PERBAIKAN

PROTEKSI ISI PROPOSAL

PROPOSAL PENELITIAN 2018

ID Proposal: df77d233-94aa-4f70-9678-0179448d2206
Rencana Pelaksanaan Penelitian: tahun 2019 s.d. tahun 2019

1. JUDUL PENELITIAN

EFEKTIFITAS METODE "DIFA" DALAM MENGHAFAL AL-QUR'AN DI PONDOK PESANTREN BAQIYAT AL-SA'DIYAH KABUPATEN INDRAGIRI HILIR RIAU

Bidang Fokus RIRN / Bidang Unggulan Perguruan Tinggi	Tema	Topik (jika ada)	Rumpun Bidang Ilmu
Sosial Humaniora, Seni Budaya, Pendidikan Penelitian Lapangan Dalam Negeri (Kecil)	Pendidikan	Hasil pendidikan dan pembentukan karakter bangsa	Pendidikan Sosiologi dan Antropologi

Kategori (Kompetitif Nasional/ Desentralisasi/ Penugasan)	Skema Penelitian	Strata (Dasar/ Terapan/ Pengembangan)	SBK (Dasar, Terapan, Pengembangan)	Target Akhir TKT	Lama Penelitian (Tahun)
Penelitian Kompetitif Nasional	Penelitian Dosen Pemula	SBK Riset Pembinaan/Kapasitas	SBK Riset Pembinaan/Kapasitas	2	1

2. IDENTITAS PENGUSUL

Nama, Peran	Perguruan Tinggi/ Institusi	Program Studi/ Bagian	Bidang Tugas	ID Sinta	H-Index
RIDHOUL WAHIDI Ketua Pengusul	Universitas Islam Indragiri	Ilmu Al-Qur'an dan Tafsir		6587024	0
NURMADIAH Anggota Pengusul 1	Universitas Islam Indragiri	Manajemen Pendidikan Islam	analisa metode	6586840	0
ASMARIANI Anggota Pengusul 2	Universitas Islam Indragiri	Manajemen Pendidikan Islam	laporan	6586834	0

3. MITRA KERJASAMA PENELITIAN (JIKA ADA)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama, yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra

4. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

Tahun Luaran	Jenis Luaran	Status target capaian (*accepted, published, terdaftar atau granted, atau status lainnya*)	Keterangan (*url dan nama jurnal, penerbit, url paten, keterangan sejenis lainnya*)
1	Publikasi Ilmiah Jurnal Nasional Terakreditasi	accepted/published	al-Afkar

Luaran Tambahan

Tahun Luaran	Jenis Luaran	Status target capaian (*accepted, published, terdaftar atau granted, atau status lainnya*)	Keterangan (*url dan nama jurnal, penerbit, url paten, keterangan sejenis lainnya*)
1	Hak Cipta	granted	-

5. ANGGARAN

Rencana anggaran biaya PPM mengacu pada PMK yang berlaku dengan besaran minimum dan maksimum sebagaimana diatur pada buku Panduan Penelitian dan Pengabdian kepada Masyarakat Edisi 12.

Total RAB 1 Tahun Rp. 19,078,000

Tahun 1 Total Rp. 19,078,000

Jenis Pembelanjaan	Item	Satuan	Vol.	Biaya Satuan	Total
Analisis Data	HR Pengolah Data	P (penelitian)	1	1,000,000	1,000,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya Publikasi artikel di Jurnal Nasional	Paket	1	300,000	300,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Luaran KI (paten, hak cipta dll)	Paket	1	1,503,000	1,503,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya penyusunan buku termasuk book chapter	Paket	1	1,000,000	1,000,000
Pengumpulan Data	HR Sekretariat/Administrasi Peneliti	OB	2	200,000	400,000
Bahan	Bahan Penelitian (Habis Pakai)	Unit	3	175,000	525,000
Pengumpulan Data	FGD persiapan penelitian	Paket	3	50,000	150,000
Pengumpulan Data	HR Pembantu Peneliti	OJ	5	150,000	750,000
Pengumpulan Data	Transport	OK (kali)	5	200,000	1,000,000
Pengumpulan Data	Tiket	OK (kali)	5	300,000	1,500,000
Pengumpulan Data	Uang Harian	OH	5	150,000	750,000
Pengumpulan Data	Penginapan	OH	5	150,000	750,000
Pengumpulan Data	Uang harian rapat di dalam kantor	OH	5	50,000	250,000
Pengumpulan Data	Uang harian rapat di luar	OH	5	100,000	500,000

Jenis Pembelanjaan	Item	Satuan	Vol.	Biaya Satuan	Total
	kantor				
Pengumpulan Data	HR Pembantu Lapangan	OH	5	150,000	750,000
Sewa Peralatan	Transport penelitian	OK (kali)	5	50,000	250,000
Pengumpulan Data	HR Petugas Survei	OH/OR	10	200,000	2,000,000
Bahan	ATK	Paket	60	5,000	300,000
Bahan	Barang Persediaan	Unit	60	45,000	2,700,000
Pengumpulan Data	Biaya konsumsi	OH	60	45,000	2,700,000

Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

Menghafal al-Qur'an di pesantren yang secara khusus membuka program menghafal sudah menjadi ternd sekaligus menjadi *icon* bagi pesantren-pesantren salaf bahkan pesantren modern. Pesantren-pesantren tahfiz yang berafiliasi salaf dan modern menjadikan program hafalan sebagai syarat wajib kenaikan kelas bahkan syarat mengambil ijazah sekolah/pesantren. Kendala yang dihadapi cukup kompleks, karena kesibukan jadwal pesantren dan menghafal harus dilakukan secara bersamaan, sehingga kurang efektif kegiatan menghafalnya. Selain itu, kemampuan setiap santri dalam menghafal juga berbeda-beda, hal ini disebabkan oleh faktor background pendidikan sebelumnya yang beragam. Bagi santri yang mampu mengefektifkan waktunya akan dapat menghafal secara baik, sebaliknya bagi santri yang tidak dapat memanfaatkan waktu secara efektif otomatis menemukan banyak kendala, akibatnya gagal dalam menghafal. Jadi, persoalaan utama yang muncul adalah santri belum bisa mengefektifkan waktu menambah dan mengulang hafalan disela kesibukan belajar di pesantren, belum lagi kesibukan ekstrakulikuler yang cukup banyak. Karenanya penelitian ini mengimplementasikan buku penulis berjudul *"hafal alQur'an meski sibuk sekolah"* dengan no ISBN 9786020431796 yang diterbitkan oleh PT Elex Media Komputindo pada hari Senin, 17 Juli 2017. Buku ini menawarkan metode "DIFA", yakni metode bagaimana cara cepat dan efektif dalam menghafal al-Qur'an meski disibukkan dengan kegiatan pesantren/sekolah sekaligus menjadi acuan metode menghafal al-Qur'an di pesantren/sekolah agar efektif sehingga menghasilkan santri-santri/siswa yang mumpuni dalam hafalannya sesuai target dan standar pesantren Baqiyatu Sa'diyah Kabupaten Indragiri Hilir. Unsur kebaruan dalam penelitian ini adalah ditemukannya metode baru yang efektif bagi santri dalam menghafal al-Qur'an.

Kata kunci maksimal 5 kata

efektifitas, menghafal, santri/santriwati, pesantren

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG

Saat ini kesadaran umat Islam untuk menghafal al-Quran semakin besar. Buktinya banyak dijumpai pondok-pondok yang didalamnya mengajarkan program tahfidz atau hafalan al-Qur'an. Di pondok pesantren al-Baqiyat al-Sa'diyah Kabupaten Indragiri Hilir yang berjumlah kurang lebih 300 santri mukim (menetap di pesantren), mayoritas santrinya adalah menghafalkan al-Qur'an. Sekian banyak santri yang mukim di pondok tersebut, terdapat dua kelompok yaitu santri yang hanya mondok saja dan santri mondok sekaligus menghafalkan al-Qur'an.

Dilihat dari kondisi santri penghafal al-Qur'an yang ada di pondok pesantren al-Baqiyat al-Sa'diyah itu tidak kurang dari 50 santri putra dan putri yang menghafal al-Qur'an. Dalam menghafal al-Qur'an para santri menemui kendala yang cukup kompleks, karena kesibukan

jadwal pesantren dan menghafal harus dilakukan secara bersamaan, sehingga kurang efektif kegiatan menghafalnya. Selain itu, kemampuan setiap santri dalam menghafal juga berbeda-beda, hal ini disebabkan oleh faktor background pendidikan sebelumnya yang beragam (ada yang kesulitan menghafal disebabkan belum bisa membaca al-Qur'an dan ada yang sudah bisa membaca al-Qur'an, sehingga mudah menghafalnya). Sehingga diantara santri memiliki hafalan yang berbeda-beda. Secara garis besar hafalan al-Qur'an pada santri dikategorikan baik dan kurang baik. Hafalan yang baik dapat dilihat dari ketepatan bacaan al-Qur'annya (sesuai dengan tajwid, serta kelancaran dalam mengucapkan hafalan). Sedangkan hafalan yang kurang baik adalah ketika membaca belum sesuai dengan tajwid, kadang masih terjadi kekeliruan dan kurang lancar pada hafalannya dikarenakan kurangnya muraja'ah (pengulangan). Berdasarkan temuan permasalahan ini, maka yang menjadi persoalan utama adalah santri belum mampu mengfektifkan waktunya untuk menghafal al-Qur'an dan akibatnya akan gagal dalam menghafal al-Qur'an.

Tujuan Khusus Penelitian

Ada beberapa tujuan khusus dari penelitian ini, diantaranya adalah sebagai berikut:

1. Mengetahui bagaimana pelaksanaan metode DIFA" dalam menghafal al-Qur'an di Pondok Pesantren al-Baqiyat al-Sa'diyah

2. Mengetahui efektifitas santri dalam menghafal al-Qur'an melalui metode "DIFA" di Pondok Pesantren al-Baqiyat al-Sa'diyah

3. Mengetahui faktor pendukung dan penghambat dalam menghafal al-Qur'an melalui metode "DIFA" di Pondok Pesantren al-Baqiyat al-Sa'diyah

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Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA

1. **Pengertian Aktivitas Menghafal Al-Qur'an**

Dalam Kamus Besar Bahasa Indonesia, kata aktivitas diartikan sebagai keaktifan dan kegiatan (2008). Menurut Zakiah Darajat (2011), aktivitas adalah melakukan sesuatu dibawa ke arah perkembangan jasmani dan rohaninya. Dalam psikologi, aktivitas adalah sebuah konsep yang mengandung arti fungsi individu dalam interaksinya dengan sekitarnya. Dari definisi ini, dapat disimpulkan bahwa aktivitas adalah melakukan suatu kegiatan baik dalam bentuk jasmani ataupun rohani dalam hubungannya berinteraksi dengan lingkungan sekitarnya.

Dalam Kamus Besar Bahasa Indonesia (2008) disebutkan bahwa menghafal berasal dari kata hafal yang artinya telah masuk di ingatan, dapat mengucapkan diluar kepala (tanpa melihat buku atau catatan lain). Sedangkan menghafal artinya berusaha meresapkan ke pikiran agar

selalu ingat. Secara istilah, pengertian menghafal sebagaimana ditulis oleh Baharuddin (2010), menghafal adalah menanamkan asosiasi ke dalam jiwa.

Abdul Djalal (2000) memberikan definis al-Qur'an sebagai kalam Allah yang mu'jiz, diturunkan kepada Nabi dan Rosul penghabisan dengan perantaraan Malaikat Jibril, tertulis dalam mushaf yang dinukilkan kepada kita secara mutawatir, membacanya merupakan ibadah, yang dimulai dari surah Al-Fatihah dan diakhiri dengan surah An-Nas. Secara istilah al-Qur'an sebagaimana ditulis Munzir Hitami (2012), Al-Qur'an pada umumnya didefinisikan sebagai kata-kata Allah yang azaly, yang diturunkan kepada Nabi Muhammad melalui Jibril, yang tertulis pada mushaf, yang ditransmisikan secara mutawatir, menjadi petunjuk bagi manusia, dan yang membacanya sebagai ibadah.

Concep Map Prinsip menghafal efektif

Concep Map prinsip menghafal efektif dideskripsikan dalam bentuk gambar berikut:
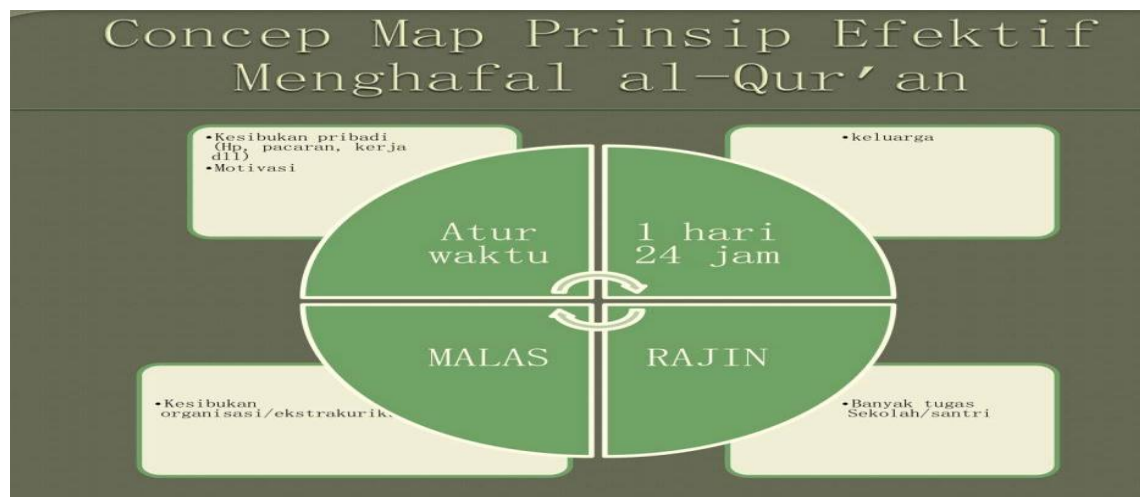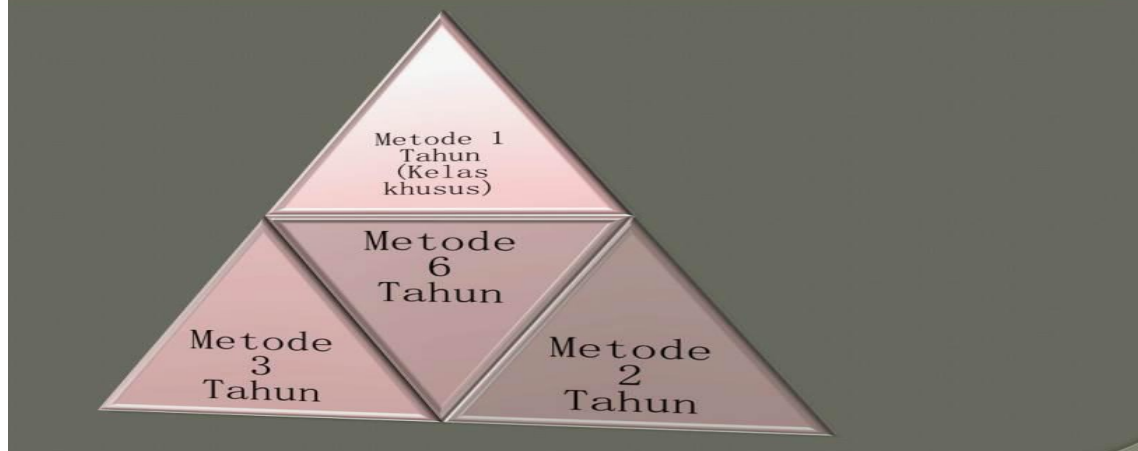
Metode "DIFA" dalam menghafal al-Qur'an

Metode "DIFA" ini merupakan pengembangan dari konsep sebuah buku yang ditulis oleh Ridhoul Wahidi yang berjudul, *"hafal alQur'an meski sibuk sekolah"* dengan no ISBN 9786020431796 yang diterbitkan oleh PT Elex Media Komputindo tahun 2017. Adapun maksud metode "DIFA", yakni singkatan dari "**Di** *Ingat* **Di** *Fahami* **Di** *Amalkan*". Konsep dalam buku ini menjelaskan bagaimana metode cepat dan efektif dalam menghafal al-Qur'an meski disibukkan dengan kegiatan pesantren/sekolah. Dalam buku ini dijelaskan aspek-aspek sebagai berikut:

a. Memilih waktu yang tepat untuk menghafal dan mengulang hafalan

b. Tahap-tahap dalam proses menghafal Alquran

c. Kendala calon penghafal Alquran dan solusinya

d. Kiat membuat, menjaga, dan mengulang hafalan Alquran

e. Untuk menambah motivasi, buku ini dilengkapi dengan kisah-kisah inspirasi, seperti, Bagaimana Rasulullah Membaca dan Memahami Alquran?, Bagaimana Salafus Shalih dalam Membaca dan Memahami Alquran? Dan Kisah-kisah Sukses Penghafal Alquran Meski Sibuk Sekolah

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengusul sesuai tahapan penelitian yang diusulkan.
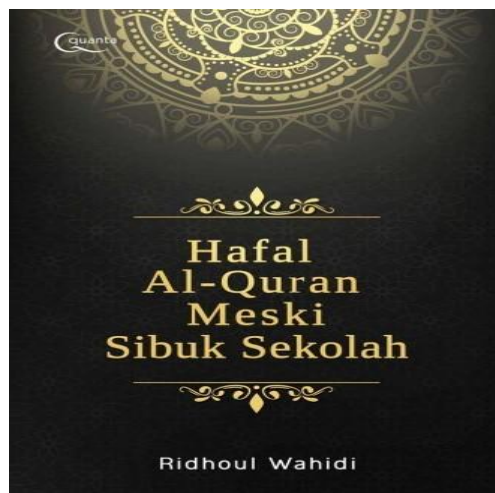
METODE
Metode Penelitian

1.1. Waktu dan Tempat Penelitian

Adapun waktu pelaksanaan penelitian ini mulai dari tanggal **17 Agustus sampai 30 Desember 2018.** Tempat penelitian ini dilakukan di Pondok Pesantren al-Baqiyat al-Sa'diyah Kabupaten Indragiri Hilir. Dipilihnya pesantren ini sebagai fokus penelitian berdasarkan hasil pantauan awal diketahui bahwa pesantren ini merupakan salah satu pesantren di Kabupaten Indragiri Hilir yang menerapkan program menghafal al-Qur'an. Hal ini dapat dibuktikan dengan banyaknya kontingen dalam even Musabaqah Tilawatil Qur'an cabang Tahfiz yang berasal dari pesantren al-Baqiyat al-Sa'diyah baik tingkat Kabupaten maupun tingkat Provinsi Riau dibanding pesantren-pesantren lainnya yang berada di Kabupaten Indragiri Hilir.

1.2. Bahan dan Alat

Adapun materi dalam penelitian ini adalah implementasi konsep penelitian buku penulis sendiri yang berjudul, *"hafal alQur'an meski sibuk sekolah"*, no ISBN 9786020431796 dengan penerbit PT Elex Media Komputindo tahun 2017.

1.3. Metode Penelitian

Penelitian ini merupakan penelitian kuantitatif lapangan yang menggunakan metode survey dengan teknik analisis regresi sederhana. Teknik pengambilan sampel menggunakan random sampling dengan jumplah sampel 45 santri. Sedangkan teknik pengumpulan data menggunakan instrumen angket, observasi, dan dokumentasi. Data yang terkumpul dianalisis dengan menggunakan analisis product moment dan regresi sederhana.

1.4. Tahapan Penelitian
1.4.1. Persiapan Media Menghafal

Adapun persiapan yang dilakukan dalam media menghafal al-Qur'an adalah sebagai berikut:

1. Membaca ayat yang akan dihafal dihadapan ahli Qur'an
2. Menghafal Ayat-ayat
3. Setoran
4. Mengulang Hafalan
5. Pemantapan

1.4.2. Teknik efektif metode "DIFA" dalam Menghafal al-Qur'an

Adapun teknik efektif menghafal al-Qur'an menggunakan metode "DIFA" adalah sebagao berikut:

a. Menggunakan satu jenis mushaf.
b. Memberikan tanda di setiap ayat yang memiliki kesamaan redaksi ayat.
c. Mempelajari makna dan kata-kata dari ayat yang akan dihafal.
d. Memahami kaidah-kaidah bahasa Arab, seperti kaidah nahwu.
e. Menentukan Salah Satu Metode Menghafal al-Qur'an (Ayat per Ayat, Lima baris lima baris, Satu Halaman, dan model jama'ah)

1.4.3. Analisis Data Efektifitas Menghafal Al-Qur'an

Menurut Sugiyono (2010) teknik analisis data merupakan kegiatan setelah data dari seluruh responden atau sumber data lain terkumpul. Analisis data diartikan sebagai upaya mengolah data menjadi informasi, sehingga karakteristik atau sifat-sifat data tersebut dapat dengan mudah dipahami dan bermanfaat untuk menjawab masalah-masalah yang berkaitan dengan penelitian.

Setelah data terkumpul, maka tahapan selanjutnya adalah melakukan analisis data, yakni teknik analisis statistik yang menghitung nilai dan kuantitas dengan cara memberikan penilaian atas jawaban angket yang telah disebarkan kepada responden, dimana masing-masing item diberi alternatif jawaban dengan skor yang tidak sama. Adapun jawaban dalam pertanyaan tersebut adalah : selalu, sering, kadangkadang, dan tidak pernah. Adapun kriteria penilaian untuk pertanyaan positif adalah sebagai berikut: 1) Untuk pilihan jawaban A diberi skor 4. 2) Untuk pilihan jawaban B diberi skor 3. 3) Untuk pilihan jawaban C diberi skor 2. Uji analisis data menggunakan software SPSS ver 17.

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Persiapan penelitian dan survey di lokasi (bulan 4)				x								
2	Persiapan alat untuk penelitian di lokasi (bulan 4)				x								
3	Pengambilan data dan penyuluhan di lokasi Penelitian (bulan ke 5-8)					x	x	x	x				
4	Wawancara dengan guru dan santri (bulan ke 5-8)					x	x	x	x				
5	Analisis data penelitian (bulan ke 9)									x			
6	Menulis Laporan (bulan ke 10)										x	X	

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

DAFTAR PUSTAKA
1. Abdul Djalal, *Ulumul Qur'an,* Surabaya: Dunia Ilmu, 2000.

2. Baharuddin, *Psikologi Pendidikan,* Jogjakarta: Ar Ruzz Media, 2010

3. Biker Pintar, "Pengertian dan Arti Aktivitas", http://hondacbmodifikasi.com, diakses 14 Agustus 2018

4. Munzir Hitami, *Pengantar Studi Al-Qur'an,* Yogyakarta: LkiS Printing Cemerlang, 2012

5. Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuntitatif, Kualitatif, R & D)*, Bandung: Penerbit Alfbeta, 2010

6. Zakiah drajat, *Metodik Khusus Pengajaran Agama Islam,* Jakarta: Bumi Aksara, 2011.

LAMPIRAN 1. BIODATA PENGUSUL

A. BIODATA KETUA PENGUSUL

Nama	RIDHOUL WAHIDI S.Th.I, MA
NIDN/NIDK	1014108601
Pangkat/Jabatan	-/Tidak Punya
E-mail	dhoul_faqoet@yahoo.co.id
ID Sinta	6587024
h-Index	0

Publikasi di Jurnal Internasional terindeks

No	Judul Artikel	Peran (First author, Corresponding author, atau co-author)	Nama Jurnal, Tahun terbit, Volume, Nomor, P-ISSN/E-ISSN	URL artikel (jika ada)

Publikasi di Jurnal Nasional Terakreditasi Peringkat 1 dan 2

No	Judul Artikel	Peran (First author, Corresponding author, atau co-author)	Nama Jurnal, Tahun terbit, Volume, Nomor, P-ISSN/E-ISSN	URL artikel (jika ada)
1	Syaikh Abdul Latief Syakur's View on Moral Values in Tafsīr Surah Al-Mukminūn	first author	ESENSIA: Jurnal Ilmu-Ilmu Ushuluddin, 2018, 19, 1, 1411-3775	http://ejournal.uin-
2	Pola-pola penggunaan kata Isim dan Fi'il dalam Al-Qur'an	first author	Jurnal Arabiyat, 2014, 1, 2, 2356-153X	http://journal.uinjk

Prosiding seminar/konverensi internasional terindeks

No	Judul Artikel	Peran (First author, Corresponding author, atau co-author)	Nama Jurnal, Tahun terbit, Volume, Nomor, P-ISSN/E-ISSN	URL artikel (jika ada)
1	CORAK FIQIH DALAM TAFSIR AL-AHKAM KARYA ULAMA NUSANTARA (TELA'AH SIRAH ATAS KARYA ABDUL HALIM HASAN BINJAI)	first author	3rd International Conference on Arabic Studies and Islamic Civilization, 2-16, 3, 1, 978-967-0792-08-8	http://WorldConferen
2	Mubahalah Perspektif al-Qur'an dan Hadis	first author	International Seminar on Islamic Studies, To Strengthen the Image of Islamic Studies in Tafaqquh fi al-Dīen, 2014, 7, 34, 978-602-71654-0-3	http://repo.iainbuki

Buku

No	Judul Buku	Tahun Penerbitan	ISBN	Penerbit	URL (jika ada)

1	Hafal alquran meski sibuk sekolah	2017	978-602-04-3179-6	PT Elex Media Komputindo	elexmedia.id
2	Sukses menghafal al-Qur'an saat kuliah	2016	978-602-7701-93-9	Real Books/semesta hikmah	https://semestahikma

Perolehan KI

No	Judul KI	Tahun Perolehan	Jenis KI	Nomor	Status KI (terdaftar/granted)	URL (jika ada)

B. ANGGOTA PENGUSUL 1

Nama	NURMADIAH
NIDN/NIDK	1003068102
Pangkat/Jabatan	-/Tidak Punya
E-mail	nurmadiahmalika@gmail.com
ID Sinta	6586840
h-Index	0

Publikasi di Jurnal Internasional terindeks

No	Judul Artikel	Peran (First author, Corresponding author, atau co-author)	Nama Jurnal, Tahun terbit, Volume, Nomor, P-ISSN/E-ISSN	URL artikel (jika ada)

Publikasi di Jurnal Nasional Terakreditasi Peringkat 1 dan 2

No	Judul Artikel	Peran (First author, Corresponding author, atau co-author)	Nama Jurnal, Tahun terbit, Volume, Nomor, P-ISSN/E-ISSN	URL artikel (jika ada)

Prosiding seminar/konverensi internasional terindeks

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Perolehan KI

No	Judul KI	Tahun Perolehan	Jenis KI	Nomor	Status KI (terdaftar/granted)	URL (jika ada)

C. ANGGOTA PENGUSUL 2

Nama	ASMARIANI
NIDN/NIDK	1009058101
Pangkat/Jabatan	-/Tidak Punya
E-mail	asmarianinazifa@gmail.com
ID Sinta	6586834
h-Index	0

Publikasi di Jurnal Internasional terindeks

No	Judul Artikel	Peran (First author, Corresponding author, atau co-author)	Nama Jurnal, Tahun terbit, Volume, Nomor, P-ISSN/E-ISSN	URL artikel (jika ada)

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PERSETUJUAN USULAN

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5 Oktober 2018	8 Oktober 2018	ZAINAL ARIFIN S.E., M.E	Ketua LPPM	Lembaga Penelitian Dan Pengabdian Masyarakat Universitas Islam Indragiri

SURAT PERNYATAAN TANGGUNG JAWAB BELANJA

Yang bertanda tangan di bawah ini :

Nama   :   Dr. Ridhoul Wahidi, S.Th.I, MA
Alamat   :   Jl. Baharudin Yusuf No 90

berdasarkan Surat Keputusan Nomor 7/E/KPT/2019   dan Perjanjian / Kontrak Nomor 2684/L4/PP/2019 mendapatkan Anggaran Penelitian, *"Efektifitas Metode "Difa" Dalam Menghafal Al-Qur'an Di Pondok Pesantren Baqiyat Al-Sa'diyah Kabupaten Indragiri Hilir Riau"* sebesar Rp. 19,078,000.

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Tembilahan 14 September 2019
Ketua,

Dr. Ridhoul Wahidi, S.Th.I, MA
NIDN. 101401086

The Effectivity of "DIFA" Method in Memorizing the Quran at Baqiyat al-Sa'diyah Islamic Boarding School, Indragiri Hilir Riau.

Ridhoul Wahidi
Lecturer in Quranic Studies and Exegesis, Faculty of Islamic Studies at Indragiri Islamic University

Asmariani
email: endri_kh@yahoo.co.id
Lecturer in Management of Islamic Education, Faculty of Islamic Studies at Indragiri Islamic University

Nurmadiah
email: nurma_zaki@yahoo.com
Lecturer in Management of Islamic Education, Faculty of Islamic Studies at Indragiri Islamic University

Abstract

This paper examines DIFA Method in memorizing the Quran at Baqiyat al-Sa'diyah Islamic Boarding School, Indragiri Hilir Riau. This research aims to find out how the practice of Difa Method is, to uncover the santri's effectiveness, and to cognize contributing and obstacling factors in memorizing the Quran by using Difa Method at Baqiyat al-Sa'diyah Islamic Boarding School. This is a qualitative field research with survey method. We use simple regression as analysis techinic and use sent-questionnaires, observation, and documentation as data collection method. The data will be analyzed by using product moment analysis and simple regression. The result shows that some santris can memorize the Quran within only 3-6 years. The contributing factors are the student/santri and the educators/teachers. The obstacling factor are also the students attitude, such as laziness and exhaustion, which extremely impacts them in memorizing the Quran; schedule factor, the students have to spend most of their time in memorizing (*ḥifẓ*) and repeating (*murāja'a*); the teacher factor, it is that the number of the adaquate teachers would effect significantlty for successing the program. The data shows also one of the obstacling aspects on Quran memorizing program with Difa method is the small number of teacher in *tahfiz* field at Baqiyat al-Sa'diyah Islamic Boarding School.

Keywords: Effectivity, DIFA Method, Memorizing the Quran.

A. Introduction

God promises that the Quran is going to be easy for remembrance. This can be showed by many chidren that have memorized the Quran even though they are still in very young age and cannot read the Quran. This phenomena is one of the miracles of the Quran. The god's promise is repeated four times in Surah al-Qomar, "and we have made the Quran easy for remembrance, so is there any who will remember?" (QS al-Qamar: 22). The tradition of memorizing the Quran has massively been implemented in Islamic boarding schools and some schools also have tried to apply Quran memorizing program and obligate their students to memorize the Quran. However, the common problem is difficult to find a spesific refference giving a method and tips for their student. It is an appropriate book for guidelines to those who want to memorize the Quran despite they are involved in school task, organization, and other activities.[1]

Nowadays, the awareness of Muslim to memorize the Quran is getting more and more increased. This is the fact that many Islamic boarding house applies *tahfiz* program. The majority of students at Baqiyat al-Sa'diyah Islamic Boarding School having aproximatelly 300 students staying there, memorize the Quran. The students can be categorized into two grups. One of them is just staying without memorizing the Quran and another one is staying and also memorizing. In the boarding school, there are no less than 50 students, both female dan male, which memorize he Quran.

In memorizing the Quran, the students face complex problem. Because they must inspect school timetables and also memorize the Quran simultaneously, they are uneffectively in memorizing. On the other hands, the abilty of each student is different. This is caused by the variety of their previous educational backgrounds such as there are some students having trouble because they still could not read the Quran, otherwise some students reading the Quran fluently are easy to memorize it. Each student therefore has different achievement.

In general outline, the student's memorization is split into two strands; good and low. Good memorization can be seen by accuracy in reciting the Quran (in both *tajwid* and fluency in reciting memorization. However, low memorization is when their recitation has not yet matched the *tajwid* and sometimes they make some mistakes and have problem in fluency because of lack of repeatatiton. Based on this problem, the main problem is the students have not been able to insure their time to memorize the Quran and it makes them failed in memorization the Quran.

B. Discussion

a. The Profile of Baqiyat al-Sa'diyah Islamic Boarding School, Indragiri Hilir Riau[2]

Early in 2000, KH Abd. Muis Kurnain, a leader of Majlis Ta'lim Miftahussa'adah practicing Qadariyya dan Naqshabandi Tariqa, H. Darmawi Sunan, H. Gito, and Abu Samah were called by KH. Ali b. Syaikh Abd. Wahab, known as "Ayah Tungkal", a leader of Qadariyya dan Naqshabandi Tariqa in Kuala Tungka, Jambi. Ayah Tungkal ordered them to look for a piece of land in Tembilahan, Riau to build an Islamic boarding school named al-Baqiyyatussadiyah. In the beginning, the Islamic boarding school had 17 students and 3 teachers. In 2019, the number of

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[1] Ridhoul Wahidi, *Hafal Alquran Meski Sibuk Sekolah* (Jakarta: Quanta, 2017), p. xx

[2] Data files of Baqiyat al-Sa'diyah Islamic boarding school, Indragiri Hilir Riau

students in different grade—ula, wustha, ulya, tahfiz, and Paket C program—are 592 students with 37 teachers.

1. **Vision, Mission and, Motto**

Vision Statement

To make Pesantren as brenchmarks and standpoint of science in living a life to acheive a measure of happiness and success in this world and after

Mission Statments
1. Enriching knowlegde and experiences in Islamic teaching based on classical Islamic teachings through internal and external programs.
2. Increasing professionalism of teachers and Islamic seminary's staffs
3. Increasing quality of students and standard graduation.
4. Enhancing function and maintaining facilities and infrastructures.
5. Improving cleanness and Islamic boading school's gracefulness.
6. Increasing quality of physical and spiritual healthy of leaders, teachers and students.
7. Building relation with other institutions as associates in increasing quality of classical Islamic seminary

Motto
Being educated, having good act, having dedication to religion, state, and nation, and providing benefits to society.

2. **The location of the Islamic Boarding School and its Operational Licence Document**
   Baqiyat al-Sa'diyah Islamic Boarding School in Indragiri Hilir Riau is located in Jl. Sinar Harapan Parit 6. It has got operational licence form the Ministry of Religion Affairs in Inhil district with desicion later number: Kd.04.05/PPs.04/001/2016, the set of decicion later: on January, 28th 2016, act as: January, 28th 2016, valid until: December, 31st 2020.

3. **Evaluation and "Tahfidz Al Quran" Competency System**
   Ula level (basic)

Uraian	≤ 30 *juzu'*	≤ 2 *juzu'*	≤ 5 *Juzu'*	≤ 10 *Juzu'*	≤ 20 *Juzu'*	≤ 30 *Juzu'*
1st Grade						
2nd Grade						
3th Grade						
4th Grade						
5th Grade						
6th Grade						

Wustha level
(intermediate)

Uraian	≤ Juz 30	≤ 2 Juz	≤ 5 Juz	≤ 10 Juz	≤ 20 Juz	≤ 30 Juz
7th Grade						
8th Grade						
9th Grade						

Ulya Level (Upper)

Uraian	≤ Juz 30	≤ 2 Juz	≤ 5 Juz	≤ 10 Juz	≤ 20 Juz	≤ 30 Juz
10th Grade						
11th Grade						
12th Grade						

b. **The Effectiveness of DIFA Method in Memorizing the Quran at Baqiyat al-Sa'diyah Islamic Boarding School, Indragiri Hilir Riau**

Effectiveness is how an organization get successfully and make resourses useful in efforting its goals. Based on the definition, it can be showed that effectiveness relates to accomplishment of the main assignments, reach of goals, the timekeeping, and the presence of active participation of members.[3]

As above, it can be understood that an effectiveness is about a relation between hoped result and result which is actually reached has a corelation between ouput and goals. The bigger the contribution, the more effective the organization, program, and activities. To know the effectify of Difa method imlementation in memorizing the Quran at Baqiyat al-Sa'diyah, it can be seen by the output of the Quran memorization program

The purpose of memorizing program using DIFA Method in memorization the Quran at Baqiyat al-Sa'diyah Islamic Boarding School is mentioned by Ustadz Fahdi, as person in charge of the program:

"to make students that have completely memorized the Quran 30 *juzu'* targeted in term of six years, besides, the students could understand Islamic teachings such as faith,

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[3] E. Mulyasa, *Kurikulum Berbasis Kompentensi*, (Bandung: PT. Remaja Rosda Karya, 2004), p. 89

ethics, history, hadith, Islamic jurisprudence, grammar, and other materials supporting to study Islam. [This program is also] to improve students' faith, their worship, and their ethic. [4]

To attain a goal, it needs to make some strategies. The strategies having been done by the Islamic boarding school to reach goals in memorization program are brought by Ustaz Yusuf:

"First, the Islamic boarding school authorities have compared in study with other institutions to find out some information and concepts. The authority has formulated the Quran memorization program after getting several suggestions from the comparation program and those who have studied in other Islamic boarding schools so that it relates to student condition upbuilt by Islamic boarding school authorities. For instance, the authority needs to know in the beginning the level of students' competence of the Quran in order that they can be classified into class; class of improving recitation or class of improved recitation. After having entered memorization class, they are focused to memorize choised surahs such as Yasin, al-Rahman, al-Waqiah, al-Mulk, if they have been memorized all of them, they start to memorize the 30th *juz* (Juz Amma) and the next is to memorize the first *juz* of the Quran. [5]

From the strategies held by the school authority to achieve goals in memorization program such as looking for some information and comparing many concepts, the authority clasifies the students into two grups; the students that still cannot recite the Quran and the students that can recite it fluently. This has achieved gratifying result. For instance, there were students that could have memorized the Quran completely (30 *juzu'*) in term of 3-6 years. This shows the effecivity of the program so far. Ustadz Ulul Azmi as a teacher said:

"There are some students memorizing the holy Quran faster than others and there are some falling behind in memorization but they have completely memorized it less than 6 years and repeats their Quran for smoother. It means the *tahfiz* program can be taken less than 6 yeas. However, there are some students who have graduated from the schools but they have not memorized the Quran completely yet and then takes a devotional time to the Islamic boarding school to complete theirs."[6]

Although not all of the students could not commit the Quran to their memory in 6 years because of the difference of their ability, they get near to the *tahfiz* program's goal at the Islamic boarding schools. For instance, there are several students graduating from senior high school and they have not memorized the Quran completely. Nevertheless, theirs is up to 27 *juzu'* and 28 *juzu'* in six years".

According to our interview with an informants; Ustaz Fahdi as someone who responsible for *tahfiz* program, It is the program with DIFA Method in memorization the Quran at Baqiyat al-Sa'diyah Islamic Boarding School have been held effectively, as the following states:

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[4] Interview with ustadz Fahdi on May 2nd, 2019 at 13.00
[5] Interview with ustz Yusuf on May 10th 2019 at 10.00
[6] Interview with Ust. Ulul Azm on May 14th 2018 at 14.00

"For sure, the output will be extremely different with the students not staying in the Islamic boarding school because those who are in it has proper condition and the santris have support stronger to commit the Quran to their memory. It is caused by the curriculum, environtment and set supports to gain the program's goals.[7]

This also is said by Ustadz Djoko, a teacher at Baiyat al-Sa'diyat al-Sa'diyah

This also is mentioned by Ustadz Djoko, a teacher at Baqiyat al-Sa'diyah Islamic boarding school. He suggested "the implementation of "Difa" method in the *tahfiz* has been effective."[8]

Based on the data intervied and the output of the *tahfiz* program, Difa method in memorizing the Quran at Baqiyat al-Sa'diyah Islamic boarding school has attained goal set by the authority and it can be concluded the Difa method in memorization the Quran has implemented effectively.

On the other hands, the effectivity of Difa method could be also viewed by the students' persepctive. This is how the students respon to the Difa method implemented in the *tahfiz* program at Baqiyat al-Sa'diyah. Radit, a student of the Islamic boarding school suggests:

"The impression of memorization of the Quran with Difa method is fascinating. It is caused by that we have memorized some of verses, we then we are impelled to commit other verses to our memory".[9]

The statement is also stated by Amrul, a student at Baqiyat al-Sa'diyah, which relates to the Difa method implementation in memorizing the Quran. He said:

"Alhamdulillah, it is good enough, so I can memorize verses every day and repeat them in front of my teacher beacuse it is easy to memorize the Quran with Difa method."[10]

In another version, Ahmad's statement relating to the Difa method implementation is as follows:

"feel happy because if we make some wrong in memorization, it can be corrected by our teacher directly" [11]

According to the statement of the students staying at Baqiyat al-Sa'diyah, it can be concluded the students have strong feeling that makes them easier to memorize the Quran with the Difa method implemented by the Islamic boarding school authority. This facts the method has been effective.

   c.   **Contributing and obsticling factors in the Difa method implementation**

1.   Contribuing Factors

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[7] Interview with ustadz Fahdi, June 3th, 2019 at 16.00
[8] Interview with ustadz Djoko on June 6th, 2019 at 20.00
[9] Interview with Radit on June 10th, 2019 at 21.00
[10] Interview with Amrul on June 10th, 2019 at 21.00 WIB
[11] Interview with Ahmad on June 10th 2019 at 21.00

The efectifity of the method always corelates with contributing and obsticling factors in memorizing the Quran. The presence of the effective and succesful learning to the Quran is needed some contributing factors. Some of them are as above:

a. The student factor

    According to interview data to the teachers, it is recognized some supporting system in memorizing the Quran with Difa method. Those are mentioned by Ustadz Fahdi

    According to the teachers, the contributing factors in memorization by the Difa method are presented by Ustaz Fahdi, a person in charge of the *tahfiz* program. As follows:

    The supporting factor is the students' desire to commit the Quran to their memory". [12]

    The strong desire is one of the causes influencing significantly in memorization to the Quran. If the students have strong ardor, memorizing the Quran will be easier and they will not give up. Otherwise, if the students do not have high spirit, they will be more difficult to memorize the Quran.

    Another contributing factor is as Ustadz Ulul Azmi said "it is the fluency of the students' recitation"[13] in memorization the Quran, the students have to recite the Quran well and properly in both pronunciation and the *tajwid.* Practicing both of them, the students will make the process of memorizing the Quran easier.

b. The teacher factor

    Beside student factor, another contributing factor is their teachers who have completely memorized the Quran, at Baqiyat al-Sa'diyah Islamic boarding school. It supports highly the effectivity of Difa method. Hence, in the process of its implementation, the students will be guided by their teachers who recite the Quran fluently. This is also reinforced by Ustadz Fahdi's statement. He stated "basically, to correct student's memorization is someone recitating the Quran fluently".[14]

    On the other hands, the teachers at Baqiyat al-Sa'diyah accompany their students in everyday life. Because of it, both of the teachers and their students have a close relationship. This effects to memorize the Quran by using Difa method. As Ustadz Ulul Azmi said: "the relationship between the teachers and their students makes the student comfortable and, like father and his son, this is able to improve their motivation to memorize the Qur'an."[15]

c. Facilty and infrastructure factor

Based on our obsevation and interview, the fasilities and infrastructures of memorizing the Quran at Baqiyat al-Sa'diyah have been adaquate. There is large room that student can memorize the Quran in. However, they do not have to memorize inside the room. They also can memorize it out the room. Ustadz Fadli mentioned:

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[12] Interview on June 15th, 2019 at 17.00
[13] Interview with ustadz Ulul Azmi on June 15th 2019, at 09.00
[14] Interview with ustadz Fahdi on June 25th 2019 at 09.00
[15] Interview with ustadz Ulul Azmi on August 6th 2019 at 20.00

"a number of Quran, a classrom, and a whiteboard, but, they can memorize the Quran inside and out of the room. The classroom is in main building. Some students represent their memorization in mosque and in their teacher house." [16]

Besides, Ustadz Djoko, a teacher at the Islamic Boarding school suggested "the main assignment is to teach the students, but they also guide and control their students. They control students' daily activities in out of their study such their meal and monitor them".[17]

However, Ustadz Mansyur declared as follows:

"to the teachers who staying 24/7 in the boarding school, in addition to check out their students' memorization the Quran, they also teach some traditional Islamic teachings such as the Quran, its interpretion, hadith, Islamic jurisprudence, Ushu al-Fiqh, ethics, sufism, history, Arabic grammar—*nahw, al-Sharf, Balagah--,*theology, logics, astronomy, and others. Moreover, Scruinizing the student's memorization weekly, they also provide speech exercise held on every Saturday night. Besides, there are memorization test, martial art, and *habsy.*.[18]

Based on several assertions, it reveals the male or female teacher and the chief of the Islamic boarding school have good communication with their students in both Quranic learning and daily activities. The teachers spend their time for their students. By the daily regulation, the teachers and the boarding school authority make their students easier to memorize the Quran, especially in memorizing the Quran by using Difa method.

2. Obstacling factor

In a learning process, it has definitely contributing factors and obstacling factors. The same is to implement Difa method in the *tahfiz* program at Baqiyat al-Sa'diyah. The contributing factors are as below:

a. The student

The fluency of student in reciting the Quran is one of the contributing factors in memorization the Quran. Otherwise, if the students stii can not recite it correctly, they will face difficulty to memorize the Quran with Difa method. Ustadz Fahdi stated:

"the problem is about *tawjid* and pronounciation. We have to guide from the beginning, By the targets of the Islamic boarding school, which is in six years to complete their memorization, we must truly lead them until they can recite and memorize the Quran fluently and completely although they start from nothing. We lead them to recite the Quran correctly, both tajwid and makharij al-hurf, we have to guide them". [19]

The authority set a goal the students must complete their memorization in six years starting when they become officially the Islamic boarding school's student. It is level Ula (basic),

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[16] Interview with ustadz Fahdi on 29th June 29th 2019 at 16.00
[17] Interview with Ustaz Djoko on August 1st 2019 at 21.00
[18] Interview with ustadz Mansyur on August 1st 2019 at 21.00
[19]Interview with ustadz Fahdi on August 3th 2019, at 21.00

Wustho (intermediate) and Ulya (upper). Hence, normally a student who enters to the boarding school could recite the Quran. However, there are many students that cannot and their teacher must really guide them anew such as leading them to recite the Quran well and properly, which conforms to the rules of *tajwid*, and to have memorization of the Quran, 30 *juzu'*.

On the other hand, the problem is the student's willingness of studying in *pesantren* (Islamic boarding school). Usually, if people do something based on their will without coercion from someone else, they have high motivation to do it. Otherwise, if someone does a forced thing, he/she will face various problem relating to motivation to do it. As Ustaz Mansyur said:

> The problem of memorizing the Quran is that the majority of the students pick over to study at the pesantren of the others' will, notwithstanding there are some student choosing to study in pesantren by themselves, but it's minority".[20]

This becomes another problem faced by the students but it can be solved by the boarding authority. By providing some activities, step by step they can solve the problem influencing the students in memorizing the Quran, especially those who memorize the Quran with Difa method.

The obstacling factor come from the students themself is usually the problem experiencing by common student in pursuing knowledge, such as laziness, tiredness, sleepy, etc, which the factor cannot free from student's daily activities. Ustadz Ulul Azmi mentioned "the student's problems are laziness, sleepy, etc.".[21] It can be concluded the students' problems can significantly influence to memorize the Quran.

b. Schedule factor

Basically, to memorize the Quran takes a short time. The students who are memorizing the Quran need long time to complete and repeat their memorization to make it fluently by heart. Because of it, they have to spend most of their time to memorize and repeat theirs every day. However, based on our observation and inteview, the students at Baqiyat al-Sa'diyah Islamic boarding school need more time for memorization because of their their busy schedules in school and other activities. This statement was also said by Ustadz Fahdi:

> The problem is timetable factor at the boarding school, which ends at 09.00 pm. The students learn the boarding field after the time. The optional student activities at their school also makes their memorization distrubed. All of the aspects are the schedule factor. There are several suggestion from society learning at the boarding school to provide activities for them but the problem is about schedule setting because the students, beside to memorize the Quran, have to make their school

assigments. Here, if the students are in *Ula* (basic) level, *Wustho,* and *Ulya* cannot set their schedule anymore because their full activities.[22]

The statement as above is also spoken by Ustadz Yusuf as follows:

"the problem is about timing, their time is maybe still cannot be separated. In boarding school focusing only on *tahfiz* Quran and without learning about traditional Islamic teachings, it will always be full of recitation of the Quran, before dusk prayer or after it. However, in this Islamic boarding school, after representing memorization in front of their teachers, nothing recitation can be heard. Also, it is caused by their time used to learn materials of Islamic field set by the boarding school. [23]

c.   The teacher factor

The teacher is human resourses that have important roles for the boarding school to attain their vision, mission, and goal. In baqiyat al-Sa'diyah, there are 592 students and 37 teachers teaching in all levels; *Ula, Wustha,* and *Ulya.* As Joko Untoro suggested:

"The number of students at boarding school are 592 students, it has a few teachers, just 37 teachers. It is far from adaquate number and the boarding does not only focus on *tahfiz* program". [24]

The number of the teachers, which are adaquate, will make good impact in the Quran memorization program by using Difa program. Based on our observation, it is true that the obstacling factor of Difa Program is the number of the teachers, which means teachers who teach in the *tahfiz* program at Baqiyat al-Sa'diyah.

CONCLUSION

This research reveals some conclusion:

1. The implementation of Difa method for memorizing the Quran at Baqiyat al-Sa'diyah Islamic boarding school, Indragiri Hilir Riau has been effective. The strategis used by the authority to gain achievement and goals such as seeking information, comparing many concepts, and clasifaying the students, who still cannot recite the Quran properly and who can recite it, achieve excellent result for instance there are some students who complete their memorization within just 3-6 years.

2. Contributing factor the Difa method implementation is the student factor. In the process of memorizing the Quran the students have to ricite the Quran properly, both recitation and the rules of *tajwid.* By implementing it, the student will be easier to memorize many verses of the Quran. The another one is the teacher factor. They

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[22] Interview with Ustaz Fahdi 6 Agustus 2019 pukul 14.00 WIB
[23] Interview with ustadz Yusuf 6 Agustus 2019 pukul 15.00 WIB.
[24] Interview with ustadz Joko Untoro 02 April 2017 pukul 13.00 WIB)

spend their full time with their students. However, on the obstacling factor, it comes from the students them self such as laziness, sleepy, worn-out, which influences them in memorization the Quran. The another timetable factor is they must spend their most time to memorize and to remember their memorization. The teacher factor is about the number of the teacher concerning in the *tahfiz* program. It will make positive impact to attining good result of a program. According to the data, basically the obctacling factor in implementing Difa program is lack of the teachers who focus on Baqiyat al-Sa'diyah Islamic boarding school.

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Interview with ustadz Yusuf, on May 10th, 2019, at 10.00
Interview with Ust. Ulul Azmi, on May 14th, 2018, at 14.00
Interview with ustadz Djoko, on Juny 06th, 2019, at 20.00
Interview with Radit, on Juny 10th, 2019, at 21.00
Interview with Amrul, on Juny 10th, 2019, at 21.00
Interview with ustadz Mansyur, on August 1st, 2019 at 21.00 WIB

		SKEMA	NIDN	NAMA	JUDUL	
			1021118501	NOVI YANTI	...ANALISIS PENGARUH UKURAN PERUSAHAAN DAN KINERJA KEUANGAN TERHADAP NILAI PERUSAHAAN DENGAN PENGUNGKAPAN CSR DAN GCG SEBAGAI VARIABEL INTERVENING PADA PERUSAHAAN BUMN YANG TERDAFTAR DI BEI TAHUN 2012-2017	
			1022058803	TENI SURIANI	Pengaruh Model Pembelajaran Kooperatif Tipe STAD Melalui Teknik Hands On Mathematics Berbantuan LKS Terhadap Kemampuan Pemahaman Konsep dan Pemecahan Masalah Matematis Siswa Kelas VIII SMP N 43 Padang	1
			1023038304	ELDA MARTHA SURI	KONTRIBUSI PEMAHAMAN KOSAKATA ESP TERHADAP HASIL BELAJAR MAHASISWA TEKNIK SIPIL DI UNIVERSITAS EKASAKTI PADANG	1
			1023087202	ELVIYANTI	Penataan Kembali Kawasan Permukiman Kumuh Kelurahan Seberang Palinggam Kecamatan Padang Selatan Kota padang	1
			1029048901	WELLYALINA	SENYAWA FITOKIMIA DAN AKTIFITAS ANTIOKSIDAN RENDANG TEMPE	1
			1030118902	KHURNIA BUDI UTAMI	Pengembangan Lembar Kerja Peserta Didik (LKPD) Menggunakan Model Pembelajaran Search, Solve, Create, and Share (SSCS) Terhadap Kemampuan Pemecahan Masalah Matematika Siswa Kelas XI IIS SMA Ekasakti Padang	1
			1031127202	SUSI YULIASTANTY	PENGARUH, LINGKUNGAN KELUARGA, LINGKUNGAN FISIK, MOTIVASI BELAJAR, KEDISIPLINAN TERHADAP HASIL BELAJAR MAHASISWA UNIVERSITAS EKA SAKTI PADANG (UNES)	1
		Penelitian Tesis Magister	0030017403	FITRIATI	Model pengalihan bentuk penyelesaian tindak pidana secara non litigasi dalam kerangka sistem sanksi yang diterapkan	1
					Model Sistem peradilan pidana anak sebagai usaha peningkatan kesadaran hukum anak	1
					Sistem Pemidanaan Pada Tindak Pidana Korupsi Sebagai Strategi Pemberantasan Tindak Pidana Korupsi	1
		Penelitian Dasar	0012106103	DEWIRMAN PRIMA PUTRA	OPTIMASI PENGUNAAN PUPUK ANORGANIK DAN POLINASI DALAM MENINGKATKAN HASIL TANAMAN JAGUNG (Zea mays L.) DAN MENTIMUN (Cucumis sativus L.)	2
		Penelitian Terapan	0012096601	NITA YESSIRITA	Rekayasa Telur itik Pitalah Berkualitas dengan Suplementasi Metionin Lisin untuk Pemberdayaan Ekonomi Masyarakat	2
			0020016302	OTONG ROSADI	Sistem integrasi fungsi Lembaga Adat Sebagai Dasar Kebijakan Penegakan Hukum Pada Daerah Marjinal	1
			0022066801	I KETUT BUDARAGA	Kajian Pemanfaatan Asap Cair dari Limbah Kulit Buah Coklat Sebagai Bahan Pengawet Susu Segar	3
	Universitas Internasional Batam	Penelitian Terapan	1010037002	NIMATUL MAMURIYAH	RANCANG BANGUN PROTOTIPE ALAT PEMANDU BAGI TUNANETRA	1
	Universitas Islam Indragiri	Penelitian Dosen Pemula	1003068102	NURMADIAH	UANG PANAIK PERNIKAHAN PADA ETNIS BUGIS DI KABUPATEN INDRAGIRI HILIR RIAU	1
			1005058603	KHAIRUL IHWAN	Analisa Potensi Pengembangan Energi Alternatif Berbasis Limbah Kelapa di Kabupaten Indragiri Hilir	1
			1012128303	PARTINI	PERFORMA PERTUMBUHAN DAN KELULUSHIDUPAN LOBSTER AIR TAWAR (Cherax quadraciantus) MELALUI FORMULASI PEMBERIAN PAKAN DENGAN FREKWENSI YANG BERBEDA	1
			1014108601	RIDHOUL WAHIDI	EFEKTIFITAS METODE "DIFA" DALAM MENGHAFAL AL-QUR'AN DI PONDOK PESANTREN BAQIYAT AL-SA'DIYAH KABUPATEN INDRAGIRI HILIR RIAU	1

NO	PTN/LL DIKTI	NAMA INSTITUSI	SKEMA	NIDN	NAMA	JUDUL	DU... PEN... AN (
				1015097201	MAIMUNAH	POLA ADAT ISTIADAT DAN KEAGAMAAN SUKU DUANO DI KUALA PRIA KABUPATEN INDRAGIRI HILIR RIAU	1
				1026098601	NINA SAWITRI	STRATEGI PENGEMBANGAN PRODUK TURUNAN KELAPA UNTUK MENINGKATKAN PENDAPATAN PETANI KELAPA DI KABUPATEN INDRAGIRI HILIR	1
				1028098701	HADRA FI AHLINA	PENGARUH BERBAGAI JENIS WADAH BUDIDAYA UNTUK OPTIMALISASI PERTUMBUHAN DAN SINTASAN IKAN BETUTU (Oxyeleotris marmorata Blkr.)	1
		Universitas Islam Kuantan Singingi	Penelitian Dosen Pemula	1004018901	ANGGA PRAMANA	PENGGUNAAN "KOSBOL" UNTUK PENINGKATAN LAJU DEKOMPOSISI KOMPOS TKKS	1
				1024078901	ASREGI ASRIL	SINTESIS DAN KARAKTERISASI HIDROKSIAPATIT DARI TULANG IKAN PATIN MELALUI METODE PRESIPITASI SEBAGAI PENYERAP LOGAM BERAT	1
		Universitas Islam Riau	Penelitian Dosen Pemula	1001019101	DUPRI	Penerapan Model Problem Based Learning Untuk Meningkatkan Keterampilan Berpikir Kritis Pada Pendidikan Jasmani	1
				1001128402	ERMAWATI S	Nomina Bahasa Melayu Riau Dialek Kampar: Tinjauan...	1