Analysis of Effectiveness in Distance Learning in Tahfidz Lessons

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Article Information:	ABSTRACT
	For those who adhere firmly to Al Quran, Allah will reward them and their status will be increased by Allah SWT. This research aims to discuss the effectiveness of tahfidz learning over long distances at Mosque. This research aims to find out whether tahfidz suadah lessons are effective or not. The method used by researchers in this research is a qualitative research method with a descriptive approach. With researchers using this qualitative method, researchers can obtain accurate data. The method of data collection that the researcher uses is observation, interviews, and documentation. For the basis of the data, the triangulation technique is used which is one of the approaches used to dig and perform qualitative data processing techniques. The tahfidz learning system at mosque has not been effective because there are obstacles that make distance learning not run optimally. The lack of facilities and infrastructure in distance learning which is not yet adequate, and the large amount of money spent to buy internet quota, and the network which is difficult to guess is sometimes high and then weak due to being in the countryside. So that the learning given by the teacher is not 100% smooth or effective. **Keywords**: *Efectiveness, Distance Learning, Tahfidz Lessons*

INTRODUCTION

The Quran is a book that was revealed by Allah SWT to Muslims through the Angel Gabriel gradually to our great prophet Prophet Muhammad SAW. Al Quran itself contains the teachings of Allah SWT about worship, faith, knowledge, law and also history(Buck, 2017). The Quran contains a lot about the story of the prophet and the previous people as a lesson for the people of the present time or the people of the end of time. As a Muslim, it is an obligation for us to believe in the contents of the Quran by studying and knowing the meaning contained in it, because in it Allah SWT has given instructions for us

to be safe in this world and in the next life, which is the afterlife.(Bueger & Gadinger, 2018). Studying the Al- Quran is by diligently reading it, studying it, practicing it, memorizing it and interpreting it. Allah SWT has promised victory to those who believe in the Al- Quran by studying   (Grewal et al., 2019). Nowadays, many Muslims have come to their senses and returned to the Al Quran, the proof is that there are many who teach the Al Quran, both formal and non-formal educational institutions. (Altinyelken, 2021). Based on the number of memorizers of the Koran in Indonesia has increased a lot (Tziarras, 2017). Based on data from Koran Republika, there are only 6,000 memorizers of the Koran in Saudi Arabia, while in Indonesia it has reached 30,000. This proves that in our country, Indonesia, there are many people who want to memorize.

At the present time many people have learned tahfidz where the Al Quran has its own priority for those who memorize and keep it (Maskur, 2018) . In Al Quran surah Al Hijr verse 9 Allah says about the virtue of keeping the purity of Al Quran which means 'Indeed we are the ones who sent down the Al Quran and surely we are the ones who preserve it.' thus there is no more falsification, change and replacement of readings like previous books because memorizing Al Quran itself has the privilege both during life in this world and the life after that which is the life in the afterlife. Memorizers of the Al-Quran obtain a high degree as the words of His Majesty the Messenger of Allah, peace be upon him, which means 'Whoever reads (memorizes) the Al-Quran, then he has truly equaled the degree of prophethood, only there is no revelation for him (memorizer)."(Oktapiani, 2020). The guarantee of those who memorize Al Quran is heaven. People who memorize the Quran also get a special place in front of Allah and His Messenger, our great prophet Muhammad SAW. Allah has promised goodness, blessings, and enjoyment for those who memorize the Quran. Allah has also promised heaven for them(Fatimah & Rahmawati, 2020). The pleasure that Allah SWT has promised to those who memorize the Al Quran is that they can give crowns to their parents in the afterlife as a reward for having memorized the Al Quran during this world, and we as Muslims are also encouraged to respect those who memorize the Al Quran.

Al Quran memorized when still at an early age is very good (Cultures, n.d.). when the temperament or behavior is ideal, the mind will work synergistically and this situation can awaken the child's abilities. At an early age is the golden age of a human being (Levinson, 2022). Because at that time there were still far from bad things because when someone memorized at an early age it would make the memorization last or the memorization would not be easily lost. Teaching children to memorize the AL-Quran from childhood is the same as carving on stone, while when they grow up, it is like carving on water, this indicates that it is easier to memorize from a young age so that when they grow up, children will continue to remember the verses of the Koran they have memorized. (Purba & Maturidi, 2019). Memorizing the Koran is a very big task and responsibility, everyone can memorize it but not everyone can keep it memorized (Logan et al., 2020). The problems faced by people who memorize the Al Quran are diverse such as lack of interest, difficulty in dividing time and also the methods used when memorizing are not suitable (Blackmore et al., 2020). Using the right method of memorizing can make the atmosphere of memorization interesting and memorization not easily lost and there is a desire to always look after it. (Hutto & Peeters, 2018). Another problem is the lack of parental sympathy for children's memorization and eventually become negligent.

Parents as the first madrasah for their children also take part in their children's memorization because parents are the people who are most responsible for their children's future. (Alegría, 2018). When parents do not participate in controlling the child's memorization, the achievement in memorizing the Qur'an that has been set will not be successful. Besides that, another problem in memorizing the Koran is fear in the child himself because he thinks that memorizing the Koran is a difficult thing so that when the teacher gives memorization material, students become less motivated or become disinterested in memorizing. As a result, tahfidz lessons become less effective and in tahfidz lessons, many teachers still do not provide the right methods that are appropriate for the child's age for their development. Therefore, the method used in memorizing the Koran must also be adjusted to the age of the child. When the method used by educators is not appropriate, the learning process will not be achieved and time is ultimately wasted (Robinson, 2018). In memorizing the Al- quran there are many methods that can be used. When memorizing the Al-quran we can start by familiarizing ourselves with the Koran, improving reading, often repeating memorization, having targets for memorizing, scheduling special times for memorizing, listening to murotal a lot, using only one Koran.

Learning effectiveness is one of the benchmarks in the continuation of the success of the learning process in learning activities (Purba & Maturidi, 2019) . Everything is designed by the teacher who is a determining factor in learning, the learning process is the core of the educational process and the tahfidz lesson is no exception. Currently, tahfidz lessons are with other lessons that have in common, namely the many obstacles and distractions due to urgent circumstances and requiring distance learning

(Coinco & Morris, 2017). However, there are also many obstacles in undergoing distance learning including the limitations of technology by students and teachers. Actually distance learning is not the ideal way economically at this time coupled with a bad signal condition, a bad signal is the main reason why the distance learning system is becoming less effective (Romero & Ventura, 2020). Because the signal itself is difficult to predict, it can suddenly get high and then weaken and that's usually influenced by the weather. Learning is something that is very important in an educational activity, including tahfidz lessons. Facilitating learning for a teacher for students is a very noble task (Molloy et al., 2020). Teachers are required to create a learning atmosphere that is comfortable and interesting. The world of education is currently carrying out a system revolution from conventional to digital. This has had a big impact on students in Indonesia who are still accustomed to conventional methods.

The effectiveness of distance learning is also influenced by the ability of a teacher to carry out learning (Coman et al., 2020). At least three management must be handled and mastered by a teacher when distance learning is time management, classroom management, and learning management (Turnbull et al., 2021) . 1. Time management is when the teacher can or is able to manage distance learning hours. So when the teacher gives students a deadline for memorizing because remote assignments are different from face-to-face meetings, there is a slight leeway here because unfriendly signals may occur. 2. Classroom management where the teacher must be able to manage learning activities. So because of distance learning the teacher must create a forum such as WhatsApp (WAG) specifically for tahfidz lessons so that it is easier to access in seeing all the activity of students. 3. Learning management of teacher activities in managing distance learning teachers can explain material online for example with the zoom application to conduct discussions and questions and answers. In this learning management, of course the teacher is required with his skills in managing the class and his wisdom in giving assignments so that it is not burdensome for students. Because during the distance learning process the teacher has a very big role in it starting from planning, preparing, implementing and evaluating distance learning.

But there are also many solutions sought by educators in conducting distance learning, using technology-based media (Sahi et al., 2020). This learning model is planned as an innovation for learning methods in the 21st century, which adapts to technological advances. Educators are asked to become professional educators who are able to become administrators and communicators.(Camilleri, 2020). Distance learning even though in limited circumstances they are asked to do distance learning face to face interaction so that lessons continue to run efficiently and effectively so that learning objectives can be achieved. Distance learning or in other words online learning is nothing new. Permendikbud No. 109 of 2013 defines distance education as a process of teaching and learning that is carried out remotely using various media applications. Distance learning is learning using a medium that makes interaction between teachers and students occur(Bozkurt, 2019). In this way, teachers and students can learn together at the same time even from different places, even in the case of distance learning, the teacher must still produce quality learning achievements. In tahfidz lessons, teachers are asked to have extensive knowledge to choose and apply suitable methods. However, in reality, there are still many teachers in tahfidz lessons who use wrong or inaccurate methods and tend to watch so that students think that tahfidz lessons are a very difficult lesson.

The method needed in learning must be able to achieve the goals that have been planned (Putri & Wasil, 2020). Apart from that, not a few also when doing distance learning have many obstacles, because there is still a lack of human resources or technology that does not seem to support distance learning. Because distance learning has its own challenges that must be overcome so that teacher creativity is needed in implementing distance learning so that teachers must get out of the conventional style. (Ferri et al., 2020). Teachers must also be required to be more innovative in carrying out distance learning. This includes utilizing existing technology to assist distance learning. And this distance learning does not only involve teachers and students but also parents are involved in it. The main factor that greatly influences the distance learning process is the support and guidance of the parents of the students themselves and then the lack of guidance and motivation from parents in carrying out their memorization improvement. So that there are still found some students who are less enthusiastic or start to neglect to memorize so that they are from the targets that have been set. Based on the interviews that the researchers conducted with the tahfidz teacher at Musholla Nagari Indudur and several students, it can be concluded that students' memorization can increase if parents help or guide them in the memorization process.

Vice versa, students' memorization can decrease if parents do not play a role or guide, for example when students' parents are busy working, they do not pay enough attention to children. (Sheehan et al., 2019). especially in today's sophisticated era and children are busy playing gadgets, so that will cause a feeling of laziness and become an obstacle for students in memorizing. This was also acknowledged by the tahfidz nagari Indudur teacher who stated that the quality of students' memorization

during distance learning depended on the active role of support and motivation from parents. Researchers are finally interested in researching and studying especially in tahfidz lessons because in distance learning there are various extraordinary ways because lessons take place using technology and the internet. Based on what happened, the researcher wanted to find out more about how or how to implement tahfidz distance learning in Nagari Indudur. However, this distance learning also causes problems for teachers and students because teachers think that distance learning makes students lazy because some students also limited in using gadgets, so distance learning is not maximized when implemented. Based on this background, the researcher wants with this research we will finally find out more about how distance learning is implemented in tahfidz lessons and what are the inhibiting factors in distance learning. In this regard, researchers feel it is important to conduct research with the title 'Analysis Of Effectiveness In Distance Learning In Tahfidz Lessons'

RESEARCH METHODOLOGY

This research uses a descriptive method. Descriptive research is a research method that describes and interprets objects as they are. This research is also repeatedly considered non-experimental (Valverde-Berrocoso et al., 2020). The research used is qualitative research. Qualitative research is research that researchers use to research a natural object which eventually becomes a key instrument. Data collection techniques during the study were carried out in a triangulation (dough) manner, this data analysis was inductive in nature as well as the research results emphasized meaning rather than generalization. The qualitative approach in this study means that it is research that has special characteristics that lie in its purpose (Peffers et al., 2018). This research approach aims to provide a detailed description of the Effectiveness Analysis in Distance Learning in Tahfidz Lessons at Musholla Nurul Huda Nagari Indudur sub-district IX Koto Sungai Lasi Solok Regency. In practice personal researchers enter the research site and collect data in full according to the subject matter , the research subject is the Head of the Tahfidz Division of the Musholla Nurul Huda Tahfidz Teachers Tahfidz parents.

The type of research used is qualitative research, based on the statement of qualitative research methods used to obtain in-depth and meaningful data (Smith, 2018) . Meaning is real data is a data that is certain this is a value on the probability of the data that appears. The approach used by researchers in this study is a qualitative descriptive approach, because the data collected is in the form of terms, pictures and not numbers (Moser & Korstjens, 2018). The method of collecting data is observation, question and answer, and documentation. In this research, it is necessary to be able to convey various news in a descriptive and analytical way to make full data with clear meaning, not to reject quantitative information in the form of numbers as well as numbers if the data to be examined by the researcher appears such numerical data. Knowing and understanding the characteristics that exist in this type of qualitative research will make it easier for researchers to collect data, collect data, analyze data, and share results from reports that occur during research. This research questions the research term stage which will later provide an illustration of the overall planning, data collection application, data analysis and interpretation up to report writing. head of division, tahfidz teacher and parents at the tahfidz institution Musholaa Nurul Huda nagari Indudur.

RESULT AND DISCUSSION

Tahfidz learning while using the long-distance system, this policy was issued by the government so suddenly that many people were not ready, including the tahfidz lessons which were carried out formally and non-formally. Many teachers or educators are not ready to go through all the distance learning processes(Hapsari et al., 2021). because the preparation system used for remote learning is very different from the system previously used or face-to-face. The implementation of teacher distance learning must also adapt to aspects of learning, including tahfidz lessons and teachers or educators must be able to carry out and master this distance learning system and students must also be active and take part in distance learning so that learning runs smoothly and becomes effective. Because distance learning is not as easy as imagined because readiness from all parties is needed starting from a school or an institution, teachers, students, parents and a set of tools used when distance learning. Distance learning is carried out where students and teachers do not meet face to face, and this is not an easy thing (Andrianto Pangondian et al., 2019). therefore teachers are required to determine the appropriate method for learning to be effective. This data collection technique is through interviews, observation, and documentation. The results of the interviews were conducted with the head of the tahfidz division, tahfidz teachers and parents.

Effectiveness is a measurement which in another sense is the achievement of the goals or objectives that have been determined. (Hidayat & Asyafah, 2019). In the book on the interaction of decision-making and policy evaluation, effectiveness is an achievement of agreed targets for joint efforts, when a goal is finally achieved, the expected effect or impact of the activity has more value so that you are already satisfied, so you can say that the activity has been going well. effective. According to Cambel J, P, the measurement of effectiveness in general and the most prominent is program success, target success, program decisions, input and output levels, goal achievement. From this we can see that a job can be said to be effective if the job can carry out the goals that have been determined, effective not only giving an impact or impression but also related to the success of goals, setting standards, effectiveness, setting goals for the existence of programs, materials, related to methods or ways, means or facilities and also give influence. So it can be concluded that effectiveness is a measure of the extent to which a person or group develops in running a program. Distance learning is no exception in tafidz lessons.

Getting distance learning to be as effective as face-to-face lessons also requires enormous effort (Kahfi, 2020). Distance learning can also be a very important system when the future is still full for distance learning or combined with face-to-face. Various kinds of facilities built for distance learning are increasingly evenly distributed throughout Indonesia. But it is not enough to achieve the effectiveness of learning over the distance. The roles that are very influential in achieving the first distance learning are parents and teachers because they not only have to be good at technology but have to know and understand the needs of students because the needs of students when distance learning and face-to-face are very different. However, remote learning in Indonesia is lagging behind or becomes ineffective, especially from less wealthy families. The school government or an institution must develop quality in distance learning so that it is immediately on par with learning, including tahfidz lessons, because distance learning can be used even when we are in the future.
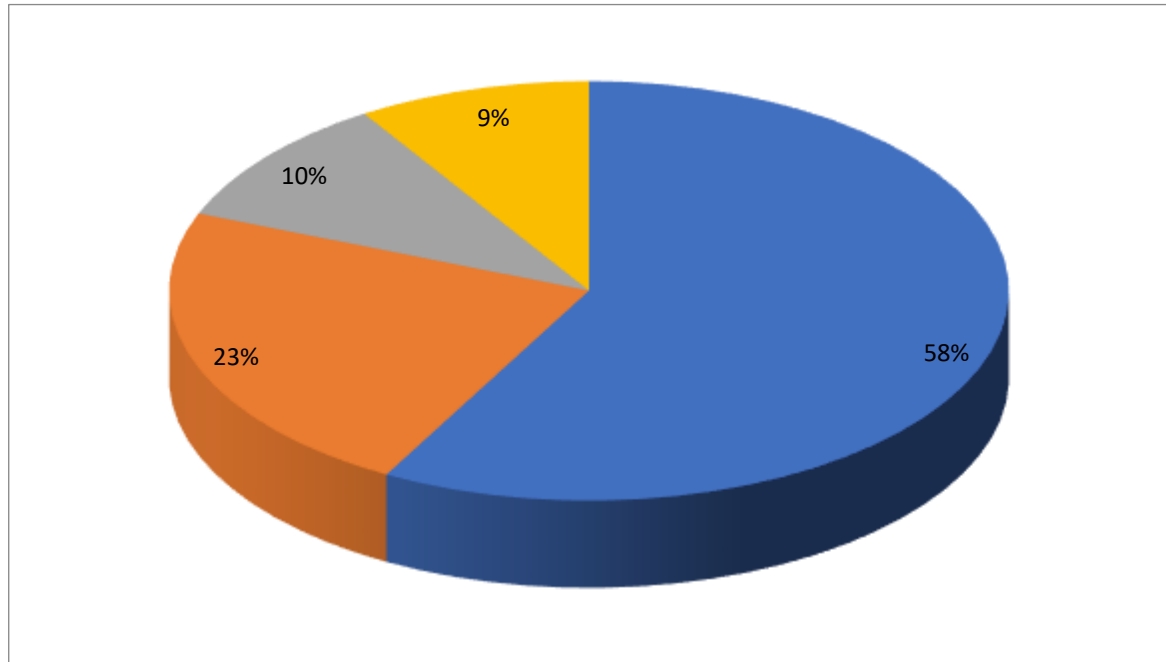
The learning process is basically something that challenges students (Prihartini et al., 2019). untuk mengembangkan kemampuan rasa dan rasio secara merata, yaitu dengan cara merangsang kerja maximum taste and brain. The balance between taste and reason will bring students to be complete human beings. This ability can be realized by developing curiosity through trial and error model activities, thinking intuitively or exploring, whatever is given by the teacher can stimulate students to think. Stimulating learning can also generate effective learning characterized by an emphasis on empowering students in active learning and also not just emphasizing mastery of knowledge about what is being taught so that it is embedded and functions as pure conceptual content that can be internalized and practiced in students' lives. Effective learning can be trained to provide a democratic attitude for students(Fakhrurrazi, 2018). Emphasizing on how students are able to learn through the creativity of teachers in classroom learning becomes a fun activity, the embodiment of active learning can provide soft skills and hard life skills.

Facilities and infrastructure in learning activities become a very important factor because it is a support to assist the learning process (Hanifah Salsabila et al., 2020). As for the facilities and infrastructure or tools used by teachers at the mosque, they are still generally not considered good, such as internet access and signals that are difficult because they are in rural areas. This is the source of the running of the process of teaching and learning activities at the mosque which is said to have not been running effectively, but from a physical perspective it does not require special facilities. The form of giving learning given by the teacher may not differentiate between each student, the material that has been prepared will be equally given to students even though the method of delivery is different. The results of the observation sheet were found based on real conditions and in accordance with the conditions in the field when the researchers conducted the research. Overall, from the results of observations about the forms of teacher readiness in compiling learning and parents accompanying their children at home when distance learning takes place.

The results of interviews with parents during distance learning occurred as follows: 1. Many parents were busy working during the day so that lessons were not conducive because lessons were changed at night because they were waiting for parents to come home from work. 2. It is difficult when parents teach or monitor children's tahfidz lessons when at home. 3. The focus of children on learning is very limited in time so the teacher must also be very focused on children. 4. The distribution of the child's memorization deposit time with other children until it is their turn. 5. The network conditions are not very stable and have an effect, especially if learning is done at night. Parents also become confused where before they trusted their children's education to teachers and suddenly have to accompany their children to study at home, especially parents who don't understand technology. The results of the interview with the tahfidz teacher found several obstacles as follows: 1. Changes in the schedule that occur so that the teacher must be ready for 24 hours; the teacher must be ready to accept the morning or evening schedule

according to the parents' schedule. 2. Network interruptions often occur, especially when learning is carried out at night. 3. The mood of children who often changes becomes erratic due to their boredom when they are only at home. 4. The difficulty of parental cooperation in helping learning to run smoothly. 5. Parents' activities are busy at work so there is no opportunity for children to do tahfidz lessons. 6. Limited use of gadgets by parents to children. The diagram below shows the effectiveness of children taking tahfidz lessons over long distances as follows:

Figure 1.Tahfizd the Effectiveness of children in participating in distance learning tahfidz lessons

It can be seen from the data above that 58% of students often take tahfidz distance learning, 23% of students rarely take part in tahfidz lessons, 10% of students sometimes attend sometimes not, as many as 9% of students have never attended distance learning tahfidz lessons. Tahfidz lessons that are carried out remotely, parents must provide motivation and encouragement to children to take part in tahfidz lessons. The results of interviews with teachers, other obstacles that often occur during lessons include: 1. Students often feel bored quickly during learning. 2. And it's very difficult for them to focus on for too long. 3. Children still like to play so that the ongoing tahfidz lessons are not effective because the children are controlled. 4. Many parents are busy in any case. 5. Schedules that often change. 6. Not persistent. Parents are in trouble because the work that is usually done by the teacher is transferred to them, especially some of the parents of students who are not good at reading, for this reason the teacher is required to be able to overcome all things and obstacles during distance learning. Teachers as tahfidz learning educators must also be demanded to be more creative and innovative because teachers who are educators must also be responsible for and take part in the success of student learning to produce competent children, especially in tahfidz learning because in tahfidz lessons there are many targets that must be achieved everyday.

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Figure 2. Children's Memorization Acces Data
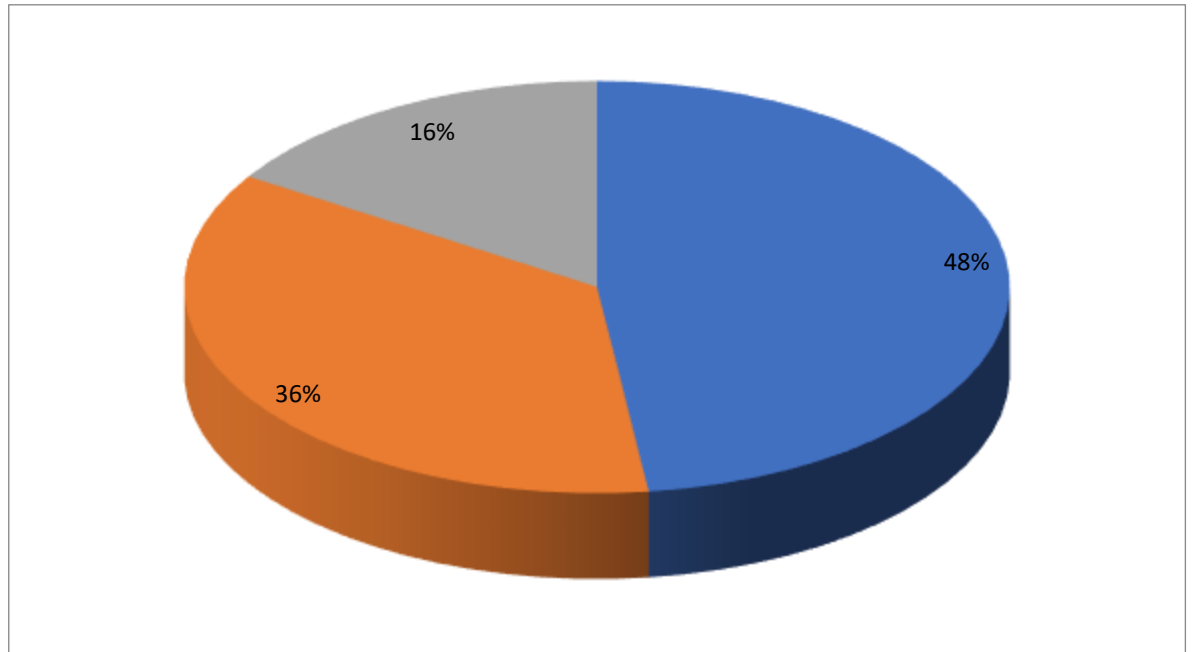
From this second diagram, it can be seen that the results of children's memorization during distance learning show that 1 juz memorized 48%, and ¼ juz memorized 36%, and those with less than ¼ juz memorized 16%. From the results of this data, we can see that the tahfidz lessons which are carried out remotely have not reached the target. Even distance learning is not as effective as learning when it is carried out face-to-face or face-to-face, because in this distance learning the teacher must try as much as possible to find strategies so that memorization children do not run aground in the middle of the road or stop so that the child's memorization goes on every day. The results of the research conducted by researchers also have many obstacles for teachers to children who are still at an early age, including: 1. The difficulty in communicating with children when they are far away. 2. The method used when learning is not appropriate. 3. Learning material that is not conveyed thoroughly or perfectly to students. 4. As well as costs for using gadgets in times like today. Of course, related to all of this, we have to find a solution to this problem. The tahfidz teachers at mosque also prepared ways of learning with new concepts. The results of the interviews that the researchers conducted with tahfidz teachers revealed that they took several steps to make distance learning run smoothly, some of which were carried out by the teachers were as follows:

The first was done by the tahfidz teacher. 1. The teacher sends a verse in the form of a voice note to all students to memorize that day. 2. Then the teacher divides the child's schedule every day to deposit memorization and it is sent in the form of voice notes or video and video calls. 3. The teacher discusses with parents to arrange a schedule that can be done during remote tahfidz lessons. The experience of tahfidz teachers who teach long distance according to him, tahfidz lessons that are carried out remotely will run smoothly and be effective when the communication between the teacher and parents is well established and even that must be done in private chat not in group chats because not everyone parents can read group chats because there are already a lot of chats and piles up. So the teacher's initiative in the end contacted the parents one by one to discuss the smooth hafidz of their sons and daughters.

Table 1. Tahfidz Schedule Table During Long Distance

Voice Note (Muroja'ah and Ziyadah)	Video (Muroja'ah dan Ziyadah)	Video Call (Muroja'ah dan Ziyadah)

1 week 3 times	**1 week 1 times**	**1 week 2 times**

The distance learning schedule for tahfidz lessons aims to make tahfidz lessons effective so that all of this is realized the teacher makes as creative a way as possible in presenting learning and educators use teaching time as much as possible instead the teacher must be ready to provide memorization even though it's all day long the teacher must always be ready. For this reason, the teacher chooses creative methods and works together with parents and students (Gordon, 2018). Teachers are expected to make all students active during learning and memorizing time. Therefore, on the other hand, teachers need cooperation with parents.

Parents can help their children in memorizing the verses given by the teacher, because parents are also the first madrasah for their children. (Lilawati, 2020), parents can make children love the Al-Qoran more and this is done by making a routine of reading the Koran in the family environment because the habits in their environment will become their own character. (Sogari et al., 2018). There are other ways that parents can do, including: 1. Here parents must have a strong intention because with serious intentions Allah will make it easy for them. 2. Consistent and persistent, this should not be interrupted. 3. Parents are expected to give rewards to children so that children become more enthusiastic in pursuing their memorization targets. 4. Parents must also make an agreement with their children when to memorize and when they can play. 5. Try to get all family members to familiarize themselves with the Koran so that it also becomes an example for children. 6. Parents also have to follow the wishes that the child likes every now and then as long as it's a good thing so that the child doesn't feel pressured. Distance learning does have many problems, but this must be overcome by increasing motivational strategies so that children continue to memorize the Koran because tahfidz lessons are carried out remotely and that can make children not in the mood, focus (Hackett & Rautio, 2019). because they cannot play with their friends while the world of children itself cannot be separated from playing.

Memorizing the Qur'an has the highest purpose in the process of learning the Qur'an while teaching is a very noble task in the eyes of Allah SWT. Those who memorize the Qur'an are said to be the level of authenticity and purity of the Qur'an. The penghafids have a very big role among Muslims (Arifin & Setiawati, 2021). In order to preserve the Al-Qur'an as the main source and guide for Muslims so that there is no doubt that those who memorize the Al-Qur'an occupy an honorable position in front of Allah SWT and will always obtain victory in this world and in the hereafter if accompanied by righteous deeds in memorize it. Al-Qur'an can raise a person's status and can improve his condition if he practices it (Umar et al., 2019). On the other hand, distance learning makes teachers more knowledgeable because they are always looking for learning to always run effectively and efficiently as possible (Hensley et al., 2022). Because being an educator or teacher has full responsibility for the progress of students and during the learning process do not forget that teachers must also always establish communication with parents so that distance learning tahfidz lessons run smoothly and be effective.

CONCLUSION

Based on the results of the research that the researchers have done, it can be concluded that distance learning has a great impact on the world of education, including tahfidz lessons, lessons that are usually carried out conventionally are changed to distance learning. The effectiveness of distance learning tahfidz lessons at the Nurul Huda Mosque can still be said to be ineffective. From the findings there are still many parents who are not cohesive or work together with the teacher in the learning process, because there are still many parents who are still doing work activities during learning time. Many parents complain during the learning process because they are busy, so many students do not receive guidance from their parents during remote lessons. Many tahfidz learning schedules are carried out at night because they are waiting for their parents to come home from work so that tahfidz lessons become ineffective. In addition, educators' parents do not agree with distance learning because some of the new students can take lessons at night because they are waiting for other people. old come home from work. Not to mention because of other obstacles such as the laziness of the students themselves, the network that does not support children is more fun to play. Researchers consider this distance learning to be less effective and to have more negative impacts, especially tahfidz Al-Quran lessons because teachers do not directly monitor or condition children from the point of view of their direct memorization or muroja'ah.

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