

Tahfidzul Qur'an Program Implementation With Takrir Strategy In Quality Improvement Student Reading Of The Qur'an At Mts Muhammadiyah 15 Medan

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ABSTRACT:

The formulation of the problem in this study is how to plan implementation takrir strategy on the tahfidzul Qur'an program in improving abilities reading the Koran students at MTs Muhammadiyah 15 Medan, What is the process implementation of the takrir strategy in the tahfidzul Qur'an program in improving ability to read the Qur'an of students at MTs Muhammadiyah 15 Medan, How evaluation of takrir strategy learning in the tahfidzul Qur'an program. Objective This research is to find out the implementation planning of takrir strategy on tahfidzul Qur'an program in improving students' Al-Qur'an reading skills at MTs Muhammadiyah 15 Medan, to find out the implementation process in takrir strategy on the tahfidzul Qur'an program in improving abilities reading the Koran students at MTs Muhammadiyah 15 Medan, To find out evaluation of takrir strategy learning in the tahfidzul Qur'an program in improve students' ability to read the Koran at MTs Muhammadiyah 15 Medan. This study uses a qualitative method. Data collection was carried out with observation techniques, interviews and tests. The results of this study concluded that planning for the Implementation of the Tahfidzul Qur'an Program with a Deep Takrir Strategy Improving the Quality of Students' Al-Qur'an Reading at MTs Muhammadiyah 15 Medan not in accordance with what had been planned by the previous tahfidz teachers. Implementation of the Tahfidzul Qur'an Program with the Takrir Strategy in Improvement. The Quality of Students' Al-Qur'an Reading at MTs Muhammadiyah 15 Medan was carried out in two ways, namely by assessing their own memorization in their respective homes and assess their memorization in front of the tahfidz teacher. Program Implementation Evaluation Tahfidzul Qur'an with Takrir Strategies in Improving the Quality of Students' Al-Qur'an Reading at MTs Muhammadiyah 15 Medan is carried out by each student finished depositing his memorization to the tahfidz teacher.

Keywords: *Planning, Implementation, Evaluation of Taktir Strategy*

1. INTRODUCTION

The awareness and enthusiasm of Muslims in memorizing the Qur'an is currently very large. It is marked with increasingly the development of educational institutions that create programs tahfidzul Qur'an from elementary to university level. With the development of educational institutions that create programs tahfidzul Qur'an is proof that memorizing the Qur'an is not a scary thing. (Setiana, 2019, p. h.2)

Tahfidz Al-Qur'an comes from 2 words, namely Tahfidz and Al-Qur'an. Tahfidz is the process of memorizing something into memory so that it can be pronounced by rote with certain methods. As for memorize comes from the word "memorize" which means "has entered in memory, can say outside the head ". In verb form form of memorizing, and memorizing itself in Arabic originates from the word hafadza-yuhafidzu-tahfidza which means to maintain, guard, memorize. (Maimun, 2016, p. h 37)

People who memorize the Qur'an are called hafidz/huffadz or pregnant / pregnant Al-Qur'an. While the Qur'an comes from the word qara'a yaqra'u-qira'atun-wa qur'anana which means reading or reading soundly. Qara'a also means to look at what is written and examine it on what sounds. Allah SWT

promises a reward which is multiplied for those who read the Qur'an. Because reading the Qur'an is part of worship. (Ermawati, 2018, p. h. 33) Not only reading, but Allah SWT also gives reward for those who memorize the Qur'an, learn even practice it sincerely.

Memorizing the Qur'an is a form of love and form self-preservation of the Qur'an. Because the Qur'an one day will disappear from the face of this earth. One of the promises of Allah SWT for those who memorize the Qur'an is to be given a crown and glory in the hereafter. This of course could be motivation for memorizers of the Qur'an. (Z. Z. and S. Maksum, 2014, p. h 13).

There are several conditions that must be met for someone who want to memorize the Al-Qur'an so that it goes well that is capable empty the mind of thoughts and theories or problems that might interfere with the process memorize the Qur'an, sincere intentions, have determination and patience, istiqomah, abstain from immorality and traits disgraceful, permission of parents, guardians or husband and able to read with good. (Wiwi et al., 2014, p. p. 8).

In addition to the conditions above that must be met, in Memorizing the Qur'an also requires a method or method. Memorizing the Qur'an feels more fun. One method in memorizing the Qur'an that can be used is the pledge method. The pledge method is the oldest and most widely used method practiced by the huffadz from the past until now. Tikrar means repeat. So memorizing the Qur'an with the pledge method means memorize the Qur'an by repeating the maximum reading 40 times. By repeating the reading we will memorize by themselves. (Mughni Najib, 2018, p. p. 12).

This certainly can be a motivation for memorizers of the Qur'an. There are several conditions that must be met for someone who want to memorize the Al-Qur'an so that it goes well that is capable empty the mind of thoughts and theories or problems that might interfere with the process memorize the Qur'an, sincere intentions, have determination and patience, istiqomah, abstain from immorality and traits disgraceful, permission of parents, guardians or husband and able to read with good. (Zen, 2010, p. p. 3).

Seeing in this modern era, the many influences of technology and various playing facilities that are increasingly diverse, of course you can positive and negative impact. This led to an attempt to raise awareness for Muslims, especially children to being able to learn the Qur'an, is not an easy matter. See the reality that exists, even though education exists in Indonesia include Islamic Religious Education as one of the subjects main. (Zoom et al., 2020, p. p. 5).

One of the educational institutions that provide guidance regarding Al-Qur'an education to students is MTs Muhammadiyah 15 Medan. In addition to carrying out the learning process teaching as schools in general, MTs Muhammadiyah 15 Medan also has a Tahfidzul Qur'an program for participants he taught. Since its inception MTs Muhammadiyah 15 Medan has carry out the Tahfidzul Qur'an program, over time the Tahfidzul Qur'an program continues to be well developed, at this time the Tahfidzul Qur'an program is well known to many people so pass the qur'ani generation. The students are guided and taught to memorize the Qur'an, indeed teaches memorization for children is not easy, for that the teachers who teach at MTs Muhammadiyah 15 Medan specifically Tahfidzul Qur'an, so deep its implementation makes it easier for students to memorize the Al-Qur'an, because the school has teachers who are competent in science Al-Qur'an.

The purpose of the Tahfidzul Qur'an program at MTs Muhammadiyah 15 Medan is to instill students' love for the Qur'an and provide Islamic religious education through the Qur'an to print the Qur'anic generation, so that it becomes a guideline life for students in everyday behavior in the environment school and society. Therefore, this program becomes flagship program at the school and made MTs Muhammadiyah 15 Medan, a school characterized by education Al-Qur'an.

While the problems of memorizing the Qur'an experienced by students who take part in extracurricular activities at MTs Muhammadiyah 15 Medan is the same as that experienced by students who do not participate extracurricular activities. The problems you experience come from yourself memorizers such as not being fluent in pronouncing the holy verses of the Qur'an or still stammering in reciting, experiencing forgetfulness to verses that have been memorized, the ability to store or weak memory, boredom or laziness on the memorizer.

Tahfidzul Qur'an learning strategies carried out at MTs Muhammadiyah 15 Medan is to use the Takrir Strategy which using the strategy will be more makes it easier for students to learn and improve their reading of verses of the Qur'an which they will later memorize, because of the understanding of takrir itself is a form of memorization method with teacher guidance and submitted to the teacher.

Researchers believe that by using Takrir strategy then it will be easier and certainly also very important in memorizing Al-Qur'an, because without Takrir process (repeating reading) it is impossible to directly memorize the Qur'an. Therefore The more often you assess reading, the easier it will be to memorize it. Based on the background above, it makes researchers interested to conduct related research to what extent: "Implementation Tahfidzul Qur'an Program With Deep Takrir Strategy

2. RESEARCH METHODS

This type of research is descriptive qualitative. Primary data sources in this study were obtained from MTs Muhammadiyah 15 Medan leaders, teachers, students at MTs Muhammadiyah 15 Medan. And secondary data sources for students, parents of MTs Muhammadiyah 15 Medan students, as well as books and journals relevant to research. Data collection techniques using observation, interviews. data were analyzed using data reduction, data presentation, drawing conclusions.

3. RESULT AND DISCUSSION

Result

1. Planning the implementation of the takrir strategy in the tahfidzul program Qur'an in improving students' Al-Qur'an reading skills at MTs Muhammadiyah 15 Medan

Before running a program, someone needs to create a plan beforehand. It is intended that the program made to work as expected. Planning is the first step that must be passed by the teacher every time carrying out the process learning.

Based on an interview with Mrs. Ayu, a tahfidz teacher at MTs Muhammadiyah 15 Medan said that planning implementation This takrir strategy begins with determining the mandatory memorization target memorized and deposited by his students. Tahfidz teacher at MTs Muhammadiyah 15 Medan provides a mandatory target of memorizing 1 year 1 juz Al-Qur'an. So that for 3 years the students have memorized 3 juz. And within 1 year the students should have memorized 1 juz of the Qur'an. The strategy used in memorizing the Qur'an is of course using the takrir or repetition method. Where the teacher teaches to his students in advance how to memorize the Al-Qur'an with the takrir method then the students apply the method taught by the teacher.

However, looking at the condition of the majority of students, they are still stammered reading the Koran and some even could not read Al-Qur'an completely makes tahfidz teachers at MTs Muhammadiyah 15 Medan has changed its original policy to focus on teaching students to read the Al-Qur'an fluently first. Students may memorize the Al-Qur'an if you are proficient in reading the Al-Qur'an.

Based on the results of an interview with Mrs. Ayu who said that: "On average, students who take part in the tahfidz program at MTs Muhammadiyah 15 Medan, when reading the letters makharijul it is correct and already fluent in reading the Koran already able to deposit their memorization to the tahfidz teacher. This tahfidzul Quran activity carried out 3 times a week for 2 hours and this is where the kids our students focus on memorizing according to the surahs that have been determined. This is of course very far from what we expected. Nonetheless, we as a teacher-tahfidz here, I never get tired of reminding and continuing to encourage all of our students to be willing complete the memorization of the Qur'an properly.

2. Implementation of takrir strategy in the program of tahfidzul Qur'an in improve students' ability to read the Koran in MTs Muhammadiyah 15 Medan

Based on the results of observations that researchers did at MTs Muhammadiyah 15 Medan from the middle of last August got researchers explain that memorizing the Qur'an using the method it requires persistence and patience. In memorizing the Qur'an a memorizer istiqomah should use one method. Memorizing the Qur'an using takrir strategies is also needed strong memory. It aims to remember the location of the line and column for each memorized verse. It often happens to one memorizers of the Qur'an who forget the verses they have memorized. This is due to the rare factor of muroja'ah and the many sins that have been committed so that the memorization is lost memory.

Based on the results of observations, interviews and tests that researchers did at MTs Muhammadiyah 15 Medan, the researcher found a number information that explains that there are several steps that carried out by tahfidz teachers to strengthen the memorization of their students, among them are:

a. Predicting Memorization of the Qur'an in the Presence of the Tahfidz teacher

One of the efforts that can be done by students is to memorize it. It is not easy to forget, namely by repeating the memorization in front of the tahfidz teacher. Besides aiming to pledge memorization in front of the teacher, the teacher can also listen to the reading of students. If there is a reading wrong, then the task of the tahfidz teacher is to correct the reading students so that they do not continue to read the wrong verses.

Based on the results of an interview with Mrs. Ayu as a tahfidz teacher it says that: "The takrir strategy is a memorization strategy that uses a method. Takrir is memorizing by reading the verse first will be memorized by looking at the mushaf and then repeating it again without looking at the Mushaf, making it easier for us to remember verses because it is often repeated. In addition, a memorizer of the Qur'an needs to have a teacher so he can listen to our memorization.

b. Define Memorizing the Qur'an in Prayer

In addition to assessing memorization in front of the teacher, students too. It is recommended to interpret their memorization in prayer 5 times and also sunnah prayer so that memorization does not easily disappear.

Based on the results of an interview with Mrs. Ayu who said that: "This school encourages students to be able and obligatory memorize 1 juz for at least 3 years so even these students are always on monitor their memorization with frequent murojaah and it is mandatory to be interpreted back both at school and at home and had his Quran recited in obligatory and sunnah prayers. Apart from getting used to it students to work on Sunnah practices, as well as students can repeat the memorization in prayer.

Based on an interview with one of the students named Mrs. Mumtaz who said that: "I don't have much memorization of the Koran. But one attempt I maintain memorization so that I don't easily forget, by often muroja'ah or repeating rote wherever I am. Besides that, me too I often repeat my memorization in prayer. When I pray sunnah I recite one of the surahs that I have memorized. This is the way I do it to keep memorized verses that have been I have memorized."

3. Evaluation of the implementation of the takrir strategy in the tahfidzul Qur'an program in improving students' Al-Qur'an reading skills at MTs Muhammadiyah 15 Medan

Evaluation or assessment is the final process in the activity learning. Evaluation serves to determine the success of the process and student learning outcomes. Based on the results of observations and interviews with Ibu Ayu saying that: "We always evaluate students' memorization. Evaluation or assessment activities are carried out on new students deposit his memorization. In this way, students can find out right and wrong from the memorization he had just deposited. Besides that, process we also conduct an evaluation once a month to provide an assessment as a whole from each student's memorization.

As for the evaluation criteria for rote memorization students using this takrir strategy, namely intention or seriousness of students, makhoriul letters, quality of memorization and power memory, tajwid, and tahsin of students in memorizing the Qur'an. New students are justified in memorizing the next verse if they have fulfilled it predetermined assessment criteria.

Discussion

1. Planning the implementation of the takrir strategy in the tahfidzul program Qur'an in improving students' Al-Qur'an reading skills at MTs Muhammadiyah 15 Medan.

Learning planning is a translation process the applicable curriculum becomes learning programs which can then be used as a guide by teachers in implementation learning process. (Wina Sanjaya, 2008, p. 47).

Robert Yinger in Vienna Sanjaya views four forms each of which forms a cycle (cycles), ie annual planning (school year), term planning (term/grading cycle), unit planning (unit plan development), and daily planning (daily lessons). (Ibid.,).

According to Yinger, the first cycle is an annual program (school year). The annual program is a reference in compiling programs furthermore. For example semester programs and even weekly programs daily programme. In the annual program, effective learning time is arranged, holidays

include planning material units and books lesson.

The second cycle includes grading cycles. On this cycle is determined learning sets along with student activities as terminal goals or objectives between. The third cycle is the development of study unit planning. Lesson unit planning is based on general objectives that must be pursued as formulated in the annual program. Fourth cycle is a lesson plan for daily activities. On planning daily learning activities along with learning objectives are arranged specifically, so that the success of learning can be seen immediately. (Ibid, p., 49)

Based on the results of observations and interviews conducted at MTs Muhammadiyah 15 Medan shows that planning implementation. This takrir strategy begins with determining the mandatory memorization target memorized and deposited by his students. However, memorization targets that has been determined and made unrealizable given the conditions students who still cannot read the Al-Qur'an. So that to be able to take part in the tahfidzul Qur'an program at the school, students must first take part in the Al-Qur'an reading fluency program first.

2. Implementation of takrir strategy in the program of tahfidzul Qur'an in improve students' ability to read the Koran in MTs Muhammadiyah 15 Medan

Based on the results of observations and interviews that researchers conducted in MTs Muhammadiyah 15 Medan accompanied by Mrs. Ayu Wandira as a tahfidz teacher, it can be explained that the method or method used by students of MTs Muhammadiyah 15 Medan in memorizing Al-Qur'an is to use the takrir strategy which means repetition. Although most of the students studying at MTs Muhammadiyah 15 Medan are students from elementary schools a country that is not used to memorizing the Koran, but all students are always directed by their tahfidz teachers to use it takrir method with takrir strategy in memorizing the Qur'an.

However, even though the tahfidz teacher at MTs Muhammadiyah 15 Medan has taught its students to memorize Al-Qur'an using the takrir method, the tahfidz teacher too can not guarantee whether when the students are at his house each of them continues to use these methods and strategies or instead using their own methods and strategies in memorizing the Koran.

There are several stages of implementing takrir strategies in MTs Muhammadiyah 15 Medan which consists of :

1) The Briefing Stage from the Tahfidz Teacher

Before memorizing the Qur'an by using the takrir strategy Tahfidzul Qur'an teachers give directions to students who will memorize the Qur'an. The teacher conveys to the students to learn and memorize the Qur'an as well as possible. With persistence and straightening the intention before memorizing the activities memorizing the Qur'an is rewarding and not in vain. Before memorize the Al-Qur'an students must perform ablution first and still sacred from minor hadas and major hadas.

Following are some of the etiquette towards the Qur'an that must be followed known to a memorizer of the Qur'an, namely:

- a. It is obligatory to glorify and glorify the Qur'an.
- b. Holding the Koran in a state of purity.
- c. Putting the Qur'an in the best place.
- d. It is forbidden to interpret the Qur'an without any scientific basis.
- e. It is forbidden to argue about the Qur'an. (Muhammad Ilham Nur, 2017, p.100)

2) Students Memorizing Preparation Stage

At this stage, before students deposit their memorization to the tahfidz teacher, students need to prepare their memorization first. Memorize each verse that must be memorized properly and right. In addition, students must also be careful about the verses that similar. After memorizing, students need to repeat the memorization had memorized it himself before being handed over to the teacher.

As for the form of implementation of memorizing the Qur'an with a strategy takrir namely by determining the verse or surah to be memorized. If someone is just about to memorize the Qur'an, it would be better to memorize starting from juz 30 first. Then the students

make a target verses that will be memorized, then read these verses over and over again, then memorize the verses completely recorded in memory. After really memorized, then students can proceed to the next verse to memorize the Qur'an with same method or method.

3) Implementation stage of the method

After the briefing and memorization preparation stages of the students, The next stage that must be carried out by students in memorizing the Qur'an with this takrir strategy is the method application stage. In this stage when the students have finished memorizing the verses that have been targeted, then the students deposit their memorization to the teacher tahfidz. Then the teacher listens to the students' reading. If students misreading the verse that is heard by the teacher, then the tahfidz teacher then justifies the reading of the students. In carrying out the implementation of takrir strategy in MTs Muhammadiyah 15 this Medan.

3. Evaluation of the implementation of the takrir strategy in the tahfidzul Qur'an program in improving students' Al-Qur'an reading skills at MTs Muhammadiyah 15 Medan

Evaluation is something that must be done in measuring a programs, especially education and learning programs. Evaluation learning is usually carried out by the teacher on learning outcomes that are been done for a certain time. Evaluation of learning outcomes in general carried out in class in writing and with several types and forms evaluation. (Nurzannah, Haidar Putra Daulay, Djakfar Siddik, vol. 7, p.158).

In the learning system (meaning learning as a system), evaluation is one of the important components and stages that must be taken by the teacher to determine the effectiveness of learning. Results obtained can be used as feedback (feed back) for the teacher in improve and enhance programs and activities learning. (Zainal Arifin, Evaluation of Learning 2009, p. 6)

Guba and Lincoln in Zainal Arifin define evaluation as "a process for describing an evaluand (the person being evaluated) and weigh its meaning and value. Sax in Zainal Arifin also has an opinion "evaluation is a process through which a value judgment or decision is made from a variety of observations and from the background and training of the evaluator". (Ibid.,).

From these two formulations of evaluation, an overview can be obtained that evaluation is a systematic and continuous process for determine the quality (value and meaning) of something, based on considerations and certain criteria to make a decision.

Based on this understanding, there are several things that we need to understand further, namely:

- a) Evaluation is a process not a result. Results obtained of evaluation activities is the quality of something, both concerning value and meaning. While activities for up to the provision of value and meaning is evaluation.
- b) The purpose of evaluation is to determine the quality of something, especially with regard to value and meaning. Rating done when an evaluator gives his consideration about evaluation without relating it to something else external.
- c) In the evaluation process there must be giving consideration (judgments).
- d) Giving considerations about value and meaning must be based certain criteria. (Ibid., page 9).

Based on the results of observations and interviews conducted at MTS Muhammadiyah 15 Medan shows that evaluation activities on Memorization of students is carried out after students deposit memorization. The Qur'an to the tahfidz teacher. Good when students deposit memorize once a day, once a week or once a month. Which become the criteria for evaluating students' memorization in terms of intention or the seriousness of students in memorizing the Qur'an, makhoriul letters, the quality of memorization of students, recitation and tahsin of students in memorizing the Qur'an.

4. CONCLUSION AND SUGGESTIONS

Conclusion

1. Planning the implementation of the takrir strategy in the tahfidzul Qur'an program in improving students' Al-Qur'an reading skills at MTs Muhammadiyah 15 Medan is not in accordance with what has been previously planned by tahfidz teachers. This is because the student factors at MTs Muhammadiyah 15 Medan are still many who cannot read the Koran.
2. Implementation of takrir strategy in the program of tahfidzul Qur'an in improve students' ability to read the Koran in MTs Muhammadiyah 15 Medan is carried out in two ways, namely by assess their own memorization at home and evaluate memorize it in front of the tahfidz teacher so that it can be listened to by the tahfidz teacher the.
3. Implementation of takrir strategy in the program of tahfidzul Qur'an in improve students' ability to read the Koran in MTs Muhammadiyah 15 Medan is carried out every time the santri finishes depositing memorize it to the tahfidz teacher. Which became the evaluation assessment criteria on memorization of students, namely the intention or sincerity of students, makhoriul letters, quality of memorization and memory, recitation and Tahsin in memorizing the Qur'an.

Suggestions

- 1) To the leadership of MTs Muhammadiyah 15 Medan foundation, should make a tahfidz program that is much better programmed so that the implementation of the tahfidz program at MTs Muhammadiyah 15 Medan can also be implemented well also.
- 2) To tahfidz teachers at MTs Muhammadiyah 15 Medan, should run the tahfidz program with 1 strategy and methods only. Tahfidz teachers really implement strategies and takrir method in memorizing the Qur'an so that students can focus more on memorizing the Al-Qur'an with 1 method (way) without having to think of another method.
- 3) For future researchers, I hope the results of this research can be reference material in conducting research on the same topic.

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