



SOLUTION EFFORTS TO OVERCOME DIFFICULTIES IN LEARNING TADFIDZ AL-QUR`AN AT SCHOOL

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Abstract:

This research was based on the number of children who had difficulties when learning took place, disturbed their friends when learning and there were some children who did not want to follow the tahfiz learning well. This research aims to find out how the teacher's solution activities are in overcoming difficulties in learning tahfiz Al-Qur'an. The subjects of this research were Islamic Religious Education teachers and 4 homeroom teachers at SMPN 27 PPU. while the object of this research is the activities of PAI teachers in overcoming difficulties in learning tahfiz and the factors that influence teachers' efforts to overcome students' difficulties in learning tahfiz at SMPN 27 PPU. The data collection techniques used in this research are observation, interview and documentation techniques. Next, it is presented qualitatively descriptively in the form of descriptions. From the results of this research, it emerged that the teacher's solution activities in overcoming difficulties in learning tahfiz Al-Qur'an were by collecting data, processing data, diagnosis, prognosis, treatment and evaluation. Meanwhile, the factors that influence teacher efforts are student interests, teacher educational background and experience, family media, and school.

Keywords: *solution activities, difficulties learning, tahfidz al-qur'an*

INTRODUCTION

Education is anything that has an influence on a person's physical formation, intellect and morals, from birth until death (Askhabul, 2017). In principle, every child in Islam has rights that must be realized as well as possible, so children's education provides many positive impacts on their lives and development, through the process of teaching and direction (Juhji, 2016). Therefore education is very important for humanity. The importance of education has been recommended by the Shari'ah to seek knowledge (study).

Al-Qur'an guarantees the success of any nation that follows the methods or paths established by the Koran. Al-Qur'an has also provided encouragement that people who are successful in pursuing education so that they have and master broad and in-depth knowledge can raise their honor and dignity (Faisol, 2022). Based on the verse of Al-Qur'an that Allah SWT will increase the status of those who believe and have knowledge, as Allah SWT says in surah Al-Mujadilah verse 11.

This verse explains that Allah SWT appreciates those who believe and have knowledge. Science can improve the welfare of human life so that people never get bored of finding new discoveries like existing science. Based on the National Education System Law (UU Sisdiknas) Number 20 of 2003, education is not only important but provides many benefits to its students (people who study science). National Education which is universal, comprehensive and integrated has a role in improving human quality as well as forming the complete Indonesian human being and supporting the growth and

development of society (Faisol, 2022). Judging from the universal nature of national education, learning is a necessity that must be undertaken by Indonesian sons and daughters so that they become human beings who have a high education accompanied by noble morals.

Every effort to improve the quality of education in the country cannot be separated from various things related to the existence of teachers. A teacher is a child's second parent, this means that a teacher is a father or mother whose job is to pay attention to the child's growth and development while in the school environment. Teachers as educators must be able to be role models inside and outside school. In the learning process, teachers have a very important role in shaping the quality and quantity of learning and teachers are humans who play a very important role in solving problems faced by their students (Faisol, 2022).

AL-Qur'an is the holy book of Muslims which has very high and broad scientific values. Al-Quran is a form of Allah's mercy and love towards His servants who not only bestows a holy nature but also a messenger who leads them to the path of truth, namely an apostle who carries a book as a guide in life. 6 Al-quranulkarim is an eternal miracle of Islam (Hasyim, 2014). As a special book, Allah revealed it to a special Prophet, namely the Messenger of Allah.

Al-Quran was revealed by Allah to humans to read and practice. He has proven to be a great light in leading people through their life's journey. Without reading, humans will not understand its contents and without practicing it, humans will not be able to feel the goodness and primacy of Allah's instructions in Al-Quran (Saekan, 2016). This is related to the first command from Allah revealed to the Messenger of Allah in the form of reading, stated in Q.S. Al-'alaq verses 1-5.

The verse above explains the importance of reading for human life, by reading we can learn, by reading we can find out what we don't know. As the main guideline, should become a high level of knowledge in exploring knowledge in education. To know many things and the secrets in them, someone must be able to read and understand them in depth. So it is not uncommon for people to be willing to memorize the contents and contents of Al-Quran, and now there are even schools that teach and guide children to memorize Al-Quran. Memorizing is not easy, if we want to memorize it means we have to read it over and over again, especially since this is Al-Quran, it is difficult for adults, let alone children.

Difficulty is something absolute that often approaches human life, because difficulties are signs of life, but it depends on how we overcome these difficulties (Faisol, 2022). Likewise in education, especially in learning to memorize Al-Quran. Of course this is very difficult for both teachers and students.

From the results of initial observations carried out by the author at SMPN 27 PPU, learning to memorize the Al-Quran has gone well and there are definitely obstacles that can hinder the progress of learning to memorize the Al-Quran. This is characterized by the number of children who find it difficult to concentrate when learning, disturbing friends when learning takes place and the presence of some children who do not want to take part in lessons.

Based on the results of these observations, the author is interested in finding out more deeply about teachers' efforts to overcome the difficulties faced by students at SMPN 27 PPU, how teachers try to overcome these difficulties, and knowing what methods teachers use to make their efforts to overcome them successful. difficulty in learning to memorize the Al-Quran.

RESEARCH METHODS

This type of research is field research, namely research that studies intensively about the actual situation regarding students who experience tahfiz difficulties at SMPN 27 PPU. The approach used in this study is a qualitative approach. A qualitative approach is a research procedure that produces descriptive data in the form of people's written or spoken words and observed behavior (Sugiono, 2017).

The method used in this research is descriptive research. Descriptive research is research that attempts to describe and interpret something, for example existing conditions or relationships, developing opinions, ongoing processes, occurring effects or

ongoing trends. This research aims to describe the teacher's solution efforts in overcoming difficulties in learning Al-Quran tahfiz at SMPN 27 PPU in the form of narrative descriptions. The subjects in this research were 1 PAI teacher and 4 homeroom teachers. The object of this research is the teacher's solution efforts in overcoming difficulties in learning tahfiz Al-Quran and the factors that influence teachers' solution efforts in overcoming difficulties in learning tahfiz Al-Quran at SMPN 27 PPU.

RESULTS AND DISCUSSION

Solution efforts to overcome Tahfidz learning difficulties

The results of observations and interviews with PAI teachers at SMPN 27 PPU show that efforts have been made by teachers to overcome difficulties in learning tahfiz through the following stages:

Based on the results of the author's interview with the PAI teacher at SMPN 27 PPU, he said that tahfiz at SMPN 27 PPU is in the school unit, namely the Al-Quran Literacy Program. The research here is the Al-Quran Literacy Program. This program started at the founding of the school, 2021. The program aims to realize the school's vision and mission, the vision of which is "Creating Students with Pancasila Student Profile Characteristics, Achievement, Healthy Behavior and Environmental Insight (BERPARAS WALI)"

One way to create outstanding students is by requiring students to memorize surahs in the Koran. The memorization target that SMPN 27 PPU requires is juz 30. So the Al-Quran Literacy Program was formed using the talaqqi method. There are 5 teachers who teach the Koran, with details of 1 GPAI person and 4 homeroom teachers (Putri, 2023).

The Al-Quran Literacy Program at SMPN 27 PPU has a coordinator namely Mrs. Dwi Putri, GPAI SMPN 27 PPU. He is tasked with guiding and arranging the Al-Quran development schedule, compiling an evaluation schedule for achieving material targets, and being a munaqis (examiner). He said that the Al-Quran Literacy Program has three parts, namely learning to read the Al-Quran using the tahsin method and tahfiz using the talaqqi method. The specific aim of this program is to realize the school's vision and mission where students are able to memorize the Koran according to the targets contained in the educational calendar that has been prepared by the school. The time for learning the Koran is 2 x 30 minutes, namely, 5 minutes opening, 15 minutes memorizing short surahs according to the target, 10 minutes classical, 25 minutes individual/reading/reading purely, 5 minutes closing. The division of Al-Quran learning classes is divided into 4 classes. This division is according to students' ability to read the Koran from grade one to grade four. Al-Quran learning starts from 15.00-16.00 WITA. Especially for grades one and two, the talaqqi method is used to memorize the Koran, while for grades three and four the memorization system is by depositing the memorization that has been memorized (Putri, 2023).

Results of interviews with 4 homeroom teachers, namely Mrs. Mariana, Mrs. Yuli, Mrs. Nuna and Mrs. Rina. They said that at SMPN 27 PPU there were not many children who experienced difficulties in Al-Quran Literacy, especially in learning tahfiz because from the moment they entered, children were educated and the school provided habits for its students, including: punctual discipline, reading the Koran every day and memorizing the juz by heart. -30, holding student achievement books and liaison books between teachers and parents.

It's just that there are some children who are said to be experiencing difficulties such as being difficult to control their activeness in studying so that they have the potential to disturb other friends if their friends are disturbed. Then learning will also be disrupted, they will feel tired from the lessons they have passed previously, have a lot of homework, students' voices will be low, making it difficult for teachers to assess the makhraj letters that students read (Marilyana, 2023).

According to them, this case must be handled quickly so that it does not drag on because it will disrupt the further learning process. To overcome these difficulties, teachers looked for sources of information to find out the cause of the student by

restraining the child from going home and advising him individually so as not to repeat the mistake. Next, look at the contact book and student achievement book so that teachers can know the role of parents when the child is at home (Nuna, 2023).

Based on the results of interviews and observations with PAI teachers, he said that after the data was obtained, namely through extracted information, the next step was data processing. In data processing, the steps taken include identifying cases. Namely marking and recognizing several children who are said to be experiencing difficulties such as being difficult to control their activeness in learning which has the potential to disrupt the learning process. Feeling tired of the lessons they have passed before. Having a lot of homework and so on. So they forget a little about their memorization. By comparing the cases and looking again at the contact books and student achievement books, then draw conclusions (Putri, 2023).

Based on the results of interviews with PAI teachers in overcoming difficulties in learning tahfiz, a teacher must know the types of learning difficulties (Putri, 2023). Based on the results of the data processing above, they determined that the difficulties experienced by students were at low and high levels. This is because the teacher has observed their memorization, the softness of their voices when they read memorized surahs and what is difficult is that the students are difficult to control during the learning process which will disturb other friends. The teacher also asked other teachers for feedback, as well as reviewing the student achievement books (Yuli, 2023).

Based on the results of observations and interviews with PAI teachers and homeroom teachers, they said that memorizing the Koran requires concentration and a great desire or interest to make it easy to memorize. To be able to make children concentrate and enthusiastic in memorizing, teachers prepare plans or programs related to increasing concentration and enthusiasm in memorizing the Al-Quran.

Namely by making an agreement before starting the lesson. For example, by making an agreement if a child makes a fuss or disturbs his friends while learning, the consequence is that the student will be reprimanded and so on. By gently reprimanding children when the children are noisy, the teachers also promise to give prizes if the children can achieve their memorization targets and read well, so that children are motivated to memorize the Koran (Rina, 2023).

The teachers also use the talaqqi method, namely by modeling their reading using props and giving examples first so that children can easily read and memorize the Al-Quran (Nuna, 2023).

Making an agreement is the same as making a promise, at school children are taught not to lie and to always keep their promises. Based on interviews with teachers who teach Al-Quran lessons, they said that when they want to start the lesson, the teacher makes an agreement with their students, namely if a student makes a fuss or disturbs his friends, they will be given sanctions, namely warnings and advice, if this continues, their parents will be contacted by the teacher concerned. (Mariyana, 2023). Meanwhile, from the results of observations made by the author, only a few teachers made this agreement.

Based on interviews with GPAI and the homeroom teacher, they said that every time the learning process took place, each of them always provided motivation to all students, namely by encouraging and supporting them to continue learning to memorize the Al-Quran (Yuli, 2023). Meanwhile, from the results of observations that the author made in the field, during the learning process, when a child was a little noisy, the teacher reprimanded him by ordering him to remain calm in the learning process and providing motivation to children who had not yet provided their memorization deposits. Based on observations made by the author, in motivating students during the learning process, the teacher did this well.

Meanwhile, giving prizes, based on interviews with teachers who teach Al-Quran lessons, they said that they give rewards if there are children who succeed in memorizing according to the predetermined target. Rewards are also given to children who are willing to obey the teacher's orders, for example rewards in the form of praise and stars. , the child who gets the most stars will get another prize, there are also rewards in the form of candy and so on (Rina, 2023).

Meanwhile, from the results of observations made by the author in the field, when the learning process takes place, if the child memorizes it well, the teacher gives praise and a star that has been prepared to the child for the child to keep and collect at the right time, then the teacher will tell the student to bring and Show all the stars they can to count and a prize will be given to the student with the most stars. Based on observations made by the author, in giving rewards to students during the learning process, the teacher did this well.

Namely by giving rote homework. Students who study have to practice a lot, the more and stronger and harder the practice, the better. Based on interviews with teachers who teach Al-Quran lessons, they said that they give their students memorization assignments at home when they are deemed to have finished implementing or depositing the previous memorization, if they have not deposited it then they will not receive memorization assignments at home, because there is no compulsion for them to memorize so much (Princess, 2023)

Based on the observations made by the author, the author has not seen this because every time they learn they only repeat rote memorization and are more concerned with learning to read the Koran using the talaqqi method.

Evaluation is an activity carried out by each teacher and is carried out continuously starting before teaching is carried out until the end of teaching which leads to the goals that have been set. In the form of answers about how to improve teaching. Based on the results of observations and interviews with Al-Quran learning teachers, before starting the lesson the teacher asks students to repeat previous memorization, then observes students in the learning process, if there are students who are noisy or difficult to control then the teacher reprimands the students, in the learning process the teacher assesses the achievement book on the ability and quality of children's reading and memorization one by one.

Factors That Influence Solution Efforts to Overcome Tahfidz Learning Difficulties

Interest is a development process in combining all existing abilities to direct an individual to an activity that interests him. Based on the results of interviews with teachers who teach the Al-Qur'an Literacy Program. They said that actually all students were interested, it was just that busy activities and schedules often made them forget what they had to memorize, and some of them only made small deposits or did not meet the targets that had been determined and agreed upon. For example, they said that they were tired because the school schedule was busy and they had been at school almost all day, some said they were tired because they had been attending lessons all day, some said there were daily tests so they had to study and forgot to memorize (Putri, 2023). Meanwhile, the results of the observations that the author made during the learning process were indeed true, as said by the teachers who taught Al-Quran learning.

In the learning process the teacher is one of the factors that determines the success of learning. Based on documents and interviews with GPAI and the Class Teacher of SMPN 27 PPU, it is known that the 5 teachers are Dwi Putri, S.Pd, who has an Islamic Religious Education (PAI) teacher background, Mariyana, S.Pd, who has a background in Mathematics Education, Yuli Nuriyawati, S.Pd, who has a background in Social Sciences Education, Nuna Nurmayanti Ramadhanti, S.Pd, has a background in English Language Education and Rina Wahyu, S.Pd who is still in the stage of completing her Bachelor's degree, namely Islamic Religious Education (PAI). As for teaching experience, it is known that the teachers have been at SMPN 27 PPU for an average of approximately 3 years.

Based on the results of observations and interviews with GPAI and the homeroom teacher, the facilities use media that is considered complete for this learning. These are the Koran, Iqra book, paper with large Arabic writing, index finger for teaching, markers, pens and other facilities (Yuli, 2023).

Based on the results of the author's interviews and observations with teachers, the teacher said that the family is very influential in the child's learning process,

especially in grade 1, they are often still childish (Mariyana, 2023).

The school environment is very supportive for students and students memorizing with complete facilities and a religious atmosphere. Based on the results of the author's interviews and observations with school principals and teachers, the school's Al-Quran Literacy Program plays a very important role in learning. SMPN 27 PPU really supports this learning. Because this school is predominantly Islamic and one of the missions of this school is to create students with the character of a Pancasila student profile, one of whose dimensions is faith and devotion to God Almighty and having noble morals. One of the implementations is memorizing Juz 30 of the Koran, this makes this school very supportive of the Koran literacy program (Nuna, 2023).

Solution efforts to overcome difficulties in learning Tahfiz at SMPN 27 PPU

In the teaching and learning process, of course there are obstacles or obstacles that can hinder the achievement of the learning objectives that have been set. One of these obstacles is the problem of learning difficulties experienced by students, including difficulties in learning tahfiz. Because memorizing the Koran requires perseverance, support, will, concentration and a strong memory compared to other lessons (Sujana, 2019). To overcome the difficulties above, the first step taken by Al-Quran learning teachers is to use data collection steps. This data collection aims to obtain information about the source of the learning difficulties experienced by students in memorizing the Koran. This information was obtained based on the student's contact book and achievement book and from the student concerned. Thus, the steps used by Al-Quran learning teachers in overcoming learning difficulties can be said to be quite appropriate, because from the information obtained through data collection, teachers can find out the sources that cause their students' learning difficulties in Al-Quran learning subjects.

Data processing is the second step after data collection. Data processing is carried out by Al-Quran learning teachers by identifying cases, namely by comparing the cases with the subsequent learning process and looking again at the link books and student achievement books and then drawing conclusions. This data processing aims to find out what learning difficulties students experience in learning the Koran (Sumarno, 2016). Thus, the data processing carried out by Al-Quran learning teachers in overcoming students' learning difficulties can be said to be quite good.

The next stage carried out by Al-Quran learning teachers after data processing is carrying out a diagnosis or making a decision (determination). From the results of data processing, Al-Quran learning teachers can determine which types of learning difficulties are severe and some are mild. Based on the data that has been presented, the difficulties experienced by students are at low and high levels, this is because the teacher has observed their memorization, the slowness of their voices when they read memorized surahs and difficult ones. That is, the difficulty of controlling students during ongoing learning will disturb other friends, the teacher also asks other teachers for feedback.

As well as looking back at the student achievement book. Teachers can also ask the guidance and counseling teacher at school to follow up on students who cannot be handled by the Koran learning teacher. Based on the data above, it can be concluded that efforts to overcome difficulties in learning tahfiz through diagnostic steps by Al-Quran learning teachers can be said to be the right steps because they involve experts to determine the physical and psychological conditions of children and involve parents in achievement books and contact books.

The next step taken by Al-Quran learning teachers in overcoming learning difficulties is prognosis. Prognosis is the activity of preparing a plan or program that is expected to help overcome a child's learning difficulties. The program that has been prepared by the Al-Quran learning teacher is related to increasing concentration and enthusiasm in memorizing the Al-Quran. Namely by making an agreement before starting the lesson, promising to give a prize in the form of a star or candy when the student does something good and also using the talaqqi method. Based on the above, efforts to overcome students' learning difficulties through prognostic steps carried out by Al-Quran learning teachers can be said to be quite appropriate and good.

Al-Quran learning teachers have provided treatment or assistance to children who have difficulty learning tahfiz. The forms of assistance provided are:

Making an agreement is the same as making a promise, at school children are taught not to lie and to always keep their promises. Based on interviews with teachers who teach Al-Quran lessons, they said that when they want to start the lesson, the teacher makes an agreement with their students, namely if a student makes a fuss or disturbs his friends, they will be given sanctions, namely warnings and advice, if they still do, their parents will contact them. the teacher concerned.⁷⁰ Meanwhile, from the results of observations made by the author, only a few teachers entered into this agreement. Based on the description above, giving motivation by teachers to their students, even though not all teachers do it, makes the agreement made by the teacher can be said to be quite good.

In education and teaching, teachers not only act as administrators, demonstrators, class managers, mediators, facilities and supervisors but also as motivators and mentors. Student learning motivation is very important for achieving student performance or learning achievement. This is of course the teacher's duty and obligation to always be able to maintain and increase student learning motivation. As a motivator, the teacher plays an important role in encouraging students to be active in studying. Teacher involvement in providing motivation to students determines students' enthusiasm and success in learning, especially learning the Koran and tahfiz. Based on the results of interviews and observations, the form of motivation that teachers often provide is providing motivation in the form of prizes if they succeed in achieving completion standards as well as advice. So, based on the description above, the provision of motivation by teachers to their students can be said to be quite good.

Giving assignments is giving rote homework. There are always memorization assignments at SMPN 27 PPU because learning the Koran does provide memorization targets for students even though they do not meet the targets. This is very useful for students, so that they are able to increase their memorization and then they do not forget their previous memorization, their parents will also be active in their children's memorization at home, so as to minimize learning difficulties. Thus, it can be said that the teacher's efforts to overcome learning difficulties in the form of providing memorized homework at home have been implemented quite well because the teacher is quite active in providing memorized homework.

Evaluation is an activity carried out by each teacher and is carried out continuously starting before the teaching is carried out until the end of the teaching which leads to the goals that have been set. In the form of answers about how to improve teaching. Judging from the data described previously, the learning teacher, before starting the lesson, the teacher asks the students to repeat the previous memorization, then observes the students in the learning process, if there are students who struggle or are difficult to control, the teacher reprimands the students, in the learning process the teacher assesses the achievement book against the ability and quality of children's reading and memorization one by one. So, based on the description above, the teacher's evaluation of his students can be said to be quite good.

Factors that influence teachers' solution efforts in overcoming tahfiz learning difficulties

Interest is the tendency of the heart towards a passion and desire. Without interest, the learning process will not achieve the expected goals effectively and efficiently. Interest can be expressed by showing students participating in an activity. Siawa will pay more attention if he has an interest in the subject. Likewise, memorizing the Koran, if it is not accompanied by an interest that grows within students, will have difficulty learning it. Interest has a huge influence on learning to reduce learning difficulties itself. Based on the data presented above, students' interest in learning the Koran for tahfiz is quite high even though there are obstacles and problems involving the students. Thus, it can be said that students' interest in learning the Koran for tahfiz really supports the teacher's efforts in overcoming students' learning difficulties because their

interest is still high.

Educators and education personnel must have academic qualifications and competence as learning agents, be physically and spiritually healthy, and have the ability to achieve maximum educational goals. Qualifications for teachers are at least an IS background. Based on the results of interviews with 4 teachers representing Al-Quran learning, they have different backgrounds, but they have all taken part in training in Al-Quran reading methods. Most of them also memorized several juz in the Koran and they graduated from Islamic-based universities. In this way, they can all be declared fit and proper to teach Al-Quran lessons for tahfiz.

The completeness of the learning facilities owned by the school is a supporting tool for the learning process, because using the facilities effectively and efficiently can support the success of the learning process to achieve the expected goals and overcome students' learning difficulties. Adequate learning facilities are a need that needs to be realized. A teacher who has expertise in the field of teaching, masters learning materials and is able to manage the class well, coupled with school facilities that support learning, is expected to be able to explain his duties as a good teacher and be able to overcome the learning difficulties of the students he is working on.

Based on the data obtained, SMPN 27 PPU already has complete and adequate learning facilities. Thus, it can be said that the tahfiz learning facilities available in schools are sufficient to support teachers' efforts to overcome students' learning difficulties.

The family is the oldest educational institution, which is informal, the first and main thing experienced by children and is a natural educational institution, parents are responsible for nurturing, caring for and educating children so that children grow and develop well. Teaching the Koran to his children. Based on data obtained at SMPN 27 PPU, the role of family parents, especially parents, is very important. Thus, it can be said that the role of the tahfiz learning family is very helpful and influential in supporting the teacher's efforts in overcoming students' learning difficulties.

The family is the oldest educational institution, which is informal, the first and main thing experienced by children and is a natural educational institution, parents are responsible for nurturing, caring for and educating children so that children grow and develop well. Teaching the Koran to his children. Based on data obtained at SMPN 27 PPU, the role of family parents, especially parents, is very important. Thus, it can be said that the role of the tahfiz learning family is very helpful and influential in supporting the teacher's efforts in overcoming students' learning difficulties.

Not all educational tasks can be carried out by parents in the family, especially in terms of knowledge and various skills. Therefore the children were sent to school. Based on data obtained at SMPN 27 PPU, the school is a very supportive factor and plays a very important role in the learning process. Based on the results of the author's interviews and observations with school principals and school Koran learning teachers, schools play a very important role in learning. SMPN 27 PPU really supports this learning, because this school is based on Islam and one of the missions of this school is that students are able to read the Koran in tartil and memorize juz 30. Thus it can be said that the role of the school is very helpful and influential in supporting teachers' efforts in overcoming difficulties student learning.

CONCLUSION

Based on the description presented in the results of the analysis in the previous discussion, the following conclusions can be drawn: Solution efforts in overcoming difficulties in learning tahfiz Al-Quran are by: collecting data by looking for sources of information to find the causes of difficulties learning tahfidz, processing data in the form of identifying cases of learning difficulties tahfidz, diagnosis of difficulties experienced by students at low and high levels, program prognosis related to increasing concentration and enthusiasm in memorizing the Koran, treatment by making agreements, providing motivation and prizes, giving memorization assignments and evaluation during the ongoing learning process and at the end learning. Meanwhile, the factors that influence

solution efforts in overcoming difficulties in learning Al-Quran tahfiz at SMPN 27 PPU, namely student interest, educational background and experience of teachers, media, family and school.

In conclusion of this research, there are several things that the author recommends as suggestions for improvement and input towards solution efforts in overcoming difficulties in learning tahfiz Al-Quran at SMPN 27 PPU, including: Overall the solution efforts in overcoming difficulties in learning tahfiz Al-Quran are good, but from The difficulties described should further increase efforts to help students overcome difficulties in learning tahfiz. For other researchers, it is felt that the results of this research are still very limited in revealing solution efforts and the factors that influence them. It seems necessary to do something similar with different places and characteristics, broader material and better time management.

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