

IMPLEMENTATION OF QUR'AN MEMORIZATION ACTIVITIES AT MAN 2 PALEMBANG

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ABSTRACK

This study aimed to determine the implementation of memorizing the Al-Qur'an at MAN 2 Palembang. The type of qualitative writing approach used in this study uses a qualitative descriptive approach, meaning that the data collected is not in the form of numbers but instead in the form of interview scripts, field notes, and pictures. The authors use data collection methods like observation, interviews, and documentation to obtain accurate data. The writing analysis used by the writer is data reduction, data presentation, and conclusion drawing. Based on the results of the research conducted, it is known that the implementation of Al-Qur'an memorization activities at MAN 2 Palembang is quite good, which is reflected in indicators 1) the implementation process is adjusted to the abilities of students; 2) good in terms of material; 3) method, so that it does not become a psychological burden for students during the process of memorizing activities carried out to completion. Supporting factors for memorizing the Qur'an at MAN 2 Palembang, namely 1) Physical and good psychological students; 2) awards or certificates given to students when they complete their memorization; 3) facilities, such as MP3 *murotal*, memorization cards, and others; and 4) maximum attention from the teacher and the facilities provided by the school are adequate. While the inhibiting factors are 1) students' laziness; 2) students are given little time to deposit memorization by the school; 3) lack of attention from parents to supervise student memorization; 4) the influence of the less supportive environment.

Keywords: Implementation, Activities, Qur'an Memorization

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pelaksanaan kegiatan menghafal Al-Qur'an di MAN 2 Palembang. Jenis pendekatan penulisan kualitatif yang digunakan dalam penelitian ini menggunakan pendekatan deskriptif kualitatif, artinya data yang dikumpulkan bukan berupa angka-angka, melainkan data tersebut berupa naskah wawancara, catatan lapangan, gambar-gambar. Untuk memperoleh data yang akurat, maka penulis menggunakan metode pengumpulan data yang berupa observasi, wawancara dan dokumentasi. Analisis penulisan yang digunakan penulis adalah reduksi data, penyajian data dan penarikan kesimpulan. Berdasarkan hasil penelitian yang dilakukan diketahui bahwa pelaksanaan kegiatan menghafal Al-Qur'an di MAN 2 Palembang tergolong baik, yaitu tercermin pada indikator 1) proses pelaksanaan yang disesuaikan dengan kemampuan siswa; 2) baik dari segi materi; 3) metode, sehingga tidak menjadi beban psikologis bagi siswa selama proses kegiatan menghafal dilaksanakan sampai selesai. Faktor pendukung kegiatan menghafal Al-Qur'an di MAN 2 Palembang, yaitu 1) Fisik dan piskis siswa yang baik; 2) penghargaan atau sertifikat yang diberikan kepada siswa jika menyelesaikan hafalannya; 3) fasilitas, seperti MP3 *murotal*, kartu menghafal dan lain-lain; dan (4) perhatian yang maksimal dari guru serta fasilitas yang di sediakan oleh sekolah memadai. Sedangkan faktor penghambatnya adalah 1) rasa malas siswa; 2) siswa diberikan waktu yang sedikit untuk menyetorkan hafalan oleh sekolah; 3) kurangnya perhatian dari orang tua untuk mengawasi hafalan siswa; 4) pengaruh lingkungan yang kurang mendukung.

Kata Kunci: Implementasi, Kegiatan, Menghafal Al-Qur'an

1. INTRODUCTION

The Qur'an is a guide for the life of Muslims (Husna, 2021), not only in Indonesia but throughout the world (Ajahari, 2018). The Qur'an is a complete source of law that Muslims must obey (Eva, 2017). Muslims are obliged to study the Qur'an even though the Qur'an is the parent of all science that contains laws and *aqidah* (Qutub, 2011).

The Qur'an is the holy book of Muslims that contains the revelation of Allah SWT delivered by the angel Gabriel to the Prophet Muhammad Saw during his apostolic period (Ali, 2013). The Qur'an is also a guide for the life of Muslims, in which there are verses of faith that hint at goodness, as in poetry (QS. Al-Baqarah: 177), is also the subject and or basis on which every pillar of the creed rests upon it or follows it, as the verse (QS. An-Nisa': 136) and the word of God in (QS. al-Baqarah: 285) (Huda, 2013). The Qur'an is a practice that can draw a servant closer to his God. There is great virtue and reward in the study of the Qur'an. This is what Allah SWT and His Messenger advocated.

All Muslims cling to the book handed down by Allah to the Prophet Muhammad (Hendrawan, 2020). Muslims must study and understand the content of the Qur'an. Before researching and understanding the content of the Qur'an more deeply, Muslims should be able to read the Qur'an first because reading the Qur'an is the primary key to studying the content of the Qur'an more deeply (Qutub, 2011). Reading, especially the Qur'an, is the most useful command that can be given to man because reading is the path that leads man to achieve a perfect degree of humanity, so it is said that reading is the main requirement in building civilization. A person who reads the Qur'an will also get a reward from Allah and be worthy of worship (Shihab, 1995).

Studying the Qur'an is an obligation for Muslims (Mutmainnah, 2018). Learning to read the Qur'an can be started by spelling *hijaiyah* letters until later, you can read the Qur'an fluently (Anggraini, 2021). It can be started as early as possible. The Qur'an is a guide to the life of Muslims, and there is no reason not to read it, whether in limited or leisure time, young and old, large or small. So learning to read the Qur'an is carried out early as a provision for life in the world and the hereafter (Shihab, 1995).

Implementing the Qur'an memorization activity is quite good because it is essential for students. After all, at this time, it is scarce for children to intend to memorize the Qur'an. Each student has the result of learning the Qur'an in the form of a particular report card book that records the memorization process so that later it can be known by the teacher so that teachers and parents can see the extent of the memorization process. This program is expected to help students to love the Qur'an more (Roqib, 2009).

Implementing the Qur'an memorization program has a positive impact on children because it can make them bright in studying and understanding the laws in reading and memorizing the Qur'an so that they can have a good personality according to their nature. The methods applied in memorization can help children more easily learn the Qur'an (M.Arifin, 1991).

An assessment is needed to determine the success rate of the memorization learning process. In this context, Suharsimi Arikunto said that there needs to be an assessment to know how much the goal is achieved. Evaluation is a data collection activity to measure the extent to which objectives have been completed (Suharsimi, 2013). Evaluation is the limitation of assigning or determining value to a particular object based on a specific criterion (Sudjana, 1990).

Based on the results of preliminary observations, the implementation of Qur'an memorization activities at MAN 2 Palembang has gone well in terms of the implementation process and the student's interests. However, there are symptoms that the learning activities of memorizing the Qur'an are not carried out correctly and thoroughly, both the implementation

process and the ability of students to learn the Qur'an. This is reflected in students' power to pronounce the Qur'an's letters, long and short signs.

The reason for making the problem of Memorizing the Qur'an is that there are still students who have difficulty memorizing and reading the Qur'an. Second, it lacks maximum effort in learning the Qur'an. Third, lack of parental attention and guidance. From the description above, the author feels interested in taking the title of implementing Qur'an memorization activities at MAN 2 Palembang.

2. BIBLIOGRAPHY

Actuating is an attempt to mobilize group members in such a way that they want and strive to achieve the goals that have been set (Malayu, 2009). After the planning and organizing process is carried out to produce a work plan and which is the responsibility of the activity, the next step is the mobilization (implementation) (Yuliani, 2020). Implementation is implementing a strategy and organization to achieve the desired goals (Widiawati, 2015). The teacher moves students to communicate well within and outside the school environment by providing motivation and input (Vitasari, 2021).

While *memorization* comes from Arabic, which means maintaining, maintaining, and memorizing (Wahid, 2014), *memorization* (memorization) is etymologically the opposite of the word forget: always remember and forget a little. In the Big Dictionary, Indonesian mentioned memorization means that it has entered memory (about the lesson). And can say back out of the head (without looking at the book). Memorization means trying to seep into the mind constantly to remember (Mustaqimah, 2018).

Based on some of the definitions above, it can be concluded that the implementation of memorization activities is a series of activities carried out by individuals and groups in the form of implementing activities supported by policies, procedures, and resources intended to bring results to achieve the goals and objectives that have been set.

The purpose of mobilization in the organization is the effort or action of the leader to generate the will and make subordinates know their work so that they are aware of carrying out their duties by the predetermined plan (Niswah & Setiawan, 2021). Examples of these driving actions are encouragement or motivation, guidance through behavior or exemplary efforts, and *directing*, which is carried out by providing correct, precise, and unequivocal instructions. These driving actions by experts are sometimes further detailed into three steps as follows:

- a. Provide encouragement, motivation, inspiration, or encouragement so that awareness and willingness of officers to work well arise.
- b. Guiding examples of actions or models, which include several activities such as decision-making to establish communication so that there is a common language between the leader and subordinates, choosing people who are members of the group, and improving the attitudes, knowledge, and skills of associates.
- c. Briefings carried out by giving correct, precise, and unmistakable preappoint. In terms of suggestions and orders or instructions to subordinates in the implementation of the task must be presented clearly and firmly so that it is carried out correctly and directed at the goals that have been set (Andri & Triana, 2015).

The *actuating* function is part of directing the leadership to employees to have work achievements using their potential in him (Pertiwi, 2019). The leader leads to achieving the company's goals (Euis Soleha, 2008). The main functions of *actuating* in management are:

- 1) Influencing someone (people) to be willing to be a follower.
- 2) Conquer one's repulsion.
- 3) Make someone or people like to do tasks well.
- 4) Gain, maintain, and cultivate loyalty to the leaders, duties, and organizations in which they work.

5) Instilling, nurturing, and cultivating a sense of responsibility of a person or people towards their God, State, and Society (Andri & Triana, 2015)

The steps in *actuating* are:

- a) Motivational provision
- b) Mentoring
- c) Interweaving of relationships
- d) Communication administration
- e) Development or improvement of implementation (Shaleh, 1977).

From some of the opinions above, it can be concluded that implementation is an effort to mobilize the members of the group in such a way that they are willing and strive to achieve the goals that have been set.

Memorization is memorization, which means being able to pronounce outside the head (without looking at other books or notes), in this case, the Qur'an. So memorization is trying to seep into the mind constantly to remember (Wahid, 2014). Memorization comes from the word memorization, meaning it can pronounce outside the head and has entered the memory. The word memorization gets the prefix so that it becomes "memorization" and means trying to apply something to the mind so that it is always remembered. While Abdul Aziz says, memorization is the process of repeating something, either by reading or hearing (Rauf, 2004). Memorization is memorization, which means being able to pronounce outside the head (without looking at other books or notes), in this case, the Qur'an. So memorization is trying to seep into the mind constantly to remember (Wahid, 2014).

According to Ahmad Von Denffer, memorizing the Qur'an is still necessary for all Muslims for the following reasons:

- a. Memorizing the Qur'an is the Sunnah of the Apostle, and the companions, tabi'in, and the earlier *sholeh* practiced it.
- b. Reading the Qur'an in rote form is essential to carry out prayers properly.
- c. Memorization of the Qur'an remains the essential capital for good proselytizing.
- d. Memorization and repetition of the Qur'an will lead to better remembering Allah and His word.
- e. Memorizing ahkam verses will lead us to awareness and endeavor (Zahro', 2020).

3. METHOD

The research method used is qualitative data in sentences, such as the implementation of Qur'an Memorization activities in MAN 2 Palembang, supporting factors, and obstacles to implementing Qur'an Memorization activities. The required data can be sourced from both secondary and primary data. The primary data source is two coaching teachers. Meanwhile, secondary data sources are principals, vice principals, students, books/literature, and school documentation related to this research problem.

The necessary data can be obtained by 1) observation methods (Sugiyono, 2022), namely conducting observations directly at the location of the implementation of Qur'an Memorization activities; 2) interview methods (Sugiyono, 2015) collecting data on the history of standing MAN 2 Palembang, the performance of Qur'an Memorization activities, factors supports and obstacles to the implementation of Qur'an Memorization activities. Way to obtain data, the interpreter asks questions to the principal, the Guidance teacher, and the students; 3) documentation methods (Sugiyono, 2014), namely collecting data on the history of the establishment of and the state of students.

4. RESULTS OF THE DISCUSSION

4.1 Implementation of Qur'an Memorization Activities at MAN 2 Palembang

Efforts to preserve the Qur'an through memorization are carried out continuously. Even until students become students, they still have to participate in the Qur'an Memorization program. The student's age has not had much influence on negative things, and his memory is still strong. Therefore, according to EF, "realizing this problem, MAN 2 Palembang included a program to memorize the Qur'an as part of a typical curriculum. Madrasas are public schools characterized by Islam". Based on observations, the Qur'an memorization program at MAN 2 Palembang has been going on for a long time until now. The memorization program became one of the excellent programs. MAN 2 Palembang carries out a program to memorize the Qur'an has several objectives, namely

- a. So that students memorize juz Amma. This needs to be realized, now the ability to read the Qur'an among the community, especially for upper-level students. This program is a provision for children when they reach adulthood to be able to read the Qur'an eloquently and *tartil*;
- b. The program of memorizing the Qur'an in MAN 2 Palembang aims to encourage, foster and guide students to like/love learning the Qur'an and practicing it daily.
- c. Provide provisions for the ability to attend education. Implementing the program of memorizing the Qur'an is part of equipping children with the ability to learn the Qur'an.

Based on the results of observations, documentation, and interviews, it is known that students slowly like and enjoy memorizing the Qur'an. This can be seen from the activities of students when there is time used for memorization. The memorization program becomes a program and training that students must participate in. Thus, the implementation of the Qur'an memorization program is a form of awareness of the educational institution preserving the Qur'an, equipping students with the soul of the Qur'an so that their behavior is by the guidance and demands of the Qur'an. To realize this goal, the implementation of the memorization program can be analyzed from the following aspects:

4.1.1 The process of memorizing the Qur'an

As previously explained, memorization is a complicated process. It requires deep concentration, so memorizing the Qur'an differs from learning subject matter that can be memorized in a relatively short period (Febriyanti et al., 2022). Based on the results of observations, it is known that each student's memorization is different according to the abilities of each student. Each student varies the level of memorization deposited with the supervising teacher. This shows that the program of memorizing the Qur'an still pays attention to the psychological condition of students.

In its implementation, the class teacher helps to increase memorization through *dirosah* and deposited subjects when the lesson on memorizing the Qur'an takes place. In addition, the number of students is relatively large, and to know the quality of memorization cannot be done simultaneously at once, so the division is carried out to determine the quality of students' memorization. Each mentor has its characteristics in guiding. However, in conducting guidance, they have been given standard assessment standards made by MAN 2 Palembang according to the capacity and ability of each student. In addition, the supervisor is also free to use the guidance method according to the supervisor's needs. Even the place used can also be done outside the classroom

The classification of students is also not permanent, but also a change of supervisor per group. This is done, so students are not saturated and bored when memorizing the Qur'an. In addition, guidance teacher also has their peculiarities. Memorization activities carried out by each supervisor in carrying out memorization

4.1.2 The Qur'anic Epistle that Memorized

The student period is classified as a teenager and a time filled with creativity and entertainment, so his time is widely used to play with his peers in entertainment (Permata Sari,

2019). In this regard, the material the child gives to be memorized is also adjusted to the child's condition. Therefore, students are only encouraged to deposit memorization that is considered remembered by students. If the child is instructed to memorize *Juz Amma* simultaneously, it is doubtful because the child's level of seriousness in learning is quite good but less severe.

The basis for this consideration is excellent because students have other tasks and obligations besides memorizing the Qur'an in capturing the material of memorizing the Qur'an. In addition, the child's memory capacity is also sufficient, even though the memory of MAN 2 Palembang students is quite strong. Thus, the provision of memorization material is not all at once but gradually as long as students follow the learning process.

4.1.3 Methods Duses

Methods are an essential tool for realizing success. Therefore, selecting the proper method that suits the situation and conditions of the student must be observed (Sam, 2016). MAN 2 Palembang gives freedom to its students to memorize the Qur'an according to their needs and preferences. Using appropriate methods to memorize the Qur'an makes it easier for students to quickly learn the Qur'an (Rita Yulia Anggraini et al., 2022). Each student has diverse experiences and backgrounds, so the methods used by one student are not necessarily the same as the other students.

There is not a single proper method used to memorize the Qur'an. This is because the process of learning the Qur'an used by everyone is different. Another may not necessarily imitate any student who uses one particular method. Therefore, memorizing the Qur'an is wholly left to the child himself. The process of learning the Qur'an by MAN 2 Palembang is very flexible.

Students memorize the Qur'an individually by performing *muraja'ah* (repeating a memorized letter or verse). After the student repeats the memorized letter or verse and is ready to make the deposit, the student deposits memorization to the supervisor according to the Qur'an memorization schedule in class. Thus, the method of memorizing verses from the Qur'an applied to students is flexible and by the abilities of each student so that students in memorization activities do not seem forced and depressed. Through such efforts, memorizing verses from the Qur'an can go well and achieve the expected results.

4.1.4 Supporting Facilities

Facilities are the main thing that supports the success of student memorization activities (Nurhakim et al., 2021). Awareness of the fulfillment of memorization facilities and infrastructure must be carried out. This is because facilities are a factor that contributes to and determines the success of students' memorization (Paridatun, 2019). The facilities at MAN 2 Palembang, both in terms of quantity, condition, and quality, are relatively good. Thus, it can be concluded that students are given convenience in carrying out memorization activities because MAN 2 Palembang provides the facilities needed by students. Through this facility, there is no more reason for students to be lazy to memorize verses from the Qur'an. The guide in the implementation of memorizing the Qur'an (juz 30) is all Religious Teachers.

From the explanation above, it can be concluded that the implementation of the activity of memorizing the Qur'an juz 30 has a certain level, namely 1) *tahsin*; 2) *memorization*; and 3) superstitious levels, and are performed on each of the same days as the school days. However, the implementation time is during school entrance hours but between open hours and recess. Kethics, there are empty or empty hours and rest hours, and the students begin to deposit their memorization. For rest hours, it is 09.45-10.00 and 12.20-12.50. with mentors, namely all Religious Teachers totaling 12 Orang who are ready to continue to support and guide students to continue to memorize and love the Qur'an.

Table 1. Memorization Guidance Teacher Schedule

NO	TEACHER'S NAME (Initials)	CLASS	DAY	TIME
1	ES	X IPA 1.2 and 4	Monday	09.45-10.00
2	RJ	X IPA 3, XI IPA 6	Tuesday	12.20-12.50
3	N	X IPA 5 and 6	Wednesday	09.45-10.00
4	D	X IPS 1.2 XI IPA 2	Thursday	12.20-12.50
5	I	X IPS 3, XI IPA 2	Friday	09.45-10.00
6	LAN	X IPS 4, XI IPA 5	Saturday	12.20-12.50
7	EF	XI IPA 7, XI IPS 1	Monday	12.20-12.50
8	Z	XI IPA 4.5	Tuesday	09.45-10.00
9	M	XI IPS 3, XII IPA 5	Wednesday	12.20-12.50
10	EZ	XI IPS 2, XII IPA 3, 4	Thursday	09.45-10.00
11	S	XII IPA 1, XII IPS 1.2	Friday	12.20-12.50
12	RM	XII IPA 2, XII IPS 3.4	Saptu	09.45-10.00

4.2 Operational Standards for Memorizing MAN 2 Palembang

4.2.1 Students

4.2.1.1 Student Attendance

1. Students are present at the madrasa every Monday, Tuesday, Wednesday, Thursday, and Friday at 06.00 WIB;
2. Students go out of class/halaqah at 7:00 a.m. after praying with the supervisor;
3. Students may bring provisions for breakfast;
4. Students get a particular Qur'an (*al-Itqan/Memorization*)

4.2.1.2 Student Delays

1. Students are declared late if they enter *halaqah* already at 6:10 a.m.;
2. Students are only allowed to take part in *halaqah* Memorization after permission from the coordinator or head of the madrasa;

4.2.1.3 Student Absence

1. Students who are sick or have family needs, please convey approval to the coordinator/teacher supervisor;
2. Students who are absent for three days or accumulate a 30-minute delay in a week will receive guidance from the coordinator

4.2.1.4 Student Learning

1. Students enter *halaqah* from 6:00 a.m. to 7:00 a.m.;
2. Students prepare the Qur'an and the book Memorizing students;
3. The sequence of learning activities is as follows:
 - a. Student greetings, motivation, and conditioning (3 minutes);
 - b. Students pray (payer heart-lightening) and *surah al-Fatihah* (5 minutes);

- c. Students open their own Qur'an;
- d. Students listened and mimicked the reading of teacher (*talaqqi*) (5 minutes);
- e. Students repeat the task (*tikrar*) in a relaxed and joyful classical manner (20 minutes);
- f. After memorizing in *halaqah*, the student sequentially deposits his memorization with the teacher supervisor (25 minutes);
- g. Students end the memorization activity with *tasdiq* and humming of the Qur'an (2 minutes)

4.2.2 Memorization Assessment Criteria

1. Assessment by the guidance teacher:
 - a. Memorization deposits can be made at special hours;
 - b. The student is declared to have passed memorization and can continue memorization on the condition that:
 - 1) Errors in one promise no more than five times;
 - 2) If it does not give in the superstitious hour, then it is fixed on the allocation of certain hours;
2. Assessment by a coordinator:
 - a. Memorized assessment 1/4 juz (5 pages) every Friday
 - 1) Students deposit memorization of 1/4 juz at a time to the coordinator;
 - 2) Error maximum five times, declared passed;
 - 3) Students who have not graduated may repeat memorization three days later
 - b. Memorized assessment one juz (20 pages) every Saturday
 - 1) Students deposit memorization of 1 juz at a time to the coordinator;
 - 2) Maximum error 20 times, declared passed;
 - 3) Students who have not graduated may repeat memorization for one week;

4.2.3 Evaluation

Evaluation is the most critical activity (process) of memorizing the Qur'an. Evaluation is carried out to determine students' memorization level of memorized verses. Memorization assessments are carried out unbounded (Marnia et al., 2021). The assessment time is given entirely to the teacher, but the school has shown signs of the aspects assessed: smoothness, *tajwid*, *fashahah*, and attitude. Evaluation is carried out to find out the student's memorization ability and the problems students face when memorization takes place so that a way out can be found (M & Sofia, 2020). Based on the results of observations, the evaluation carried out by the coaching teacher runs continuously and thoroughly. Through evaluation, the difficulty and advantages of the Qur'an memorization program can be known.

The implementation of memorizing the Qur'an in MAN 2 Palembang can be seen from the memorization process, learned material (letters), methods used, supporting facilities, and evaluation. The memorization process includes activities carried out by supervisors and students to educate students, perform prayers, and record student memorization results. The memorized material is memorized according to the psychological condition of the student, so the letters and verses memorized are juz Amma. The method of memorization is combined, including *wahdah*, *muraja'ah*, and *tasmi'*. The evaluation is carried out to determine the success rate of the Qur'an memorization program. Thus, the implementation of the Qur'an is flexible so that students have peace of mind and sufficient time to memorize verses of the Qur'an. When the level of memorization is classified as good, the memorization is deposited with the teacher.

4.3 Supporting and Inhibiting Factors

Memorizing the Qur'an is a long process that requires high concentration and sincerity (Nuryanti, 2021). Therefore, learning the Qur'an requires high interest and motivation for the person who wants to memorize it. Since memorization is a process, many factors undoubtedly influence its implementation. This illustrates that the success of learning the Qur'an is complex

and not only determined by certain aspects. The factors that influence a person's memorization of the Qur'an can be grouped into two categories, namely supporting and inhibiting factors

4.3.1 Supporting factors

Supporting factors are factors that support the success of students' memorization. The factors that support the memorization of the Qur'an in MAN 2 Palembang are very varied. Factors supporting rote memorization, namely

1. Interest and High Student Motivation

The interest and motivation of students to memorize the Qur'an in MAN 2 Palembang are very high. To increase students' interest and motivation in memorizing the Qur'an, teachers often give examples to previous students who successfully entered the world of work after graduation because of their ability to read the Qur'an. Some graduates get the ease of work because they can memorize the Qur'an.

Thus, the teacher's efforts in increasing students' interest and motivation to memorize the Qur'an, including by inviting them to community life, where not a few students with the ability to read and remember the Qur'an get the ease of entering the world of work. Through efforts to invite students to see this reality, it is hoped that students will have good interest and motivation in memorizing the Qur'an.

2. The Attention of the Teacher

The teacher's attention greatly influenced the implementation of memorizing the Qur'an in MAN 2 Palembang. The teacher's attention is significant in encouraging students to memorize the memorized letter according to a predetermined target. The concentration of all teachers in this program is very high, especially the guidance teacher. Therefore, the guidance teacher is fully responsible for the process and implementation of the memorization program. Thus, to succeed in memorizing the Qur'an, the teacher pays maximum attention to the action. Through the teacher's attention, they can find the location of the student's problems in memorizing the Qur'an. From these problems, you can find the right solution according to the condition of the students.

3. Adequate Facilities

MAN 2 Palembang provides facilities for memorizing the Qur'an and other subjects. From the description and analysis, it is clear that the factors that influence the implementation of the memorization program, namely student interest and motivation, teacher attention, and facilities (adequate facilities and infrastructure) that affect the development of student activities memorizing the Qur'an so that the actions of memorizing the Qur'an are getting better and more effective. These factors need to be optimized for their role and function so that the activity of memorizing the Qur'an increases in intensity over time.

2. Inhibiting factors

In addition to supporting factors, memorizing the Qur'an by MAN 2, Palembang students also experienced obstacles. The obstacles in memorizing the Qur'an of MAN 2 Palembang students are as follows:

a. Less able to manage time

Adolescence is a time of play and fun, so part of the time is wasted. However, this does not mean that students do not receive parental supervision at home and teacher supervision at school. Related to this issue, cooperation between teachers and parents is indispensable. The education process for the child should run in every educational institution, both in the family environment, school, and society. The intensity of the implementation of each educational institution gives hope for the success of efforts to grow and develop students' potential, one of which is in the dimension of memorizing the Qur'an.

In connection with the problem, the problem children usually face in memorizing the Qur'an is the problem of time management. Many children have not finished memorizing memorization targets due to the lack of parental attention in helping to manage students' time,

so much time is wasted on less valuable activities. Parents on social realities have variations in education and employment. Variations in schooling and work affect the pattern of educating children, so some parents think that the issue of education is the responsibility of teachers in schools, and parents become hands-off. Such assumptions are a problem in education.

According to the memorization target and the specified time and schedule, children who have not finished memorizing the Qur'an must memorize at the next level or follow the remediation program. This program is conducted to help students complete memorization that is not on the schedule. Children are allowed to memorize letters under the intensive supervision of the supervisor.

The main obstacle that is the "traditional reason" in memorizing the Qur'an is the busy reason. Some of the main failures are usually due to the absence of discipline in reading. For all, the allocation of time to read the Qur'an must be planned in each of our daily lives. Some of the ways we can be disciplined in allocating time are as follows:

- 1) Train yourself gradually to, for example, be able to rehearse one juz in one day. The trick, for example, to once read (without stopping) is targeted at half a juz, either in the morning or evening. If you can meet the target, it is sought to be increased again to one juz for one reading.
- 2) Specialize a certain amount of time to read the Qur'an that cannot be contested (unless there is a fundamental matter). This can help us always to be committed to reading it every day. According to the author, the best time is at night and after the morning prayer.
- 3) We are enjoying the readings that are being chanted by our mouths.
- 4) It is even better if we have a stable song that relieves our speech to chant. Such a condition helps to eliminate saturation when reading it.
- 5) Give *iqab* (punishment) personally if unable to meet the target of reading the Qur'an. For example, with the obligation of *infaq*, memorizing certain letters, and so on, adapted to our conditions.
- 6) Motivation is given in the family environment if one of his family members recites the Qur'an, prays, or gives congratulations and gifts.

b. Parental attention

Parents' attention and awareness of the Qur'an memorization program are minimal. Parents' attention is more focused on other subjects, which are considered to have benefits and are necessary to obtain high grades and achievements in specific issues as part of the national education curriculum. The program of memorizing the Qur'an is widely forgotten, and considered that the program is less beneficial to students. This erroneous assumption needs serious attention from the school. Therefore, cooperation between schools and guardians must always be well established.

To reduce this problem, MAN 2 Palembang has formed a parent meeting (guardian of students), a collaboration between parents and schools commonly referred to as *liqa'*. *Liqa'* not only solves student problems related to the teaching and learning process but also provides understanding and coaching to parents and guardians. This means that teachers make various efforts to achieve success for students, especially in memorizing verses from the Qur'an, such as by increasing communication effectiveness with parents. Even the communication is informative but educational and persuasive to parents who do not understand their role and function as parents in educating children.

Thus, parents' lack of attention to children cannot be separated from their busy life in carrying out daily activities, so there is very little time to pay attention to children. Even so, some parents seem to pay little attention to children's learning activities at home. Such parents generally have a low level of education, so they do not believe that when the child is in a family environment, it is the responsibility of the parents to educate him.

c. Milieu

The environment is a factor that significantly affects a person's personality, especially for children. The influence caused by the surrounding environment (society) can shape the child's personality. Therefore, parents are supposed to control their child's activities outside the home. Parents should pay attention to their child's behavior when they get along with other people. The association of children with people who tend to have a negative disposition, for example, friends who like to steal, then the possibility of the child being affected. Therefore, parents should always keep an eye on wherever the child goes outside the home with whom the child associates.

This is done to keep children away from negative things that arise in society. Therefore, many MAN 2 Palembang students have not finished memorizing the Qur'an because they are affected by their peers in the surrounding environment, so the implementation of the Qur'an memorization program in MAN 2 Palembang cannot run optimally. Factors that hinder the performance of the Qur'an memorization program, namely the lack of ability in time management, minimal parental attention, and a less supportive environment, so that students' interest and motivation to memorize verses from the Qur'an become weak and even disappear entirely. Such a situation occurs the lack of an environment that positively influences to encourage students to be diligent and enthusiastic in memorizing verses from the Qur'an.

5. CONCLUSIONS

Implementing the Qur'an Memorization activity at MAN 2 Palembang is relatively good. This good category is reflected in the indicators of the implementation process that are adjusted to the student's abilities, both in terms of material and methods, so that they do not become a psychological burden for students, which is essential during the educational process memorization activities are completed. Thus, students who have memorized can deposit with the coaching teacher, and if it is still lacking, it is to be corrected so that the level of memorization becomes good. Supporting actors in the implementation of Qur'an Memorization activities, namely the interest and motivation of students' learning which is relatively high, the commitment and maximum attention from teachers, and the facilities provided by the school. Meanwhile, the inhibiting factors are students who cannot manage time well when in the family environment, lack of attention from parents, and the influence of an environment that is less supportive of the development of Memorization activities.

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