

Achieving Academic Score through Tahfidz Al Qur'an: Comparative Study of General Education Score to Hafidz Qur'an Students in Integrated Senior High School Ar Rohmah Dau Malang

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Abstract. The purpose of this research is to compare the academic scores of Integrated Senior High School Students in Ar Rahmah, Dau, Malang. While they are trained to memorize Al Quran every day, they are also required to take general lessons such as Mathematics, English, and Bahasa Indonesia. This research compares their memorization process and academic scores. The method of collecting data is through observation and documentation in each lesson given by the teachers and also the students' memorization taken from their advisors. The data analysis focuses on the performance of the students who memorize ten to thirty juz of Al Qur'an. The subjects were thirteen students out of forty-four. The results concluded that the students who memorized ten to thirty juz of Al Qur'an were proven to have good performance in their general academic lessons even though at the same time they have to memorize thirty juz of Al Qur'an.

Keywords: *memorization, Al-Qur'an, academic score.*

INTRODUCTION

Memorizing Al Qur'an is used as an instrument to apprehend the students' academic achievement [1][2][3]. This idea was inspired by previous research published in 2015. The research indicated that participation in memorizing Al Quran could increase 30% of the students' achievement in their academic scores [4].

Similar research published by Al Lathif in Saudi Arabiyah also ensures the increasing academic performance among the students who join *halaqah tahfidz* Al Qur'an as many as 6.3%. The longer the students join *halaqah tahfidz*, their academic score also improved [5]. This phenomenon could happen because, during the process of memorizing Al Qur'an, the students are encouraged to make a group (*halaqah*) so that they could support each other. Thus their learning motivation is preserved in their daily performance [6].

The next research is published by Ginanjar. The result showed that the score and achievement of college students majoring Islamic Education and Arabic could

reach 3,433, which means that if the score was divided based on the total of college students as many as 38 respondents, the average has was 90,3 for each student. The score 90,3 means that the college students academic achievement on academic year 2015/2016 was better score [7]. From this finding, it serves as evidence that Al Qur'an could be an effective tool in developing everyone' achievements and personality because Al Qur'an contains good practices, advice (*al mau'izhoh al hasanah*), motivation, and source of energy for the soul and spirit [8] - [10].

The results of the research above are one of the inspirations to develop Islamic schools in Indonesia, one of which is Integrated Senior High School of Ar Rahmah, Dau, Malang.

METHOD

This research was conducted in the Integrated Pondok Pesantren Ar Rohmah Dau Malang and focus on class X, which consists of 44 students with different achievement in Qur'an memorization. The acquisition of the research data focused on students class X who at the same time, focus on *Musyrif* (halaqah tahfidz colleague) and general education. The data collection in this research is dominated by observation where the researcher observed directly the learning process of Al Qur'an memorization conducted in group/halaqah in the school's mosque. Documentation was taken to collect physical data in the form of students' Al Qur'an memorization quantity and the score of every lesson in their national examination, namely mathematics, English, and Indonesian language.

RESULT

This research consists of all students of class X who joined Al Qur'an memorization compared with the result of their academic score, especially for the three lessons examined in the national examination namely, mathematics, English and Indonesian language. The data can be seen in Table 1.

Based on Table 1, there is a diversification of memorizing Al Qur'an of each student, starting from two

to thirty juz. This diversification is influenced by many factors which will be explained in the analysis and discussion. In this research, the writer was eager to know the ratio of the academic score, which was achieved based on the total memorization of juz in Al Qur'an. Therefore, the data is organized based on the students' memorization from 10-30 juz and also the comparison of the students' score:

Table 1. Academic Score of Hafidz Qur'an Students in Integrated Senior High School Ar Rohmah Dau Malang.

No	Students' Name	Memorization Amount	Mathematic	English	Indonesian Language
1	A.A.Q	9 ½ Juz	86	100	90
2	A.S	9 Juz	84	89	78
3	A.I.H	12 Juz	88	97	83
4	A.K.M	6 Juz	87	94	84
5	A.F	7 Juz	76	84	77
6	A.R.N.A	7 Juz	76	99	79
7	B.H.A	19 Juz	90	98	84
8	F.A.K	15 Juz	82	99	80
9	M.Y.U.A	9 Juz	81	97	90
10	M.A.A	21 Juz	74	94	84
11	M.A.S	13 Juz	89	96	83
12	M.F.M.K	8 Juz	91	96	82
13	M.L.A	11 ½ Juz	74	92	83
14	M.T.D.D	13 Juz	88	93	90
15	N.A.M	5 Juz	84	94	81
16	N.M.R	15 Juz	84	99	91
17	P.D.A	4 ½ Juz	76	81	80
18	R.F	9 ½ Juz	76	87	82
19	R.G.S	8 ½ Juz	89	98	81
20	R.H.A	30 Juz	96	100	80
21	T.S	12 Juz	97	97	84
22	Z.Z.F	8 Juz	76	91	78
23	A.W.D	5 Juz	75	85	78
24	A.D	9 Juz	76	89	86
25	A.W	10 Juz	76	90	82
26	A.F.A	5 Juz	76	81	79
27	A.Y.A	4 ½ Juz	76	86	76
28	D.M	8 Juz	85	98	84
29	F.A	9 Juz	76	92	85
30	F.B.A	4 ½ Juz	76	73	80
31	F.H	7 Juz	76	88	79
32	H.A	11 Juz	76	85	82
33	I.H.A	4 Juz	75	66	78
34	M	5 Juz	75	62	76
35	M.N.A.P	4 ½ Juz	76	86	76
36	M.R.R	12 Juz	75	98	87
37	M.A.P.S	9 ½ Juz	76	90	82
38	M.F.I.A	4 ½ Juz	76	87	79
39	M.N.D.S	8 ½ Juz	75	98	80
40	M.R.D.B	2 ½ Juz	77	81	79
41	M.S.I	9 Juz	75	91	88
42	R.I.I	4 ½ Juz	75	84	76
43	T.A.S	8 ½ Juz	75	60	75
44	Z.A.Z.R	5 ½ Juz	75	90	80

Table 2. Result of Academic score of Senior High School Students in Ar Rahmah Dau Malang based on their Al Qur'an memorization of 10 – 30 juz

No	Memorization Amount	Mathematics	English	Indonesian Language
3	12 Juz	88	97	83
7	19 Juz	Satisfy	Praise	Good
8	15 Juz	Satisfy	Praise	Satisfy
10	21 Juz	Good	Praise	Good
11	13 Juz	Good	Praise	Satisfy
13	11 ½ Juz	Satisfy	Praise	Good
14	13 Juz	Good	Satisfy	Good
16	15 Juz	Satisfy	Satisfy	Satisfy
20	30 Juz	84	99	91
21	12 Juz	Satisfy	Praise	Satisfy
25	10 Juz	96	100	80
32	11 Juz	Praise	Praise	Good
36	12 Juz	97	97	84
		Praise	Praise	Satisfy
		76	90	82
		Good	Satisfy	Good
		76	85	82
		Good	Satisfy	Good
		75	98	87
		Good	Praise	Satisfy

Based on Table 2, it can be seen that the students who have Al Qur'an memorization about 10-30 juz with the total of 13 students, they gained good category in mathematics (6 students), satisfying category (5 students), and praise category (2 students). Meanwhile, for the English lesson, students with the good category are 0, satisfying category are four students, and the praise category are nine students. For the Indonesian language, students with the good category are seven students,

satisfying category are six students, and the praise category is 0. In total, there were thirteen students with good category, fifteen students with satisfying category, and eleven students with praise category. Therefore, it can be concluded that the satisfying category dominates all categories and the memorization score of the students in Ar Rahmah Senior High School are proportionate with the academic score achievement. On the other hand, the higher their Al Qur'an memorization, the better their academic scores.

DISCUSSION

The result of the current research pointed out that Al Qur'an memorization can improve the students' academic score. This improvement was caused by good brain memory activity. Suwito cited Cherry's opinion about human's brain memory activity system in remembering information suggesting that memorization is divided into three parts namely: a) *encoding*, b) *storage*, and c) *retrieval*. The encoding activity system focuses on the process of importing knowledge of five senses, whereas the storage activity system focuses on the replacement process of information in the human's brain. Finally, the retrieval activity system focuses on recalling process of information or data which has been produced by encoding and storing before [11] - [13].

The three kinds of brain memory activity above are very dialectic with the activity of memorizing Al Qur'an. Meanwhile, the correlation between memory activity and Al Qur'an memorization in the stage of encoding and registering are the recording process of information, data, experience, and knowledge. In other words, this exertion is called *the* (reading). Then, the storage stage is the appointment process of information in remembering memory. This activity in memorizing Al Qur'an is mentioned as *hafidza* (memorize). Meanwhile, the *recalling* and *retrieval* stage is understood as the exertion to remember again about the information that has been gained through *encoding* and *registering* called as *muraja'ah* (repeat subsection or article that have been memorized).

The relationship between memory activity system and activity in memorizing Al Qur'an can be embodied in the intuitive theory hypothesis (based on experience), meaning that memorizing is started from repeated information. Repeating information management in the learning process is mentioned in the cybernetics learning theory. This theory says that (1) the content of learning process is information system which is obtained through experience about certain event that has been arranged as concept, theory or general information, (2) the result of this learning theory process is the conversion system such as conversion to behavior and competence in cognitive, affective, and psychomotor [14].

Memorizing Al Qur'an is a tool or medium to stimulate the brain such as in *halaqah* system because all students will compete with the others. Thus it could motivate each other to obtain the set target. Applying group study could create thinking skill, interpersonal

skill, and contemplative skill, which is obtained in reading or memorizing Al Qur'an [15][11][2].

The description above explained that sensory stimulation could improve or upgrade sleeping memory. The relationship between learning and Al Qur'an memorization indicates that repeating Al Qur'an memorization could strengthen the connection between neurons. If Al Qur'an is always read and memorized, it could further strengthen the signal in the neuron, which means that while information calling process happened in the memory, it will not be blocked. Therefore the verses of Al Qur'an can be pronounced fluently [16] - [18].

CONCLUSION

The activity in memorizing Al Qur'an is one of the exertions to improve the notion of improving academic score achievement at school. This method has developed in modern education such as in the towns and villages. Education activators in some institutes are convinced that affiliation between memorizing Al Qur'an and general education are part of a better solution to some existing problems in education, one of the examples is the achievement of some students, especially those of Senior High School Ar Rohmah Dau Malang. The current study has found that memorizing Al Qur'an can go along with good academic score achievement, especially for the lessons examined in the national examination such as mathematics, English, and Indonesian language.

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