

## ABSTRAK

### **Strategi Guru *Tahfidz* Dalam Mengatasi Kesulitan Menghafal Al-Qur'an Siswa Kelas 3 Madrasah Ibtidaiyah *Tahfizul Qur'an* Jamilurrahman Putri Yogyakarta Tahun Ajaran 2025/2026**

Oleh:

**Nur Asy Syifa**

**NIM: 221.371.220**

Penelitian ini dilatarbelakangi oleh adanya kesulitan yang dialami siswa kelas III Madrasah Ibtidaiyah *Tahfizul Qur'an* Jamilurrahman dalam proses menghafal Al-Qur'an. Kesulitan yang ditemukan yaitu perbedaan kemampuan hafalan, serta kurang tepatnya pelafalan makharijul huruf. Penelitian ini bertujuan untuk mengetahui: (1) strategi guru *Tahfidz* dalam mengatasi kesulitan menghafal Al-Qur'an siswa kelas III (2) faktor pendukung pada strategi guru *Tahfidz* dalam mengatasi kesulitan menghafal Al-Qur'an, dan (3) faktor penghambat pada strategi guru *Tahfidz* dalam mengatasi kesulitan menghafal Al-Qur'an. Penelitian ini termasuk dalam jenis penelitian kualitatif dengan pendekatan deskriptif. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Analisis data menggunakan teknik Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Uji keabsahan data dalam penelitian ini dilakukan melalui triangulasi, yaitu triangulasi sumber, triangulasi teknik, triangulasi triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa guru *tahfidz* menerapkan berbagai strategi dalam mengatasi kesulitan menghafal Al-Qur'an siswa. (1) strategi *imitasi* dengan metode *talqin*, (2) strategi *drill* dengan metode *tikrar*, (3) *Repetition* strategi dengan metode *muroja'ah*, (4) memberikan motivasi, dan (5) pembimbingan secara individual. Faktor pendukung keberhasilan dalam pelaksanaan strategi meliputi: (1) penggunaan strategi sesuai kemampuan siswa, (2) dukungan orangtua, serta (3) tempat halaqoh yang kondusif dan nyaman. Sementara itu, faktor penghambat meliputi: (1) perbedaan kemampuan, (2) kurangnya *muroja'ah*, dan (3) kesulitan membaca Al-Qur'an. Dengan demikian, dapat disimpulkan bahwa strategi guru *Tahfidz* yang dilaksanakan secara terencana, komunikatif, dan sesuai dengan karakteristik siswa memberikan kontribusi yang signifikan dalam mengatasi kesulitan menghafal Al-Qur'an siswa kelas III. Temuan ini menegaskan pentingnya peran guru *Tahfidz* dalam menciptakan pembelajaran *Tahfidz* yang efektif, membimbing siswa secara optimal, serta menyesuaikan strategi pembelajaran dengan kebutuhan dan kemampuan siswa dalam menghafal Al-Qur'an.

**Kata Kunci:** *Strategi Guru Tahfidz, Kesulitan Menghafal Al-Qur'an, Tahfidz Al-Qur'an.*

## ABSTRACT

### **The Strategies of *Tahfidz* Teachers in Overcoming Difficulties in Memorizing the Qur'an Among Third Grade Students at Madrasah Ibtidaiyah *Tahfizul Qur'an* Jamilurrahman Putri Yogyakarta Academic Year 2025/2026**

This research was motivated by the difficulties experienced by third grade students of Madrasah Ibtidaiyah *Tahfizul Qur'an* Jamilurrahman Putri Yogyakarta in the process of

memorizing the Qur'an. The difficulties identified include differences in students' memorization abilities and inaccurate pronunciation of makharijul huruf. This study aims to determine: (1) the strategies used by *tahfidz* teachers in overcoming students' difficulties in memorizing the Qur'an, (2) the supporting factors in the implementation of *tahfidz* teachers' strategies, and (3) the inhibiting factors in the implementation of *tahfidz* teachers' strategies in overcoming students' difficulties in memorizing the Qur'an. This study employed a qualitative research method with a descriptive approach. Data collection techniques were conducted through interviews, observations, and documentation. Data analysis used the Miles and Huberman technique, which includes data reduction, data display, and conclusion drawing. The validity of the data was tested through triangulation, namely source triangulation, technique triangulation, and triangulation of sources and techniques. The results of the study showed that *Tahfidz* teachers implemented various strategies in overcoming students' difficulties in memorizing the Qur'an, namely: (1) imitation strategies through the *talqin* method, (2) drill strategies through the *tikrar* method, (3) *Repetition* strategies through *muraja'ah* activities, (4) providing motivation, and (5) individual guidance. Supporting factors in the implementation of these strategies include: (1) the use of strategies adjusted to students' abilities, (2) parental support, and (3) a conducive and comfortable *halaqah* environment. Meanwhile, the inhibiting factors include: (1) differences in students' memorization abilities, (2) lack of *muraja'ah*, and (3) difficulties in reading the Qur'an. Therefore, it can be concluded that the strategies implemented by *tahfidz* teachers in a planned, communicative manner and in accordance with students' characteristics significantly contributed to overcoming students' difficulties in memorizing the Qur'an. These findings emphasize the important role of *tahfidz* teachers in creating effective *Tahfidz* learning, guiding students optimally, and adjusting learning strategies to students' needs and abilities in memorizing the Qur'an.

**Keywords:** *Tahfidz Teacher Strategies, Difficulties in Memorizing the Qur'an, Tahfidz Al-Qur'an.*