

The Effectivity of “DIFA” Method in Memorizing the Quran at Baqiyat al-Sa’diyah Islamic Boarding School, Indragiri Hilir Riau

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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 technic 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 adequate teachers would effect significantly for succeeding 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.

ABSTRAK

Artikel ini mengkaji penerapan **Metode DIFA** dalam pembelajaran hafalan Al-Qur'an di Pondok Pesantren Baqiyat al-Sa'diyah, Indragiri Hilir, Riau. Penelitian ini bertujuan untuk mengetahui bagaimana praktik Metode DIFA diterapkan, menelaah tingkat efektivitas santri dalam menghafal Al-Qur'an, serta mengidentifikasi faktor-faktor pendukung dan penghambat dalam proses hafalan Al-Qur'an menggunakan Metode DIFA di Pondok Pesantren Baqiyat al-Sa'diyah. Penelitian ini merupakan penelitian lapangan (field research) dengan pendekatan kualitatif dan metode survei. Teknik analisis data yang digunakan adalah regresi sederhana, dengan instrumen pengumpulan data berupa angket tertulis, observasi, dan dokumentasi. Data dianalisis menggunakan analisis product moment dan regresi sederhana. Hasil penelitian menunjukkan bahwa sebagian santri mampu menyelesaikan hafalan Al-Qur'an dalam rentang waktu 3–6 tahun. Faktor pendukung keberhasilan hafalan meliputi motivasi dan kesungguhan santri serta peran pendidik atau ustaz. Adapun faktor penghambat meliputi sikap santri, seperti rasa malas dan kelelahan, yang berdampak signifikan terhadap proses hafalan; faktor jadwal, yaitu padatnya waktu yang harus dialokasikan santri untuk menghafal (ḥifẓ) dan mengulang hafalan (murāja'ah); serta faktor pendidik, khususnya keterbatasan jumlah ustaz tahfiz yang memadai, yang berpengaruh terhadap keberhasilan program. Data penelitian juga menunjukkan bahwa salah satu kendala utama dalam program hafalan Al-Qur'an dengan Metode

DIFA di Pondok Pesantren Baqiyat al-Sa'diyah adalah minimnya jumlah tenaga pengajar di bidang tahfiz.

Keywords: Efektivitas, Metode DIFA, Menghafal Al-Qur'an

INTRODUCTION

God promises that the Quran is going to be easy for remembrance. This can be showed by many children 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-Qamar, "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 specific reference 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. (Rofiul Wahyudi 2018)

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 approximately 300 students staying there, memorize the Quran. The students can be categorized into two groups. 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 and male, which memorize the Quran (Ridhoul Wahidi 2024).

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 ability 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 repeatititon. 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(Omar et al. 2020).

RESEARCH METHODOLOGY

This study employed a qualitative field research design with a survey approach to examine the implementation of the DIFA Method in memorizing the Quran at Baqiyat al-Sa'diyah Islamic Boarding School. Data were collected using questionnaires, observations, and documentation to gain comprehensive insights into the practices, effectiveness, and influencing factors of the method(Justan, Aziz, and Muhammadiyah Makassar 2024; Sugiyono 2016). The analysis was conducted using simple regression and product moment correlation to determine the relationships between contributing and obstructing factors and the students' memorization achievements. The research focused on identifying both internal factors, such as student motivation and teacher support, and external factors, including schedules and the availability of qualified tahfiz teachers, that significantly affect the success of Quran memorization using the DIFA Method.

DISCUSSION

a. The Profile of Baqiyat al-Sa'diyah Islamic Boarding School, Indragiri Hilir Riau¹

Early in 2000, KH Abd. Muis Kurnain, a leader of Majelis 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 students in different grade—ula, wustha, ulya, tahfiz, and Paket C program—are 592 students with 37 teachers.

¹ Data files of Baqiyat al-Sa'diyah Islamic boarding school, Indragiri Hilir Riau

1. Vision, Mission and, Motto

Vision Statement

To make Pesantren as brencemarks 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 maintaning 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 Ju
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						

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 resources 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.²

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 effectifity 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, 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.³

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

² E. Mulyasa, *Kurikulum Berbasis Kompetensi*, (Bandung: PT. Remaja Rosda Karya, 2004), p. 89

³ Interview with ustadz Fahdi on May 2nd, 2019 at 13.00

concepts. The authority has formulated the Quran memorization program after getting several suggestions from the comparison 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.

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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."⁵

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".

⁴ Interview with ustz Yusuf on May 10th 2019 at 10.00

⁵ Interview with Ust. Ulul Azm on May 14th 2018 at 14.00

According to our interview with an informant; Ustadz Fahdi as someone who is 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:

“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 santri have support stronger to commit the Quran to their memory. It is caused by the curriculum, environment and set supports to gain the program's goals.”⁶

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.”⁷

Based on the data interviewed 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' perspective. This is how the students respond 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.”⁸

⁶ Interview with ustadz Fahdi, June 3th, 2019 at 16.00

⁷ Interview with ustadz Djoko on June 6th, 2019 at 20.00

⁸ Interview with Radit on June 10th, 2019 at 21.00

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 because it is easy to memorize the Quran with Difa method.”⁹

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”¹⁰

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

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:

⁹ Interview with Amrul on June 10th, 2019 at 21.00 WIB

¹⁰ Interview with Ahmad on June 10th 2019 at 21.00

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The supporting factor is the students' desire to commit the Quran to their memory".¹¹

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"¹² 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 reciting the Quran fluently".¹³

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."¹⁴

c. Facility and infrastructure factor

Based on our obsevation and interview, the facilities and infrastructures of memorizing the Quran at Baqiyat al-Sa'diyah have been adaqueate. There is large room that student can memorize the Quran in. However,

¹¹ Interview on June 15th, 2019 at 17.00

¹² Interview with ustadz Ulul Azmi on June 15th 2019, at 09.00

¹³ Interview with ustadz Fahdi on June 25th 2019 at 09.00

¹⁴ Interview with ustadz Ulul Azmi on August 6th 2019 at 20.00

they do not have to memorize inside the room. They also can memorize it out the room. Ustadz Fadli mentioned:

“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.” ¹⁵

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”.¹⁶

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 interpretation, 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*.¹⁷

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

¹⁵ Interview with ustadz Fahdi on 29th June 29th 2019 at 16.00

¹⁶ Interview with Ustaz Djoko on August 1st 2019 at 21.00

¹⁷ Interview with ustadz Mansyur on August 1st 2019 at 21.00

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 pronunciation. 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”.¹⁸

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), 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”.¹⁹

This becomes another problem faced by the students but it can be solved by the boarding authority. By providing some activities, step by

¹⁸Interview with ustadz Fahdi on August 3th 2019, at 21.00

¹⁹ Interview with ustaz Mansyur 3 Agustus 2019 pukul 09.00 WIB

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."²⁰ 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,

²⁰ Interview with ustadz Ulul Azmi 6 Agustus 2019 pukul 20.00 WIB

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Wustho, and *Ulya* cannot set their schedule anymore because their full activities.²¹

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.”²²

c. The teacher factor

The teacher is human resources 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 adequate number and the boarding does not only focus on *tahfiz* program”.²³

The number of the teachers, which are adequate, will make good impact in the Quran memorization program by using Difa program. Based on our observation, it is true that the obstructing 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

²¹ Interview with Ustaz Fahdi 6 Agustus 2019 pukul 14.00 WIB

²² Interview with ustadz Yusuf 6 Agustus 2019 pukul 15.00 WIB.

²³ Interview with ustadz Joko Untoro 02 April 2017 pukul 13.00 WIB)

has been effective. The strategies 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 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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