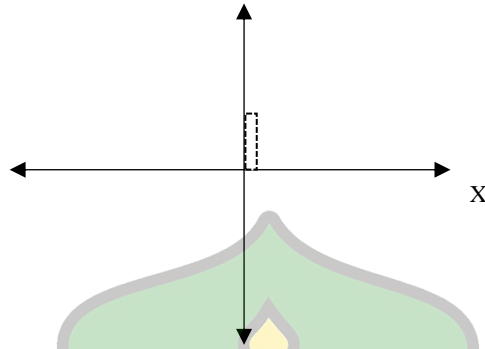
$$\text{External Score (Y-Axis)} = 1,27$$

The intersection point is in quadrant I, which is the growth position. This strategy supports at aggressive stages to continue to

develop all aspects of each hafizh because it is considered to bring optimal profits if the right strategy is made.



Diagram 4. 2 SWOT Diagram of Informant with Medium Category



3) SWOT Matrix

Table 4. 9 SWOT Matrix of Informat with Medium Category

IFAS EFAS		Strengths		Weaknesses	
		S1	Able to <i>muraja'ah</i> one day one juz	W1	Do not have <i>Muhafiz</i>
		S2	As a student at Dayah Darul Aman, Lubok Sukon, Aceh Besar.	W2	Not expert in arabic
		S3	Like the lesson of thematic tafsir and Hipnoterapi Al Quran	W3	Do not have any target during <i>muraja'ah</i>
		S4 - A <i>Muhafiz</i>		W4	Korean Drama
Opportunities		Q1 : S/O		Q1 : W/O	
O1	JHQ Program is provided on campus	SO1	join JHQ, increase quran memorization reports quantity with JHQ partners	WO1	Increase seriousness in JHQ
O2	FORDIKAT Program is provided on campus	SO2	Increasing focus in both forums	WO2	Learn Arabic by yourself, and attend FORDIKAT as a place to apply what you have

					understood
O3	Have a hafizh friend	SO3	Learn together about the interpretation of verse that was murajaah	WO3	Make friends with those who actively attend seminars/Quran teaching
O4	Many Qur'an seminars are organized by several institutions	SO4	Take part in various seminars as a form of improving the quality of quran teachers	WO4	Attend Qur'anic seminars, and several other scientific assemblies
Threats		Q4 : S/T		Q3 : W/T	
T1	Have a buzy activity	ST1	Adjust the <i>muraja'ah</i> method to daily activities	WT1	Find a friend who can report memorization each other, in one week
T2	Social media content makes negligence	ST2	Increase interaction with students and teachers in the area	WT2	Find interesting content about Arabic on TikTok and Instagram
T3	The effect by friends who are not <i>hafiz</i>	ST3	Find a forum to discuss the science of tafsir	WT3	Be a student of the existing religious institutions
T4	Availability of various entertainment venues	ST4	Study some books about the virtues of the Qur'an	WT4	Make sure free time is always filled with useful outdoor activities

The aggressive strategy needed is to use the strengths possessed to take advantage of opportunities, namely the SO strategy, they are:

1. Join JHQ, increase quran memorization reports quantity with JHQ partners
2. Increasing focus in both forums

3. Learn together about the interpretation of verse that was *muraja;ah*
 4. Take part in various seminars as a form of improving the quality of quran teachers
- 4) QSPM (Quantitative Strategic Planning Matrix)

Table 4. 10 QSPM of Informan with Medium Category

Key Factor	Weight	SO 1		SO 2		SO 3		SO 4	
		AS	TAS	AS	TAS	AS	TAS	AS	TAS
S 1	0,19	4	0,76	2	0,38	3	0,57	1	0,19
S 2	0,07	1	0,07	4	0,28	1	0,07	4	0,28
S 3	0,08	1	0,08	4	0,32	3	0,24	3	0,24
S 4	0,14	4	0,56	3	0,42	4	0,56	4	0,56
W 1	0,16	4	0,64	2	0,32	3	0,48	4	0,64
W 2	0,08	1	0,8	4	0,32	4	0,32	3	0,24
W 3	0,19	3	0,57	3	0,57	3	0,57	3	0,57
W 4	0,09	3	0,27	3	0,27	3	0,27	4	0,36
O 1	0,15	4	0,6	2	0,3	4	0,6	3	0,45
O 2	0,13	2	0,26	4	0,52	4	0,52	3	0,39
O 3	0,15	4	0,6	2	0,3	4	0,6	4	0,6
O 4	0,13	1	0,13	3	0,39	2	0,26	4	0,52
T 1	0,15	3	0,45	4	0,6	2	0,3	3	0,45
T 2	0,07	3	0,21	3	0,21	4	0,28	4	0,28
T 3	0,11	4	0,44	4	0,44	4	0,44	4	0,44
T 4	0,11	3	0,33	4	0,44	3	0,33	4	0,44
STAS			6,77		6,08		6,41		6,65
Rank			1		4		3		2

Based on the calculation from QSPM above, a ranking is generated to determine the best strategy from several alternative strategies, these strategies are:

1. Join JHQ, increase quran memorization reports quantity with JHQ partners
 2. Take part in various seminars as a form of improving the quality of Quran teachers
 3. Learn together about the interpretation of verse that was *muraja'ah*
 4. Increasing focus in both forums
- c. SWOT Analisis of Informant with Low Category
- 1) IFAS and EFAS Matrix

Table 4. 11 IFAS of Informant with Low Category

No	Internal Factor	Weight	Rating	Score Value
S1	<i>A muhafiz</i>	0,14	4	0,56
S2	Residing in the institution of <i>tahfiz</i> Al-Qur'an	0,15	4	0,6
S3	Often become an Imam of prayer	0,16	4	0,64
S4	Like hang out alone	0,13	3	0,39
Sub Total		0,58		2,19
W1	Studying at the IAT is the expectation of parents	0,08	3	0,24
W2	It is difficult to understand the lessons of <i>fiqh al hadith</i> , the <i>science of rasm</i> , and <i>ushul tafsir waqawaiduh</i> .	0,07	4	0,28

W3	Korean and Chinese Drama	0,08	3	0,24
W4	Often Lazy for murajaah	0,19	1	0,19
Sub Total		0,42		0,95
Total		1		

Table 4.11 shows the good results of IFAS matrix analysis. The number of weights multiplied by the rating for the informant's strength factor with low category is 2,19, greater than the number of weights multiplied by the weakness factor rating. So *hafiz* quality assurance is very feasible by maintaining or even increasing the strength possessed. The main strength of informant with low category is the " often become an imam of prayer ". This can be used as the main step to make informant with low category in the condition of *mutqin* as before they entered the IAT study program or more than that.

Meanwhile, weaknesses that need to be avoided immediately especially often lazy for *muraja'ah*. Laziness appears usually caused by several factors, such as fatigue, stress, and so on. From subtracting the score value of these two factors, will be get the X value to be included in the SWOT diagram,

$$2,19 - 0,95 = 1,24$$

$$\text{Internal Score (X-Axis)} = 1,24$$

Table 4. 12 EFAS of Informant with Low Catagory

No	External Factor	Weight	Rating	Score Value
O1	FORDIKAT Program is provided on campus	0,13	4	0,52
O2	JHQ Program is provided on campus	0,15	4	0,6
O3	Have friends to report memorization	0,17	4	0,68
O4	Have basic quranic knowledge from previous boarding School	0,07	2	0,14
Sub Total		0,52		1,94
T1	Random social media content	0,09	3	0,27
T2	Ineffective JHQ programs	0,15	2	0,3
T3	Lack of information about activities in the <i>hafiz</i> field	0,13	2	0,26
T4	Teaching some lecturers who are not in accordance with RPS	0,11	4	0,44
Sub Total		0,48		1,27
Total		1		

Table 4.12 is the result of calculations from EFAS analysis where the total probability factor is still dominant from threats. There are several opportunities that support *hafiz* quality assurance, of course, as capital for strategy design. The greatest opportunity worth taking advantage is have friends to report memorization, which is the driving force of the *hafiz* for istiqamah in preserving the Qur'an. The most dangerous threat is ineffective JHQ programs. The *hafiz* actually need a forum that has good management in the field of *hafiz*. From subtracting the score value

of these two factors, will be get the Y value to be included in the SWOT diagram,

$$1,94 - 1,27 = 0,67$$

$$\text{External Score (Y-Axis)} = 0,67$$

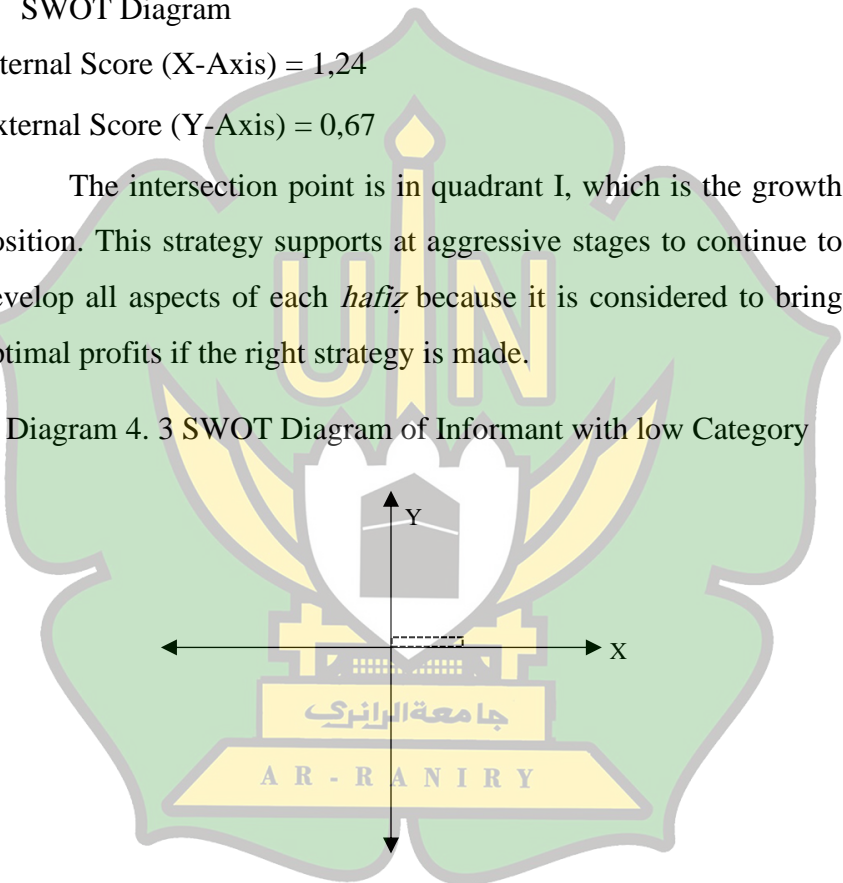
2) SWOT Diagram

$$\text{Internal Score (X-Axis)} = 1,24$$

$$\text{External Score (Y-Axis)} = 0,67$$

The intersection point is in quadrant I, which is the growth position. This strategy supports at aggressive stages to continue to develop all aspects of each *hafiz* because it is considered to bring optimal profits if the right strategy is made.

Diagram 4. 3 SWOT Diagram of Informant with low Category



3) SWOT Matrix

Table 4. 13 SWOT Matrix of Informat with Low Category

IFAS EFAS	Strengths		Weaknesses	
	S1	A <i>muhafiz</i>	W1	Studying at the IAT is the expectation of parents
S2	Residing in the	W2	It is difficult to	

			institution of <i>tahfiz</i> al quran		understand the <i>lessons of fiqh al hadith</i> , the <i>science of rasm</i> , and <i>ushul tafsir waqawaiduh</i> .
		S3	Often become an Imam of prayer	W3	Korean and Chinese Drama
		S4	Like hang out alone	W4	Often Lazy for murajaah
Opportunities		Q1 : S/O		Q1 : S/O	
O1	JHQ Program is provided on campus	SO1	Ready to be tested a half <i>mutqin</i> memorization in schedule by partner	WO1	Participate in various programs organized by campuses and study programs
O2	FORDIKAT Program is provided on campus	SO2	apply knowledge from the FORDIKAT forum to students according to their needs	WO2	Learn arabic autodidactically
O3	have friends to report memorization	SO3	Make a fixed schedule for reporting each other (the memorization) with friends	WO3	Expanding friendships for <i>muraja'ah</i> and attending various seminars
O4	Have basic quranic knowledge from previous boarding School	SO4	Looking for scientific discussion forums	WO4	Perform <i>muraja'ah</i> through various methods, one of which is by understanding the contents
Threats		Q4 : S/T		Q3 : W/T	
T1	Random social media content	ST1	Optimizing togetherness with students	WT1	Spreading Da'wah Through Social Media
T2	Ineffective JHQ programs	ST2	optimize reporting time	WT2	Studying Arabic autodidactically,

			with muhafizh in the institution		and looking for <i>muhafiz</i>
T3	Lack of information about activities in the tahfizh field	ST3	Establish relationships with some friends who work in tahfizh educational institutions	WT3	Be part of a <i>da'wah</i> forum among young people
T4	Teaching some lecturers who are not in accordance with RPS	ST4	Deepen knowledge by visiting the library	WT4	Study several books on the virtues of the quran such as ath-Thibyan with a competent teacher

The aggressive strategy needed is to use the strengths possessed to take advantage of opportunities, namely the SO strategy, they are:

1. Ready to be tested a half *mutqin* memorization in Schedule by partner
2. Apply knowledge from the FORDIKAT forum to students according to their needs
3. Make a fixed schedule for reporting each other (the memorization) with friends
4. Looking for scientific discussion forums

4) QSPM (Quantitative Strategic Planning Matrix)

Table 4. 14 QSPM of Informat with Low Category

Key Factor	Weight	SO 1		SO 2		SO 3		SO 4	
		AS	TAS	AS	TAS	AS	TAS	AS	TAS
S 1	0,14	4	0,56	4	0,56	4	0,56	4	0,56
S 2	0,15	4	0,6	4	0,6	4	0,6	4	0,6
S 3	0,16	4	0,64	3	0,48	4	0,64	3	0,48
S 4	0,13	1	0,13	2	0,26	1	0,13	4	0,52
W 1	0,08	2	0,16	1	0,08	3	0,24	3	0,24
W 2	0,07	1	0,07	2	0,14	2	0,14	4	0,28
W 3	0,08	1	0,08	1	0,08	4	0,32	4	0,32
W 4	0,19	1	0,19	2	0,38	3	0,57	3	0,57
O 1	0,13	4	0,52	2	0,26	4	0,52	1	0,13
O 2	0,15	2	0,3	4	0,6	2	0,3	3	0,45
O 3	0,17	4	0,68	2	0,34	4	0,68	1	0,17
O 4	0,07	3	0,21	4	0,28	1	0,07	2	0,14
T 1	0,09	1	0,9	2	0,18	4	0,36	3	0,27
T 2	0,15	4	0,6	2	0,3	4	0,6	2	0,3
T 3	0,13	4	0,52	1	0,13	4	0,52	4	0,52
T 4	0,11	1	0,11	1	0,11	1	0,11	4	0,44
STAS			6,27		4,78		6,36		5,99
Rank			2		4		1		3

Based on the calculation from QSPM above, a ranking is generated to determine the best strategy from several alternative strategies, these strategies are:

1. Make a fixed schedule for reporting each other (the memorization) with friend
2. Ready to be tested a half *mutqin* memorization in Schedule by partner
3. Looking for scientific discussion forums
4. Apply knowledge from the FORDIKAT forum to students according to their needs

The resulting strategy is a strategy that encourages *hafiz* to increase the intensity of *muraja'ah*, such as having a partner in memorizing the quran, participating in Qur'an forums, and attending Qur'an seminars.

2. SWOT Analysis of IAT Department

a. IFAS and EFAS Matrix

Table 4. 15 IFAS of IAT Department

No	Internal Factor	Weight	Rating	Score Value
S1	Many <i>hafiz</i> students have cumloaded in the past year	0,05	1	0,05
S2	Many students of <i>hafiz</i> who shahadah 30 Juz	0,14	4	0,56
S3	Have <i>Jam'iyah Hamalatul Quran (JHQ)</i> program	0,17	4	0,68
S4	Have Forum Diskusi Kitab Tafsir (FORDIKAT) program	0,15	4	0,6
Sub Total		0,51		1,89
W1	There is no data related to the number of the student's memorization by the study program	0,24	1	0,24

W2	Low vigilance of study program related to student data	0,05	4	0,2
W3	Limited authority of study programs for lecturers	0,05	4	0,2
W4	Some juz from <i>tahfiz's</i> courses did not fit into his study plan	0,15	1	0,15
Sub Total		0,49		0,79
Total		1		

Table 4.16 shows the good results of IFAS matrix analysis. The number of weights multiplied by the rating of strengths is 1,89, greater than the number of weights multiplied by the weakness factor rating. So, to produce preventive measures for this problem, namely by maintaining or even increasing the strength possessed. The main strength is "Have *Jam'iyyah Hamalatul Qur'an* (JHQ)". This can be used as the main step to make *hafiz mutqin* as before they entered the IAT study program or more. The existence of a place like this is a driving force for them to *muraja'ah*.

Meanwhile, weaknesses that need to be avoided immediately especially there is no data related to the number of the student's memorization by the study program. This makes the study program does not know how much the quality of the existing resources is. From subtracting the score value of these two factors, will be get the X value to be included in the SWOT diagram,

$$1,89 - 0,79 = 1,1$$

Internal Score (X-Axis) = 1,1

Table 4. 16 EFAS of IAT Study Program

No	External Factor	Weight	Rating	Score Value
O1	Collaborating with HMP (Student Association of Study Program) IAT	0,15	3	0,45
O2	Have teaching staff who are active in quran events	0,18	4	0,72
O3	At the faculty level, establishing cooperation with the faculty of ushuluddin across Sumatra and Java	0,16	4	0,64
O4	Establish cooperation with several religious institutions	0,15	3	0,45
Sub Total		0,64		1,81
T1	Decreasing the interested people	0,05	4	0,2
T2	There are stereotypes for students of Tafsir by society	0,06	4	0,24
T3	The rapid development of technology makes the world need people who are expert generalists	0,12	3	0,36
T4	Difficult to reach the program held by HMP	0,13	2	0,26
Sub Total		0,37		1,06
Total		1		

Table 4.16 is the result of calculations from EFAS analysis where the total probability factor is still dominant from threats. There are several opportunities that support *hafiz* quality assurance, of course, as capital for strategy design. The greatest opportunity worth taking advantage is having teaching staff who are active in Qur'an events, which can facilitate the *hafiz* to take part in the quran events, which this event certainly makes the *hafiz* to

continuously *muraja'ah*. The most dangerous threat is difficult to reach the program held by HMP. Leader of IAT study program said that the study program and HMP are both wanting something good for the study program, but often the activities are held without any compromise with the study program, often the study program immediately gets an invitation to an event. From subtracting the score value of these two factors, will be get the Y value to be included in the SWOT diagram,

$$1,81 - 1,06 = 0,75$$

$$\text{External Score (Y-Axis)} = 0,75$$

b. SWOT Diagram

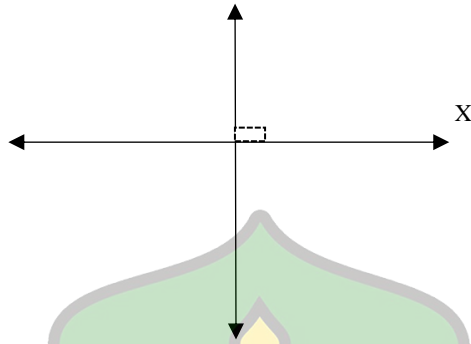
$$\text{Internal Score (X-Axis)} = 1,1$$

$$\text{External Score (Y-Axis)} = 0,75$$

The intersection point is in quadrant I, which is the growth position. This strategy supports at aggressive stages to continue to develop all aspects of each *hafiz* because it is considered to bring optimal profits if the right strategy is made.

A R - R A N I R Y

Diagram 4. 4 SWOT Diagram of IAT Study Program



c. SWOT Matrix

Table 4. 17 SWOT Matrix

		Strengths		Weaknesses	
		S1	Many <i>hafiz</i> students have cumloaded in the past year	W1	there is no data related to the number of the student's memorization by the study program
IFAS EFAS	S2	Many students of <i>hafiz</i> who shahadah 30 Juz	W2	Low vigilance of study programs related to student data	
	S3	Have <i>Jam'iyah Hamalatul Quran</i> (JHQ) program	W3	Limited authority of study programs for lecturers	
	S4	Have Forum Diskusi Kitab Tafsir (FORDIKAT) program	W4	Some juz from <i>Tahfiz's</i> courses did not fit into his study plan	
	Opportunities		Q1 : S/O		Q1 : S/O
O1	Collaborating with HMP (Student Association of Study Program) IAT	SO1	Conducting Alumni Empowerment Training	WO1	Collecting student memorization during the orientation period

O2	Have teaching staff who are active in quran events	SO2	Recommend <i>hafiz</i> to their town government to be participants in quranic events	WO2	Provide an application that automatically updating the student data
O3	At the faculty level, establishing cooperation with the faculty of ushuluddin across Sumatra and Java	SO3	<i>Hafiz</i> recommended to take part in the quran event between Java-Sumatra universities	WO3	Holding quality assurance of course lecturers by the faculty
O4	Establish cooperation with several religious institutions	SO4	Holding events related to Tafsir al Quran; as a step to strengthen students on the content of verses that have been memorized	WO4	Requiring quran seminars to students
Threats		Q4 : S/T		Q3 : W/T	
T1	Decrease the interested people	ST1	Collaborate with media publishing	WT1	Have excellent programs
T2	There are stereotypes for students of Tafsir by society	ST2	Make collaboration with the leader of the village around UIN Ar Raniry for commissioning hafizh to be quranic mentor among adults	WT2	Require certain subjects to hold seminars that can be attended by the public
T3	The rapid development of technology makes the world need people who are expert generalists	ST3	making JHQ not just a forum to strengthen memorization, but a forum to strengthen understanding of the content quranic verses	WT3	Make a collaboration with the faculty to conduct interest-talent programs
T4	Difficult to reach the program held by HMP	ST4	Strengthen deliberation related to each vision and mission	WT4	Create monthly targets

The aggressive strategy needed is to use the strengths possessed to take advantage of opportunities, namely the SO strategy, they are:

1. Conducting Alumni Empowerment Training
 2. Recommend hafizh to their town government to be participants in quranic events
 3. *Hafiz* recommended to take part in the Qur'an event between Java-Sumatra universities
 4. Holding events related to Tafsir Al Quran; as a step to strengthen students on the content of verses that have been memorized
- d. QSPM (Quantitative Strategic Planning Matrix)

Table 4. 18 QSPM of Informat with Medium Category

Key Factor	Weight	SO 1		SO 2		SO 3		SO 4	
		AS	TAS	AS	TAS	AS	TAS	AS	TAS
S 1	0,05	4	0,20	2	0,10	1	0,05	2	0,10
S 2	0,14	4	0,56	4	0,56	4	0,56	4	0,56
S 3	0,17	2	0,34	4	0,68	4	0,68	4	0,68
S 4	0,15	2	0,30	4	0,6	4	0,6	4	0,6
W 1	0,24	1	0,24	3	0,72	3	0,72	3	0,72
W 2	0,05	1	0,05	1	0,05	1	0,05	1	0,05
W 3	0,05	2	0,10	3	0,15	2	0,10	3	0,15
W 4	0,15	2	0,30	3	0,45	4	0,6	4	0,6
O 1	0,15	4	0,6	3	0,45	4	0,6	4	0,6
O 2	0,18	2	0,36	4	0,72	3	0,54	4	0,72
O 3	0,16	1	0,16	4	0,64	4	0,64	4	0,64
O 4	0,15	3	0,45	4	0,6	3	0,45	4	0,6

T 1	0,05	2	0,10	3	0,30	4	0,40	4	0,40
T 2	0,06	1	0,06	2	0,12	2	0,12	2	0,12
T 3	0,12	4	0,48	1	0,12	1	0,12	2	0,24
T 4	0,13	1	0,13	1	0,13	2	0,26	2	0,26
STAS			4,43		6,27		6,49		7,04
Rank			4		3		2		1

Based on the calculation from QSPM above, a ranking is generated to determine the best strategy from several alternative strategies, these strategies are:

1. Holding events related to tafsir Al-Qur'an; as a step to strengthen students on the content of verses that have been memorized
2. Hafizh recommended to take part in the quran event between Java-Sumatra universities
3. Recommend *hafiz* to their town government to be participants in quranic events
4. Conducting alumni empowerment training

From the data above, it can be concluded that the IAT Study Program must hold Qur'an events both in the field of *hifz* and tafsir, as the main step to ensure the quality of hafiz. The realization of the event is through cooperation with the HMP, universities across Sumatra and Java, as well as several existing religious institutions.

The realization of this strategy to ensure the quality of *hafiz* is in accordance with the arguments given by Prof. Dr. Salman Abdul Muthalib, as the Dean of the Faculty of Ushuluddin, that

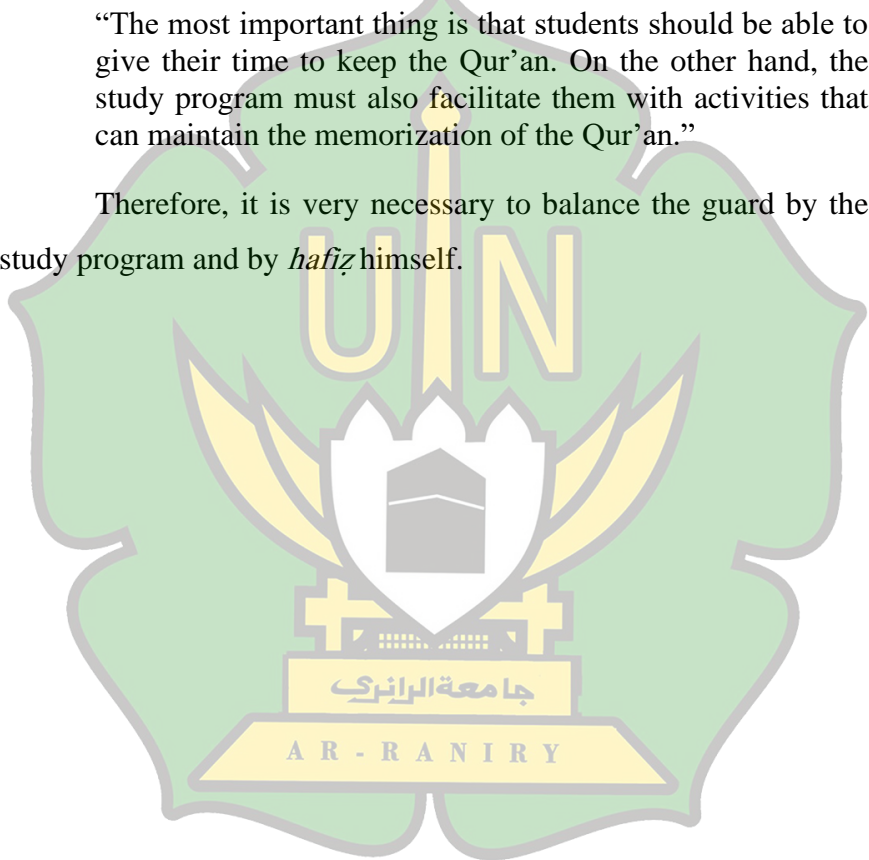
guarding the memorization of *hafiz* students by the campus can be carried out through a testing system,

“The obligation of the campus is to create a curriculum and maintain regulations that are test-based; that is the basic point.”

Vice dean I, Prof. Dr. Maizuddin also said,

“The most important thing is that students should be able to give their time to keep the Qur’an. On the other hand, the study program must also facilitate them with activities that can maintain the memorization of the Qur’an.”

Therefore, it is very necessary to balance the guard by the study program and by *hafiz* himself.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the overall description of things related to the research factors decreasing the *hafiz* memorization quality in Al-Qur'an and tafsir science in UIN Ar-Raniry that the hafizh had lost control; no one manages them anymore, so *muraja'ah* is not performed and it is actually depends on their own spirit, it is not on the study program, because the focus of the IAT study program is not on *tahfiz*, but on quranic sciences studies. There are several factors of *murajaah* was not realized are, do not live in the institution of *tahfiz* Al-Quran, do not have *hafiz* friends, do not have *muhafiz*, the dence of activity, watch Korean movie, and the lack of activities to apply the Qur'an memorization.

Related to this, the preventive measures to *hafiz* who have a drastic decrease in their memorization quality are, understand the interpretation of Juz that is being repeated, increase the amount of memorization reports, by targeting memorization, always get updated information related to *hifz* al quran competition, ready for quran memorization testing every two days. The preventive measure to *tahfiz* who have a moderate decrease in their memorization quality are join JHQ then increase quran memorization reports quantity with JHQ partners, take part in various seminars as a form of improving the quality of quran teachers, learn together about the interpretation of verse that was

murajaah, and increasing focus in both forums. The preventive measure to *hafiz* who have a decrease in memorization quality at a low level are make a fixed schedule for reporting each other the memorization with their partner, ready to be tested a half *mutqin* memorization in Schedule by partner, looking for scientific discussion forums, and apply knowledge from the FORDIKAT forum to students according to their needs. While preventive measures for study programs are holding events related to tafsir al quran; as a step to strengthen students on the content of verses that have been memorized, *hafiz* recommended to take part in the quran event between Java-Sumatra universities, recommend *hafiz* to their town government to be participants in quranic events, and conducting alumni empowerment training.

B. Suggestion

With full awareness, researcher realize that research on factors decreasing the *hafiz* memorization quality in the quran and tafsir science in UIN Ar-Raniry still has many deficiencies. The analysis that researcher do is still in a very small scope.

Researcher hope that this research can be useful for hafizh in the IAT study program and for the IAT study program itself, and can be used as a reference for future research, of course, it can complement the deficiencies in this research, one of them is research quantitatively to see the relationship and influence among the quality level of memorization of the quran with the lessons present in the IAT study program. It is also expected that the IAT study program will increase the realization of the cooperative

relationship that has been established. As well as to the *hafiz* to be active in various student quality assurance activities, both from the aspect of *tahfiz* al quran, as well as quran science in general. Both held by campuses and other religious institutions.



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APPENDIX

A. Informants Documentation

1. Informant A



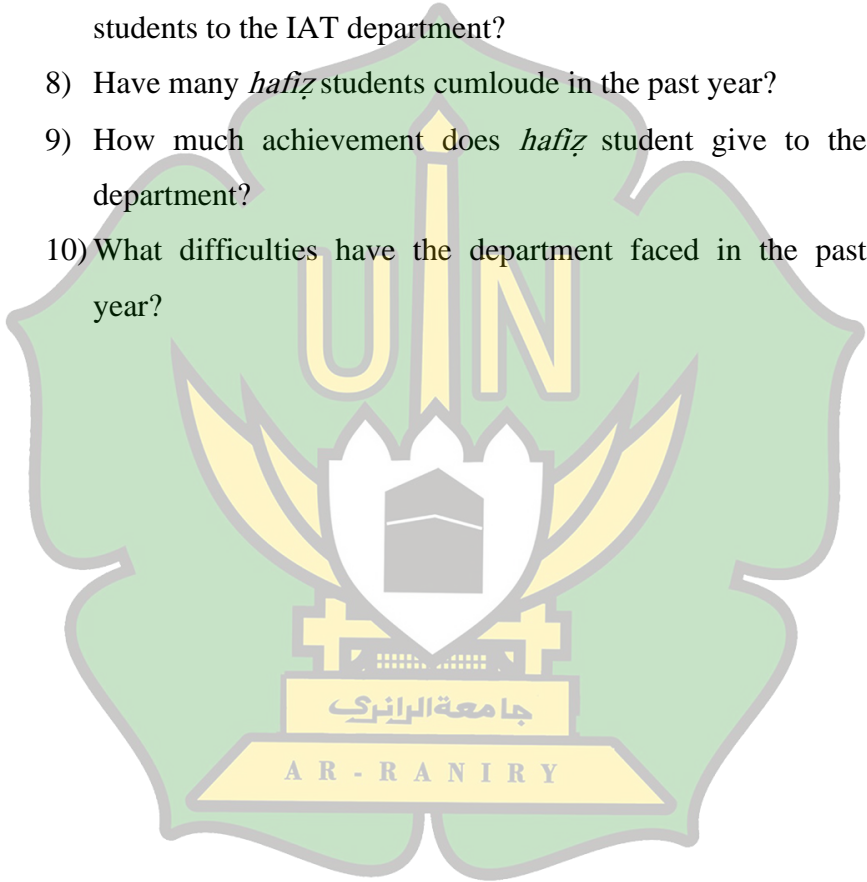
2. Informant B



- 10) Have you ever participated in a hifz quran competition during college period?
- 11) As a memorizer of the Qur'an, what is the thing that can decrease the memorization quality of the Qur'an, in your opinion?
- 12) What is the function of memorizing the Quran?
- 13) How many times do you do *muraja'ah* in a day?
- 14) What is your *muraja'ah* method?
- 15) How do you apply your memorization?
- 16) Do you have Muhafizh, or follow the *hafiz* community?
- 17) What foods do you consume in daily?
- 18) Do you think coursework, playing games and gadget, watch Korean movie, and off-campus activities can decrease memorization quality?
- 19) How close are you to men/women, do you feel the impact on your memorization?
- 20) How do your parents support you in maintaining memorization?
- 21) Do you have a friend who is not a memorizer of the Qur'an?
- 22) Does making friends with *hafiz* improve your memorization?
- 23) In a week, how many times do you hang out with your friends?
- 24) What kind of environment that the Qur'an memorizer needs?
- 25) What will you do to make your memorization as before?

- 26) Regarding memorization that you do not fully understand, is there a desire for you to explore it again?
- 27) What is your opinion about JHQ?
- 28) give your opinion on how memorization of the Quran relates to the lessons in the IAT department!
- 29) What steps do you think the IAT department should take to ensure the quality of *hafiz*?
2. Question for Dean, First Vice Dean, and Lecturer of Tahsin and Tahfiz of the Qur'an
- 1) What do you think about the phenomenon of the decrease in the quality of memorization of *hafiz* in the IAT department?
 - 2) What do you think about how the lessons in the IAT department relate to memorization of the Qur'an?
 - 3) What do you think of some of the feedback given by students to the IAT department?
 - 4) What conditions, environment, and activities should *hafiz* students have?
3. Question for The Leader of Department of Al-Qur'an and Tafsir Science
- 1) Why is there no internship in the IAT department?
 - 2) How has the cooperation established by the IAT department with hafizh and religious institutions in improving the quality of hafiz?
 - 3) How serious are the lecturers who teach *hafiz* courses in assessing student memorization?
 - 4) Does the department collect data on student memorization?

- 5) What do you think about the phenomenon of the decrease in the quality of memorization of *hafiz* in the IAT department?
- 6) What do you think about how the lessons in the IAT department relate to memorization of the Qur'an?
- 7) What do you think of some of the feedback given by students to the IAT department?
- 8) Have many *hafiz* students cumlode in the past year?
- 9) How much achievement does *hafiz* student give to the department?
- 10) What difficulties have the department faced in the past year?



AUTOBIOGRAPHY

A. Self-identity

Name :Azillati Salsabilla
Palace/Date of birth :Lhokseumawe, 3 February 2002
Gender :Female
Work/NIM. :Student/200303033
Religion :Islam
Nationality/Ethnicity :Indonesia/Aceh
Status :Single
Address :Ie Masen Kaye Adang, Banda Aceh

B. Parent

Father :Banta Saifullah
Work :Businessman
Mother :Cut Fauziah
Work :Businesswoman

C. History of Education

- SD Negeri Arun Lhokseumawe :2014
- MTsS Jeumala Amal :2017
- MAS Ulumul Quran Pagar Air :2020

D. Achievement

- The First Runner Up of English Tafsir Category in Musabaqah Tilawatil Quran (MTQ) Banda Aceh City 2018
- As a Presenter on ICONIC (International Conference on Islamic Civilization) 2022
- As a Presenter on International Student Conference of Ushuluddin and Philosophy 2022
- The Champion of English Speech in KIMUN (Kompetisi Ilmiah Mahasiswa Ushuluddin Nasional) 2023