

## ABSTRAK

### IMPLEMENTASI METODE MY Q-MAP DALAM MENINGKATKAN HAFALAN ALQURAN

(Studi Deskriptif di Pondok Tahfiz Bintang Quran Cirebon Tahun 2017)

Oleh:

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Penelitian ini dilatarbelakangi oleh rendahnya jumlah para penghafal alquran karena banyak dari umat muslim yang mengalami kesulitan dalam proses menghafal alquran dan menjaga hafalannya. Penelitian ini bertujuan untuk mengetahui penerapan metode My Q-Map dalam meningkatkan hafalan alquran di Pondok Tahfiz Bintang Quran Cirebon. Teknik pengumpulan data dilakukan dengan cara wawancara, observasi, dan studi dokumentasi. Analisis data dengan cara reduksi data, penyajian data, penarikan kesimpulan dan *koding*. Dari hasil temuan penelitian diketahui bahwa implementasi metode My Q-Map di Pondok Tahfiz Bintang Quran Cirebon mengacu kepada kurikulum yang telah dibuat oleh pondok itu sendiri. aktivitas santri dan guru dalam mengimplementasikan metode My Q-Map dalam kegiatan menghafalkan alquran dimulai dengan pembukaan, kegiatan menghafal, dan evaluasi. Sebelum menghafalkan alquran santri harus menyiapkan seluruh peralatan yang dibutuhkan untuk menghafal alquran menggunakan metode My Q-Map serta mengetahui fungsi dari masing-masing alat tersebut. Tidak lupa guru mengarahkan santri untuk mengkondisikan diri dalam keadaan suci dan niat yang lurus ketika kegiatan menghafal akan dimulai. Saat aktivitas menghafal dimulai, guru menjelaskan terjemah dan makna ayat yang akan dihafal, memberi contoh, membimbing dan mengoreksi santri jika terjadi kesalahan dalam melafalkan bacaannya. Evaluasi yang dilaksanakan terbagi kedalam dua bagian, yakni evaluasi harian dan evaluasi bulanan setiap santri telah selesai menghafalkan 1 juz alquran. Adapun kelebihan metode ini adalah dapat membantu mengatasi kendala santri dalam menghafal seperti mudah lupa, depresi dan kendala personal lainnya. Disamping dapat membantu santri memami makna dan mengingat letak ayat sehingga hafalan alquran terasa lebih berkesan membuat hafalan lebih kuat terikat. Adapun kekurangan dari metode My Q-Map adalah belum terselesaikannya buku My Q-Map hingga 30 juz karena terkendala oleh tenaga penyusun dan pendanaan. Selain itu dalam pelaksanaan kegiatan menghafal, santri terkadang malas untuk melatih ingatan ayat secara acak karena butuh waktu yang sedikit lebih lama apabila santri belum terbiasa. Kendala terakhir adalah kendala yang terjadi kepada santri non mukim dimana santri yang hadir setiap harinya berubah-ubah sehingga guru harus mengulang hafalan hingga beberapa kali menyesuaikan dengan hafalan santri yang tertinggal. Secara keseluruhan metode ini sudah cukup berhasil dalam membantu santri meningkatkan hafalan Alquran.

**Kata Kunci:** Hafalan, Metode My Q-Map, Alquran

**ABSTRACT**  
**IMPLEMENTATION OF MY Q-MAP METHOD IN IMPROVING**  
**ALQURAN MEMORIZATION**

(A Descriptive Study Conducted at Pondok Tahfiz Bintang Quran Cirebon In 2017)

By:

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This present study is conducted based on the small number of the Qur'an memorizers. In fact, many of the Muslims still face difficulties in the process of memorizing the Qur'an and maintaining the memorized verses of the Quran. This study aims at determining the implementation of My Q-Map method in improving the memorization of the Qur'an in PondokTahfiz Bintang Quran, Cirebon. In this study, the data collection was executed through the techniques of interviews, observation, and documentation studies. In regard to the data analysis, this present study employed a number of techniques covering data reduction, data presentation, conclusion, and coding. Based on the findings of this study, it is found that the implementation of the My Q-Map method at Pondok Tahfiz Bintang Quran, Cirebon referred to the curriculum that had been set up by the the institution. In relation to the activities of the students (*santri*) and teachers in implementing the method of My Q-Map in the processes of memorizing the Qur'an, it was commenced through opening, memorizing activities, and evaluation. Before memorizing the Qur'an, the students were asked to prepare all the equipments needed to memorize the Qur'an using the My Q-Map method, and they were also encouraged to know the function of each tool. In addition, the teachers instructed the students to take an ablution and remind them to fix their intentions when the memorizing activities would get started. During the memorizing activities, the teacher explained the translation and meaning of the verse that would be memorized, gave an example, guided and corrected the students (*santri*) if something went wrong in pronouncing the letters. The evaluation was divided into two parts, namely daily evaluation and monthly evaluation, in the moment the students (*santri*) had finished memorizing 1 *juz* of the Qur'an. With respect to the advantages of this method, it was obvious that this method indeed helped overcome the difficulties faced by the students in the memorization process, such as forgetfulness, depression and other personal difficulties. In addition, it also helped the students understand the meaning of the verses and memorize the location of the verses. As a result, the memorization of the Qur'an was perceived to be more memorable and it resulted in a powerful memorization. However, in terms of the shortcoming of this My Q-Map method, the My Q-Map book has not been completed to cover 30 *juz* due to the inadequacy in terms of the compiler team and funding. In general, this method had been successfully implemented in helping students increase the memorization of the Qur'an.

Keywords: Memorization, My Q-Map Method, The Qur'an

