

The Qur'an Memorization (BTQ) and Juz 30 Memorization Programs, Combined with Innovative Teaching Methods, are One of The Public Schools' Efforts to Attract Public Interest

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Abstract

This study aims to conduct an epistemological examination of how the Qur'an recitation guidance program (BTQ) combined with Juz 30 memorization and innovative teaching methods can increase public interest in choosing public schools. A qualitative research approach with a case study method was used. The subjects of the study include students, teachers, parents, and principals who are directly involved in the BTQ program. Data was collected through participant observation, in-depth interviews, and document analysis. The results of the study show that the BTQ and Juz 30 memorization programs have succeeded in increasing people's interest in choosing public schools. This is due to several factors, including: Improving the quality of education: This program not only teaches the memorization of the Qur'an but also integrates religious values into academic learning. This provides added value for students and becomes an attraction for the community. Strengthening student character: Through the BTQ program, students are trained to be disciplined, responsible, and have noble character. This is in line with the community's expectations for strong character education. Improving the school's reputation: The success of the BTQ program has improved the school's reputation in the eyes of the public. This school is considered a quality educational institution that is able to produce intelligent and morally upright graduates. Full support from various parties: This program has received full support from teachers, parents, and the community. This support, along with support from employers, colleagues, students, and guardians, is a key factor in the success of the program. The BTQ and Juz 30 memorization program with a combined method is an effective effort to increase public interest in choosing public schools. The program is not only beneficial for students but also for the school and society as a whole.

Keywords: *Al-Qur'an Recitation Guidance (BTQ), Memorization of Juz 30, Joint method, Public interest, Public school*

1. Introduction

Education is a lifelong human need that continues to evolve in response to advances in technology, culture, and society. As time goes by, education has experienced rapid progress, and the role of education has become increasingly sophisticated. As a result, changes that occur in society are a consequence of educational progress (Martinis Yasmin, 2013, p. 1). Education is the process of allowing a person to become their authentic self, growing according to their talents, character, abilities, and conscience. Education is a lifelong endeavor that takes place in schools, families, and communities.

Law Number 20 of 2003 concerning the National Education System, Article 3, states that "National education functions to develop abilities and form a dignified national character in order to enlighten the life of the nation, aiming to develop the potential of students to become individuals who believe in and devote themselves to God Almighty, have a noble, healthy, knowledgeable, competent, creative, independent, and democratic and responsible." Education is an effort or action to shape human beings, including in the realm of social interaction. Education is very important because it determines the patterns and forms of human actions and lives, both individually and collectively (Zakiah Daradjat, 2014, p. 20). Education is about guiding students, helping them grow, compete, and sustain their lives according to their true potential and self-image.

Educational institutions function as places for educational activities. The implementation stage is one of the activities and functions of management, namely utilizing the availability of human resources and other resources effectively and efficiently to achieve goals. This implementation stage includes organizing, directing, motivating, and coordinating (Effendi, 2018). With a good implementation process in an educational institution, it will produce quality education. As an implementer, the principal has the task of harmonizing the type of implementation and human resources so that the teaching and learning process can run smoothly and can manage educational institutions so that they can carry out the planned program. One type of educational program is the Guidance of Recitation of the Qur'an (BTQ) and the Juz 30 memorization program. Currently, the Qur'an memorization program is not only developed and implemented in Islamic educational institutions and Islamic boarding schools, but has also been introduced in several formal educational institutions, both public and private, with the dynamics of each educational institution in developing the Qur'an memorization program. (KM, 2022)

To determine whether a program is successful or not, a program evaluation needs to be carried out. Wirawan (2007) stated that evaluation is research to collect, analyze, and present useful information as an evaluation object, assess it and compare it as an evaluation indicator, and the results are used to make decisions as an evaluation object. Evaluation is a very important part of every program. According to Musringudin et al. (2020), Evaluation is a form of control over the implementation of programs carried out by institutions or individuals. Evaluation has a strategic role that can contribute to the success of a program. Evaluation must be carried out continuously to obtain information related to all aspects of education in an effort to make the right decision. (Sofinaturun1, 2022)

Many researchers and academics have conducted research on various issues related to Qur'anic literacy and efforts to solve them at different levels of education. When mapped, there are at least four focus areas that have been explored. First, strategies and methods of teaching the Qur'an. Hanafi et al. concluded that both traditional and electronic Qur'an reading guidance programs (BBQ) have shown almost equal effectiveness in improving students' Qur'an reading competence (Hanafi, Murtadho, Ikhsan, Diyana, et al., 2019; Hanafi, Murtadho, Ikhsan, Saefi, et al., 2019). Furthermore, Hanafi et al. also recommended the tahsin-recitation method as a reference for the design of Qur'an learning in higher education (Hanafi, Murtadho, Ikhsan, Saefi, et al., 2019). Sofyan and Hendra (2019) stated that the Qur'an teaching strategy through the andragogi approach can improve the quality of Qur'an reading among students of Ma'had Al-Jami'ah UIN Ar-Raniry Aceh. In addition, Mufid's study (2016) found that the method of reading aloud can increase students' competence in reading the Qur'an at SMA Ma'arif NU Pandaan. In different contexts, the application of the drill method can improve the Qur'anic reading competence of TPA students (Farihah & Sanusi, 2021), junior high school students (Kurniawan et al., 2021), and the ability to memorize short surahs among elementary school students (Uswah, 2021). (Nurhidin, 2022)

Moreover, character education is an increasingly important issue in today's world of education. Religious values, such as those taught in the Qur'an, are considered an important foundation for shaping students' character. The BTQ program and Juz 30 memorization, combined with various innovative methods, can be an effective forum to instill religious values and noble morals in students from an early age. With innovative methods, learning the Qur'an is no longer boring, but rather becomes a fun and meaningful experience. This is expected to increase students' motivation to learn and ultimately lead to an increase in academic achievement. By participating in this program, students are expected not only to have the ability to read and memorize the Qur'an but also to have good morals, discipline, and responsibility. This is in line with the goal of national education to produce a golden generation that is faithful and devoted to Almighty God.

In addition, public schools as educational institutions established by the government play an important role in shaping the young generation with strong character and noble morals. However, in competition with private schools that offer more modern facilities and excellent programs, public schools often lag behind. Therefore, there needs to be an effort to distinguish public schools from others, one of which is through high-quality religious programs such as BTQ and Juz 30 memorization. The Qur'an is a holy book revealed by Allah to the Prophet Muhammad through the angel Gabriel. When a person reads the Qur'an, it is considered an act of worship (merit), even if they do not understand the meaning of the verses.

Therefore, the teaching of reading the Qur'an at SD Negeri 3 Candinegara is carried out by classroom teachers and Islamic religious education teachers. In this case, Islamic religious education teachers play an important role in school activities such as BTQ (reading and writing the Qur'an) and memorizing Juz Amma.

Therefore, if there are still students who make mistakes in reading the Qur'an, Islamic religious education teachers will guide them to correct them. At SD Negeri 3 Candinegara, the BTQ and Juz Amma memorization program is one of the flagship programs that must be studied by students, as a way to realize the school's vision of becoming a public school with a madrasah atmosphere. This is expected to increase public interest in registering their children in public schools. Based on interviews with teachers in grades 1-6 and Islamic religious education teachers conducted on Monday, September 2, 2024, it was found that all teachers had implemented the BTQ and Juz Amma memorization programs well.

It was found that all teachers had implemented the BTQ and Juz Amma memorization programs well. However, there are still many students who have relatively low reading and writing skills in the Qur'an. This is because when students read the Qur'an, they still make mistakes in terms of reading rules, such as the rules of mad, makharijul letters, and the reading is often intermittent. When applying reading and writing the Qur'an and memorizing Juz Amma, some children have not recognized the Hijaiyah letters and have not memorized the short surah in the Qur'an. The BTQ and Juz Amma memorization programs are certainly inseparable from schools and the community. According to empirical studies, this research is very relevant because more and more parents are considering the religious aspect when choosing a school for their children. According to Rahmat (2018:161), interest is the state of a person who pays attention to something, accompanied by a desire to know, own, learn, and prove. By understanding the relationship between the quality of religious education and the public interest, we can develop more effective religious education programs by knowing what people are looking for. Schools can then design more engaging and relevant programs. Furthermore, to increase public interest in schools, schools can use the findings of this research as promotional materials to attract more students. By making better education policies, governments can use this research data to create policies that support the development of religious education. Qualitative research allows us to dig deeper into understanding why parents and students choose faith-based schools. Through methods such as in-depth interviews or observation of participants during the activity, we can understand the reasons behind parents' choices, why religious education is so important to them, and what values they want for their children, as stated by Syaiful Sagala (2009: 246), the community is the owner of the school, and the school exists because of the community. In addition, we identified factors that influence parental choices. In addition to religious education, are there other factors that parents also consider? We can also know their hopes and expectations, namely what they expect from religious education programs in schools, especially the BTQ program and Juz Amma memorization.

Based on the background and theoretical review above, the research problem in this study is how to know about the effectiveness of the BTQ and Juz 30 memorization program in increasing public interest in public schools?

The purpose of this study is to analyze the role and impact of the BTQ and Juz 30 memorization programs on the public interest in public schools. This research is expected to contribute to increasing public interest in registering their children in public schools.

2. Research Methods

The research method used in this study is qualitative research. According to Hendryadi et al. (2019:218), qualitative research is defined as a naturalistic investigation process to seek a deep understanding of social phenomena in their natural settings. This qualitative research, through an in-depth case study at one of the elementary schools, SD Negeri 3 Candinegara, which has implemented the BTQ and Juz Amma memorization programs, explores in depth the implementation process, the experiences of students, teachers, and parents, as well as the impact of the program on various aspects of school life. The data collection techniques are as follows:

1. Interviews with students regarding their motivation to participate in the program, experiences during the program, challenges faced, changes in reading interests, and their impact on their academic achievement.
2. Interviews with teachers about the planning and implementation process, challenges faced, support needed, and changes in teaching methods.
3. Interviews with parents regarding the extent of their support for the program, the changes in their children's behavior after participating in the program, and their expectations of the program.
4. Interviews with principals regarding the reasons for choosing the BTQ program, the school's support for the program, and the impact of the program on the school as a whole.
5. Participant observation by directly observing BTQ learning activities, student-teacher interaction, and learning atmosphere.
6. Documentation by collecting documents related to the program (BTQ/Iqra schedule, Juz Amma memorization cards, activity reports, etc.)

By using the right methods, a higher and more equitable student success rate can be guaranteed. The method of teaching reading and writing the Qur'an has been developed for a long time in Indonesia. For the BTQ program

and Juz Amma memorization, a combination of methods is used, including: Qira'ati method, Iqro' method, Tilawati method, and Tahfidz method.

a. **Iqro' Method** It is a teaching model with the Active Student Learning Method (CBSA) where the teacher is more of a listener than a reading guide. Second, through a private method, where the teacher listens to each student individually. Third, mentoring, if the teacher's capacity is insufficient, more proficient students can help teach other students.

b. **Tilawati Method According** to Ust M. Daiman, the tilawati method is a method of teaching reading the Qur'an in accordance with its rules and regulations. Experts in the teaching of the Qur'an conducted research on various existing methods, especially in Indonesia, and the method of recitation was born. When a child is asked to read slowly, at that point it is expected to focus on the anatomical component, thus resulting in correct reading.

c. **Tahfidz Method (Memorizing Juz Amma)** According to Abu Hurri Al-Qosimi Al-Hafizh, there are many methods that can be used to memorize the Quran. Among them are:

According to Ahmad Salim Badwilan, the various methods of memorizing the Qur'an are as follows:

1. **The Duet method**, which involves finding someone to memorize, and making them a companion on the way to and from school.
2. **The Writing Method**, where the memorizer of the Qur'an writes down the passages of the verse with their own hands on a chalkboard or on paper with a pencil, then memorizes them and erases them to move on to the next part of the verse.
3. **The Repetition Method**, which involves repeating with a teacher or a cassette containing a good reciter reading, and repeating and listening to it.

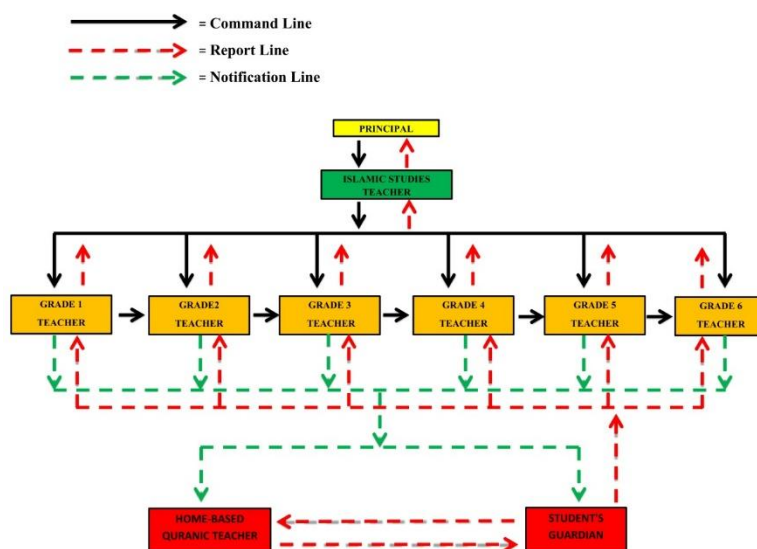
In the implementation of the Qur'an memorization program (BTQ) and memorization of Juz 30, the author explains the flow and systematic implementation of the work program through the following diagram. This diagram will illustrate the important stages and procedures that must be followed, from planning to evaluation. Thus, this work program is expected to achieve the desired target more effectively and more focused.



The program flow involves:

1. **Planning:** Setting memorization targets, allocating time, and developing innovative teaching methods.
2. **Implementation:** Carry out a memorization program periodically while monitoring student progress.
3. **Development:** Improving teaching methods based on implementation results and feedback from students and teachers.

"SCHOOL ORGANIZATION CHART"



4. **Evaluation:** Conduct regular evaluations to ensure that memorization progress is aligned with set targets. With this systematic approach, it is hoped that the BTQ program and Juz 30 memorization can run optimally and produce competent hafidz and hafidzah.

3. Results and Discussion

SD Negeri 3 Candinegara is one of the schools under the auspices of the Banyumas Regency Education Office. The curriculum used in this school is the National Curriculum. In addition to learning in accordance with the National Curriculum, there are also self-development and character building programs that are used as the school's flagship programs, including BTQH guidance (reading, writing, and memorizing Juz Amma). The purpose of this program is so that students who attend SDN 3 Candinegara can read the Qur'an fluently, correctly, and well after graduation. In addition to being able to read, students are also expected to memorize Juz Amma well and memorize according to the target set by the school.

Therefore, the right strategy is needed. Strategy itself is a pattern that is planned and deliberately set to carry out activities or actions. The strategy includes the objectives of the activity and who is involved in the activity. A learning strategy is defined as a plan that contains a series of activities designed to achieve educational goals. Strategy itself is an effort to get success and achievement to achieve a goal.

The BTQ and Juz Amma memorization program is the transfer of knowledge or skills in reading and memorizing from a teacher to a student, so that students can have skills in reading the Qur'an and memorizing Juz Amma. Learning strategies are a series of lesson plans prepared by teachers to guide and train children to read Iqra and memorize Juz Amma well, effectively, and efficiently, which requires a long time and a repetitive process. Strategy is also defined differently by Kemp, as quoted by Wina Sanjaya, meaning as a learning activity that must be carried out by teachers and students so that learning goals can be achieved effectively and efficiently.

In addition to strategy, an approach is also needed. The approach used in teaching reading, writing, and memorizing Juz Amma Al-Qur'an is the application of a student-centered approach and a teacher-centered approach, as well as an approach that involves parents. The learning system involves students who actively participate in each learning process. The advantage of this approach is that students gain responsible freedom in determining their learning experience and taking advantage of the facilities available. In addition, the competencies achieved are broad and deep but not easily forgotten, because students themselves build what they learn with the guidance and direction of teachers. On the other hand, the weakness is the inefficient allocation of time and the inability of teachers to determine the expected competencies, which are difficult to meet according to the time set in the academic calendar.

Efforts made in the learning strategy approach to students are carried out by: a. Providing motivation to students Motivation is the impulse that appears in a person consciously or unconsciously to perform an action with a certain goal. Students who are motivated will certainly be more enthusiastic in carrying out learning because they have been given support or encouragement to face challenges in a learning process. According to USAID's DBE3 theory, which is life skills for adolescents, student motivation development can be done in several ways, including:

1. Use a variety of methods and activities
 2. Making students active participants
 3. Collaborate with parents
 4. Create a conducive classroom atmosphere
 5. Engage to help students achieve results
 6. Provides guidance for learning success
- b. Developing Students' Talents and Interests

Identifying and nurturing students' talents and interests is an important effort in equipping them with life skills. According to the Ministry of Education and Culture, there are five main stages in this process:

1. Stimulating: Provides opportunities for students to engage in a variety of activities and experiences.
2. Observe: Closely observe students' behaviors, actions, and interactions to identify their strengths, weaknesses, and preferences.
3. Considering Intelligence: Recognizing the diverse ways students learn and think.
4. Provide Exploration: Provide students with space and resources to explore their interests independently.
5. Offer Positive Support: Encourage and praise students' efforts and achievements, regardless of the outcome.

Efforts to be Implemented in a Strategic Approach to Teachers:


A. Providing adequate facilities and infrastructure As stipulated in PERMENDIKNAS Regulation No. 24 of 2007, educational facilities and infrastructure play an important role in the learning process. Facilities: These are

mobile equipment used for teaching and learning, such as desks, chairs, and teaching aids. Infrastructure: This is the basic element of a school, including buildings, classrooms, playgrounds, and access roads.

B. Optimizing Teaching Methods for BTQ and Juz Amma Classroom teachers and social studies teachers at SD Negeri 3 Candinegara must continue to strive to improve their teaching methods for the BTQ memorization program (reading and writing the Qur'an) and Juz Amma. It involves exploring innovative strategies and techniques to make learning more engaging and effective for students.


To measure the success of the BTQ program and memorization, BTQ cards and memorization cards are used.

**MEMORY CARD MEMORIZATION SHORT SURAH OF
JUZ 30 STATE ELEMENTARY SCHOOL 3 CANDINEGARA
ACADEMIC YEAR 2024/2025**



NAME : _____
CLASS : _____
TEACHER : _____
SCHOOL : SD NEGERI 3 CANDINEGARA

Verified by,
Principal State Elementary


ESTI WAHYUNINGSIH, S.Pd.SD
 NIP. 197908132006042013

**Quran Memorization Tracking Sheet
Grade 1 | Academic Year 2024/2025**

No	Short Surah	Parent's Signature	Teacher Sign	Remarks (Y/N)
1	An Nas			
2	Al Falaq			
3	Al Ikhlas			
4	Al Maad			
5	An Naas			

Homeroom Teacher I

NIP. _____

**Quran Memorization Tracking Sheet
Grade 1 | Academic Year 2024/2025**

No	Short Surah	Parent's Signature	Teacher Sign	Remarks (Y/N)
6	Al Kafirun			
7	Al Kautsar			
8	Al Maun			
9	Al Quraaisy			

Candinegara, _____ 2024
Teacher PAI

NIP. _____

Reading, writing, and memorizing the Qur'an card
Juz Amma memorization card

Based on an interview with the teacher in charge of the BTHQ program, Mrs. Dian Purwantini, S.Pd.I., the BTHQ program will be implemented for the first time in the 2024/2025 academic year. Previously, the Qur'anic reading skill development program was called BTQ (reading, writing, and the Qur'an) and was only offered as an extracurricular activity. The difference between BTHQ and BTQ lies in the ability to memorize and read the Qur'an. Previously, the focus was on eliminating illiteracy in the Qur'an, allowing students to read the Qur'an fluently. However, now the focus is not only on fluency but also on adherence to the rules of Qur'anic reading, including correct pronunciation and Tajweed. The main teachers in the BTHQ program are Islamic education teachers, classroom teachers, and Madin teachers, who collaborate with parents in teaching reading and memorizing the Qur'an. Targets for the first year of the program are different for each grade level. For graduates of the 2024/2025 batch, the initial target is to memorize 22 short surahs and be able to read Iqra volume 6 accurately and in accordance with the rules of reading the Qur'an, with Tajweed and correct pronunciation.

Based on interviews and data analysis, the implementation of the BTHQ program has been well managed, with scheduling, Iqra cards, and Juz Amma memorization cards, and students are grouped based on their grade level or ability to read the Qur'an. However, teachers and students involved in mentoring have not received special training in BTHQ teaching techniques or personal competency training in reading the Qur'an. An analysis of the memorization notebook, which must be signed by the teacher receiving the memorization and the parent, revealed that the parent did not sign the book when the student memorized it. This indicates that students have not reviewed their memorization at home with their parents.

In the 2024/2025 academic year, BTHQ activities will be held every day, with memorization sessions held 30 minutes before lessons and Iqra sessions held 35 minutes before the end of the school day. Students read their memorization to their teachers every week, and their parents already check their memorization at home. As a result, students consistently memorize their memorization. Although the BTHQ program has only been running for two months, it is proven that both students and teachers are very enthusiastic about memorizing, although not all of them have mastered the correct pronunciation and Tajwid.

This study utilizes research instruments developed based on interviews with students, classroom teachers/Islamic education teachers, the community, and school principals, to get optimal benefits from journal writing assigned to the Philosophy of Science course. Data collection was carried out using qualitative methods through interviews with students, teachers, the community, and school principals.

1. Common interview formats for students

No	Question	Answer
1.	Are you happy to follow the BTQ and Juz Amma memorization program?	
2.	What are your experiences while following the program?	
3.	What difficulties did you face?	
4.	Is there any change in your interest in reading and memorizing?	
5.	Are there any positive impacts after following the program?	

2. General interview format for the public

No	Question	Answer
1.	How to increase public interest in choosing public schools?	
2.	Do you agree if public schools are made to have an Islamic school atmosphere?	
3.	Do you agree with the BTQ/Iqra program and memorizing Juz Amma in SDN 3 Candinegara?	
4.	What makes you interested in schools with an Islamic atmosphere?	
5.	If public schools have an Islamic atmosphere, would you be interested in enrolling your children in public schools?	
6.	What do you expect/hope from public schools?	

3. Common interview formats for teachers

No	Question	Answer
1.	How do you think we can attract more people to choose public schools?	
2.	Do you agree if our school has an Islamic atmosphere?	
3.	Do you agree with the BTQ/Iqra program and Juz Amma memorization being implemented daily/not just as extracurricular activities?	
4.	Do you want our school to be a school that people aspire to?	
5.	How prepared are you?	
6.	When will it start?	
7.	Can we consistently run this program?	

4. General interview format for principals

Based on interviews with community leaders and religious leaders in Candinegara Village, this program received positive feedback and support. In addition, during the socialization of the program to parents on Friday, June 14, 2024, parents were very enthusiastic and supportive. Interviews with several parents confirmed their belief that the program could significantly increase the public's interest in choosing public schools for their children's education. Of course, the program received full support from the teachers and staff of SD Negeri 3 Candinegara. As explained earlier, in the midst of competition with private schools, public schools must have an outstanding program to attract more students. One of these programs is the BTQ and Juz 30 memorization program.

The success of a program can be measured from various aspects. The following are some indicators that can be used to evaluate the success of the BTQ and Juz 30 memorization programs in increasing public interest in choosing public schools:

- **Quality Religious Education:** Public schools that succeed in the BTQ and Juz 30 memorization programs demonstrate a strong commitment to providing quality religious education.
- **Generation of the Qur'an:** This program produces a young generation who loves the Qur'an and has noble morals.
- **Added value:** The ability to read, write, and memorize the Qur'an is an added value for students.
- **Academic Achievement:** Studies have shown that students who are active in religious activities tend to have better academic performance.
- **School Reputation:** The success of this program will improve the school's reputation in the community.

With these indicators, the BTQ and Juz 30 memorization program with a combined method can be a significant factor in attracting people to choose public schools. With clear indicators and the right methods, this program will not only improve the quality of students' religious education but also form a young generation with noble character and love for the Qur'an.

Interview Results Table

Not.	Respondent group	Percentage of Respondents Who Trust	Percentage of Respondents Who Are Doubtful	Key Reasons for Belief
1	Teacher	90%	10%	This program provides added value for students, improves the quality of religious education, and forms good character in students.
2	Community (Parents)	90%	10%	The existence of this program makes schools more attractive, children have better morals, and are in line with religious values.
3	Main	90%	10%	This program can increase the attractiveness of the school, improve student achievement, and strengthen the school's image as a superior educational institution.
4	Student	80%	20%	The program was fun, brought me closer to the Quran, and helped me become a better person.

This table provides a comprehensive dataset that can inform the decision-making process related to the BTQ and Juz Amma memorization programs. This can help us assess the effectiveness of the program in increasing public interest in public schools and identify areas for improvement.

Based on interviews with the community, parents, teachers, and supervisors of the BTQ and Juz 30 memorization programs, the program has received positive responses and support from all parties. Based on the interviews, it is believed that the program can be a major attraction for people to choose public schools for their children's education.

Indicators of the success of this program can include an increase in the number of new students, an increase in student academic achievement, an increase in student participation in religious activities, and an increase in the school's reputation in the community. Data can be collected through parent surveys, interviews with teachers and students, and analysis of academic data. Data analysis can be carried out both quantitatively and qualitatively (a research method used to understand phenomena in depth and comprehensively, with a focus on the meaning and experience of the research subject) to get a more comprehensive picture.

4. Conclusion

Based on the findings of the research, it can be concluded that the program of memorizing the Qur'an (BTQ) and memorizing Juz 30 has significant potential to increase public interest in registering their children in public schools. Some of the main findings of this study include the positive perception of the public towards the BTQ and Juz 30 memorization programs, which see them as a school's effort to provide quality and character-based education. This program contributes to improving the quality of religious education in public schools, thereby providing added value for students. Several factors that support the success of this program include support from schools, competent teachers, and active participation from parents.

Suggestions Based on the above conclusions, the following suggestions can be made to improve the effectiveness of BTQ and Juz 30 memorization programs: The quality of BTQ and Juz 30 memorization programs should continue to be improved through teacher training, the development of interesting learning materials, and regular evaluation. Wider socialization is needed to inform the public about the importance of this program and its benefits for children. Schools must collaborate with various parties, such as religious institutions, the community, and the government, to support the implementation of this program. The religious education curriculum in public schools needs to be developed to be more relevant to the needs of the times and integrate the BTQ and Juz 30 memorization programs. The use of information and communication technology can be used to support BTQ and Juz 30 memorization learning, such as through online learning applications or learning videos. The program needs to be evaluated periodically to measure its success and impact, as well as to make necessary improvements.

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