

Teacher Learning Strategies in Overcoming Student Boredom in Tahfis Subjects at SMP Muhammadiyah 8 Medan

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Abstract	
Tahfidz learning is religious-based learning as a means of education for Muslims to memorize the Al-Qur'an. Memorizing short letters really needs to be implemented in junior high school, so that a strong faith is embedded in the child's soul, encouraged to learn to obey the rules of Allah's Shari'ah and then be able to practice them in accordance with Allah's Shari'a. This research uses a qualitative approach. Data collection uses documentation techniques, while data analysis techniques use qualitative descriptive analysis techniques.	Keywords: Learning Strategy; Saturation; Tahfiz.

Abstrak	
Pembelajaran Tahfidz merupakan pembelajaran berbasis keagamaan sebagai sarana pendidikan bagi umat Islam untuk menghafal Al-qur'an. Menghafal surat-surat pendek sangat perlu diimplementasi kepada sekolah menengah pertama, agar dalam jiwa anak tertanam keimanan yang kuat, terdorong untuk belajar taat terhadap aturan syari'at Allah kemudian dapat mengamalkannya sesuai dengan syari'at Allah tersebut. Penelitian ini menggunakan pendekatan kualitatif. Pengumpulan datanya menggunakan teknik dokumentasi, dan observasi sedangkan teknik analisis datanya menggunakan teknik analisis deskriptif kualitatif.	Kata Kunci: Strategi Pembelajaran; Kejenuhan; Tahfiz.

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1. Introduction

Islamic Religious Education is a plan to prepare students to know, understand, appreciate, believe in, be devout and have noble morals, practice the teachings of the Islamic religion from its main sources, the holy books of the Qur'an and Hadith, through guidance activities, teaching exercises, and the use of experience as one of the components in the process education is a teacher (Setiawan, 2021). A good teacher is responsible. Responsible for educating his students to become useful people in the future. Therefore, teachers and education have many prerequisites. This can happen if a teacher has both pedagogical competence, personal competence and social competence (Limbong & Setiawan, 2022). As an educator, teachers must meet several

special requirements to teach. He is equipped with various knowledge as a basis, accompanied by a set of teacher skills training, and in that condition, he learns to personalize several necessary teacher attitudes. All of this will unite in a teacher, so that he is a special personality, namely a manifestation of knowledge, attitudes and teacher skills as well as mastery of several sciences that he will transform into students (Nardi, 2018). So that it can bring changes in the student's behavior. In various practices and implementations in teaching and learning activities, especially in the educational process in general, the teacher's function as a teacher (transmitter of knowledge) tends to stand out. This can be seen from the daily reality that teachers will provide criteria for the success of their students.

Learning boredom in the learning process also occurs at SMP Muhammadiyah 8 Medan. This learning boredom must be a top priority to be resolved, because if the process of neglect occurs at some point it will become a time bomb that will explode at any time into a bigger problem.

Apart from having to have pedagogical competence, personal competence, social competence, one of the prerequisites for becoming a professional teacher is professional competence or the ability to master material broadly and in depth which allows guiding students to meet the competency standards set out in national education standards (Harfiani & Setiawan, 2019). This means that teachers must have extensive knowledge regarding the field of study or subject matter to be taught as well as mastery of methodical didactics in the sense of having knowledge of theoretical concepts, being able to choose appropriate models, strategies and methods and being able to apply them in learning activities. To achieve teaching and learning interactions, communication between teachers and students is needed which combines two activities, namely teaching activities (teacher tasks) and learning activities (student tasks). Teachers need to develop effective communication patterns in the teaching and learning process because teaching failures are often caused by communication systems that do not work.

The word *tahfiz* is the masdar form of *haffaza*, originating from the word *hafiza-yahfazu* which means "to memorize". *Hafiz* according to Quraish Syihab is taken from three letters which contain the meaning of maintaining and supervising. From this meaning, the word memorize was born, because those who memorize maintain their memory well. Also the meaning of "not being careless", because this attitude leads to preservation, and "guarding", because guarding is part of maintenance and supervision (Fidalgo et al., 2020). The word *hafiz* means emphasis and repetition of preservation, as well as perfection. It also means watching over Allah SWT. gave the task to the angels *Raqib* and *'Atid* to record the good and bad deeds of humans and *kelaAllah* will convey His judgment to humans. 7 Meanwhile, the word *al-Qur'an* is *Kalamullah* which was revealed to the Prophet Muhammad SAW. through the intercession of the Angel *Gabriel AS.* which was narrated orally, narrated to us *mutawatir*. According to *Farid Wadji*, *tahfiz al-Qur'an* can be defined as the process of memorizing the *Al-Qur'an* in memory so that it can be recited/recited by heart correctly in certain ways continuously. The person who memorizes it is called *al-hafiz*, and the plural form is *al-huffaz*. This definition contains two main things, namely: first, a person who memorizes and is then able to recite it correctly according to the laws of recitation must be in accordance with the *mushaf* of the *Qur'an*. Second, a

memorizer always maintains his memorization continuously from forgetting, because memorizing the Qur'an is lost very quickly. Thus, a person who has memorized several juz of the Qur'an and then does not maintain it continuously, is not called a hafidz of the Qur'an, because he does not maintain it continuously. Likewise, if he memorizes several juz or several verses of the Qur'an, then he is not considered a hafidz of the Qur'an.

2. Method

This research uses a qualitative approach, namely using direct observation regarding events that occur, while this research uses a qualitative approach because this research directly observes and analyzes the tahfidz learning strategy implemented by class VII students.

This research data collection used documentation and observation techniques, because the observation technique was carried out directly through observations at SMP Muhammadiyah 8 Medan accompanied by recording of the condition and fluency of Class VII students' memorization, as well as behavior.

3. Results and Discussion

Learning is a very crucial need for students. Learning is a responsibility and obligation for students (Siambaton, 2016). Without learning, students do not progress in science. They will stagnate and not develop or move forward. That is the urgency of learning for students. As time progresses, technology becomes increasingly advanced and modern, which becomes a challenge for students and educators or teachers. Technology that is developing rapidly in this era of globalization means that information can spread quickly. All information can reach the general public without exception. There is positive and negative information that can spread so easily. If the dissemination of this information is not properly restricted, it will have an impact on students' desire to learn. Especially in teaching and learning activities, students can experience boredom in the process of exploring knowledge for their future. Technological developments are also the cause of changes in learning activities.

The learning process cannot be equated with learning in the past, new innovations are needed to arouse students' enthusiasm for learning (Imania & Bariah, 2019). The aim is so that students do not feel bored and this has fatal consequences for the students themselves. Educators or Islamic Religious Education Teachers need to innovate or make new breakthroughs for students in conveying Islamic religious knowledge. Islamic Religious Education Teachers need to emphasize coaching the morals and character of their students in accordance with the instructions of Islamic teachings.

Memorizing the Al-Qur'an is developed in every Islamic educational institution, both schools and madrasas, because it is an effort to maintain the originality of the Al-Qur'an, which is an absolute obligation for Muslims, to form noble individuals and increase intelligence. The formation of a noble and intelligent person, namely a person who is devoted to Allah and His Messenger, and progress in the field of science are the educational goals and characteristics of an advanced Islamic educational institution. The success of the Al-Qur'an tahfidz program in an Islamic educational institution is a bridge towards achieving excellence in other scientific disciplines (Howatt & Smith, 2014). Therefore,

making the tahfidz Al-Qur'an program a success for educational institutions is important. Based on the failure factors as mentioned above, there are several strategies that can be applied for Islamic educational institutions that manage the Al-Qur'an tahfidz program. First, improve and perfect the management of tahfidz al-Qur'an by implementing the following strategy: schools/madrasahs must determine the right time. The time must be such that it does not interfere with other class hours. Choosing the right time will support students' concentration in memorizing the Qur'an, eliminate boredom and renew enthusiasm. A good time to memorize the Qur'an is in the morning before other activities start at SMP Muhammadiyah 8 Medan which are in the afternoon, it is suitable to be carried out at the start of learning. Teachers are a very important component in the process of teaching and learning activities and guiding students. A teacher participates in forming potential, guiding and developing students in achieving learning goals. Surely in the middle of the process of these activities you will encounter several obstacles. One of them is that students feel bored in the middle of the process of delivering science material delivered by the teacher and can no longer focus on learning. Apart from being an educator, the role of teachers is also to be a motivator for their students, especially Islamic Religious Education Teachers. Because it has a high role in forming the character or morals of students. So that students do not dare not pay attention to the teacher in class and so do not experience boredom in the teaching and learning process activities. Educators or Islamic Religious Education Teachers need to make new strategies or breakthroughs for students in conveying Islamic religious knowledge. Islamic Religious Education Teachers need to emphasize coaching the morals and character of their students in accordance with the instructions of Islamic teachings.

Student boredom in learning Tahfidz AL-Qur'an

Even though Allah has made it easier for His servants to memorize and study the Qur'an, in reality many people still find it difficult to memorize the Qur'an (Saichaie, 2020). The enthusiasm that has developed in formal schools to open Al-Qur'an memorization learning programs has in fact still not been completely successful in achieving the target, in fact many have experienced failures. Some of the causes of failure in implementing tahfidz Al-Qur'an learning in formal schools include:

First, weak tahfidz management implemented by educational institutions. This management includes time, place and environment management, as well as memorizing material. Regarding time, namely the difficulty of dividing and managing time between school/madrasah lesson hours and memorization lesson hours is an obstacle for prospective memorizers. Especially if this happens in higher education where each student often experiences the same lecture hours as memorization hours. Regarding four and the environment, what is usually a problem is the lack of comfort in the place. The noisy and noisy atmosphere can disturb the concentration of those memorizing the Qur'an. Meanwhile, memorizing material is not determined periodically, for example, daily material, weekly material, monthly material, semester material and annual material.

Second, the less active role of tahfidz teachers/instructors in guiding and motivating students to memorize the Qur'an. The excessive busyness of tahfidz

teachers makes it difficult for memorizers to add to their memorization or repeat their memorization face to face. In addition, the lack of teacher motivation greatly affects the quality and quantity of memorization by memorizers. This could start from a lack of tahfidz teachers in the institution or motivation that is rarely provided by superiors.

Third, the mechanisms and methods applied by tahfidz teachers. Umi Kaltsum observed that tahfidz instructors usually only emphasize "increasing memorization", for example 1 or 2 verses a day, without any emphasis on takrir or repeating verses that have been memorized. ²¹ As a result, in quantity, the number of students memorized increases, but often forget the verses that have been memorized previously. Apart from that, memorizing too quickly without accompanying it can also cause boredom in the memorizer.

Fourth, weak parental support. Parents usually feel sorry for their children who seem to be too burdened with heavy tasks, both regarding coursework at school/madra and memorizing the Qur'an, so that they make no effort to guide their children by memorizing them at home. Sometimes they also think that the tahfidz program at school is just an extracurricular program so it is not important to take it seriously.

Fifth, weak control and motivation from superiors. The school/madrasah principal as the leader only submits completely to the instructor the patterns or methods applied without carrying out control and evaluation from the leadership itself. Control is usually still carried out but through one of the representatives or another appointed party. Apart from that, school/madrasah principals also rarely provide direct motivation, both to tahfidz teachers and to students who memorize the Qur'an. This has a big impact on the smooth conditions of learning in the tahfidz Al-Qur'an program in schools because of the lack of responsibility.

Learning Strategy

Memorizing the Qur'an is urgent to be developed in every Islamic educational institution, both schools and madrasahs, because it is an effort to maintain the originality of the Qur'an, which is an absolute obligation for Muslims, to form noble individuals and increase intelligence (O'Byrne & Pytash, 2015). The formation of a noble and intelligent person, namely a person who is devoted to Allah and His Messenger, and progress in the field of science are the educational goals and characteristics of an advanced Islamic educational institution. The success of the Al-Qur'an tahfidz program in an Islamic educational institution is a bridge towards achieving excellence in other scientific disciplines. Therefore, making the tahfidz Al-Qur'an program a success for educational institutions is important.

4. Conclusion

SMP Muhammadiyah 8 Medan is a school that has been established since 1078. Based on the discussion above, the conclusion of this article is that Islamic religious education is education that can certainly build students' morals or character. However, this really depends on the learning strategy used. Using an inappropriate strategy will certainly not be able to achieve the specified results. The indicators for the success of Tahfids learning that have been determined are

also oriented towards the affective domain, not only the cognitive and psychomotor domain. It is necessary to prepare an attitude assessment format, both in the form of a check list and a range scale. Apart from that, PAI teachers also need to act firmly with physical punishments which can have a deterrent effect on students, for example, if students cannot memorize what has been assigned by the teacher, then as a teacher act firmly, if necessary give punishment such as standing up. in front of lifting one leg with this punishment the student will feel embarrassed and will be even more active in memorizing.

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