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MORALITY BEFORE KNOWLEDGE

The implementation of sima'an Al-Qur'an activities to improve memorization quality

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ABSTRACT

Background: Memorizing the Qur'an requires continuous support and strategic activities to enhance memorization quality. Sima'an al-Qur'an, a traditional recitation program, plays a vital role in reinforcing students' (santri's) hafalan (memorization). This study investigates how this activity is planned and executed, as well as the supporting and hindering factors in its implementation at Tahfidzul Qur'an Islamic Boarding School (PPTQ) Al-Amin Aminullah Barandasi. **Methods:** This qualitative study was conducted at PPTQ Al-Amin Aminullah Barandasi. Data were collected through observation, interviews, and documentation. The participants included the pesantren's leaders, mentors, and sima'an participants. The instruments used were interview guidelines, observation sheets, and documentation templates. **Findings:** The planning of the sima'an al-Qur'an activity is carried out systematically in three stages: surveying the venue and time, determining participants and readings, and preparing necessary facilities. The implementation follows a structured format with sessions for opening, recitation, breaks, and closing. Supporting factors include the commitment of organizers and participants, institutional support, and adequate facilities. In contrast, barriers include limited space, insufficient preparation, and interruptions from other activities. **Conclusion:** Sima'an al-Qur'an is effectively planned and implemented at PPTQ Al-Amin Aminullah Barandasi and contributes significantly to improving santri's memorization quality. The pesantren is encouraged to further optimize and expand the program to benefit more students. **Novelty/Originality of this article:** This study provides a detailed, practice-based account of how sima'an al-Qur'an activities enhance Qur'anic memorization in Islamic boarding schools. Its originality lies in highlighting both practical implementation and institutional strategies, offering a replicable model for other pesantren.

KEYWORDS: sima'an Al-Qur'an; Al-Qur'an memorization; tahfidz; pesantren activities.

1. Introduction

The Qur'an is the holy book of Muslims, and every Muslim is obliged to make it a guide to life (Al-Marjan, 2023). Muslims are obliged to read, study, and practice the teachings of the Qur'an correctly and thoroughly. Thus, humans can live safely and peacefully, because the Qur'an is a guide revealed by Allah SWT to humans. The Qur'an was revealed by Allah SWT through Jibril A.S who delivered it to the Prophet Muhammad for approximately 23 years (Nurnaningsih, 2021). It should be understood that the Qur'an was revealed to be a guide of mercy, a guide to life, and a source of law for all aspects of life on earth. As the word of Allah, the Qur'an is a direct expression of His will. Therefore, Muslims who believe in Allah Swt. are obliged to maintain and uphold the sanctity of the Qur'an so that its purity (holy and free from doubt) is maintained throughout the ages. Muslims must believe in the

validity of the Qur'an as the holy and great book of Allah Swt, which was revealed to Muhammad SAW as a means to spread the teachings of Islam contained therein. Therefore, if someone doubts the truth of the Qur'an, it will raise questions about his or her Islam, because the Qur'an is clear in its historical context, which is organized and reliable, and in terms of meaning is beautiful and true in its messages.

The Qur'an is a holy book revealed by Allah SWT as a guide to life, which every verse contains valuable lessons for mankind. Reading and memorizing the Qur'an which is a form of human effort to maintain the Qur'an (Hamida & Thobroni, 2021). A hadith also states, *"it escapes sooner than a camel in bonds"*, which effectively illustrates the gravity of this task. If a learner fails to review his memorization for even one day, his memorization can quickly fade away. This reflects the test that Allah SWT gives to those who memorize the Qur'an. Nevertheless, with passion and intention, these memorizers can overcome these challenges and maintain their commitment to strive for Allah's blessings. The internal conditions of the Qur'an memorizers play an important role in their daily activities. One of the significant internal conditions is motivation. Motivation is the underlying drive that influences a person's actions and interactions with those around them. Motivation can be seen as an internal and external force that arises from the interaction of attitudes, needs and perceptions. In other words, motivation acts as a mental drive that pushes individuals forward (Munaji, 2016).

Motivation plays an important role in a person's life, especially for memorizing the Qur'an. Motivation encourages Qur'anic memorizers to continue memorizing with passion and perseverance (Putri et al., 2022). Strong motivation helps them stay focused and organized in achieving their goals. When a Qur'ānic memorizer is driven by passion and supported by strong motivation, it creates a solid foundation that allows for consistent memorization. This internal drive helps to maintain the strength of the Qur'ānic memorizer's memory, so that it can survive and succeed in its journey. The honor of memorizing the Qur'an is not only in this world, in the hereafter, the rewards will continue to exist for those who have memorized it and their parents. The virtues and blessings that accompany this act are a gift from Allah Swt. bestowed upon His chosen servants. With this understanding, memorizers of the Qur'an should be even more motivated to learn, understand, and preserve their memorization (Masduki, 2018). Thus, it can be concluded that Allah SWT gives great motivation to the memorizers of the Qur'an. As mentioned earlier, Allah SWT will raise the degree of a memorizer of the Qur'an in the hereafter. Therefore, a memorizer of the Qur'an should always try to protect it.

In addition to motivation which is crucial for the memorizers of the Qur'an, having the right method. One of the powerful methods used by some memorizers of the Qur'an to maintain their memorization is the sima'an method. Sima'an which means listening, which is actively listening to someone reading the Qur'an for the purpose of memorization (Kamila et al., 2024). This can be done by listening to the ustadz, fellow hafiz who are more experienced in memorizing. The sima'an method is a method that aims to maintain memorization so that it is maintained and smooth memorization and find out where the mistakes of verses and sentences are when memorizing (Larasati, 2022).

Among pesantren, the sima'an method has developed into an annual activity and for some people into a monthly routine. This activity is well organized and quite popular, especially through an institution called JQHNU (Jam'iyyatul Qurra wal Huffazh) which is under the auspices of the mass organization Nahdlatul Ulama (NU) which consists of Qaris and Hafidz al-Qur'an from among Nahdiyyin. Each division of this organization has its own program, especially for those who fall into the hafidz category, one of which is the sima'an activity. Sima'an activities are well known among Qur'an memorizers, especially at the Al-Amin Aminullah Barandasi Tahfidzul Qur'an Islamic Boarding School (PPTQ). Sima'an activities in this institution have been carried out several times, both internally and externally (from house to house).

The research focus is a systematic arrangement of problems described as the core of the research topic. The identification of this focus is intended to facilitate data collection and

analysis in line with the research objectives. The research focus in this study is described in Table 1.

Table 1. Research focus

Research Focus	Description of Focus
Implementation of Sima'an Al-Qur'an Activities as a Means of Improving the Quality of Santri Memorization	Implementation can occur if the aspects of planning, implementation, and evaluation go well. a. The planning in question is things that must be prepared by the Al-Amin Aminullah Barandasi tahfizhul Qur'an boarding school before the Qur'an sima'an activity, such as: 1) Place and time of the activity 2) Determination of participants and readings 3) Facilities and infrastructure b. The implementation of the Qur'an sima'an activity in question is the form of a process that occurs during this activity, starting from the opening of the activity to the closing of the Qur'an sima'an activity. c. The evaluation in question is an activity that aims to identify what things are: 1) Supporting factors 2) Obstacle factors d. The role of sima'an activities on the quality of students' memorization

2. Methods

2.1 Type and location of research

This type of research is descriptive qualitative research. The definition of descriptive research is research that is only limited to trying to reveal a problem and situation as it is, so that it is only a mere revelation of facts. Descriptive research is research to make a description of the situation or event, so this research intends to accumulate basic data only (Nasir, 1998). Qualitative research methods are research methods used to examine the conditions of natural objects, (as opposed to experiments), namely researchers as key instruments. Qualitative research is research that is intended to understand a phenomenon related to what is experienced by the research subject, for example behavior, perceptions, actions, motivations and others. Based on the above opinion, it can be concluded that qualitative research is research that aims to understand an event in a natural subject and a research that reveals holistically by describing it through non-numerical language (Lim et al., 2024). The purpose of qualitative research is to find theories based on data obtained in the field, namely at Tahfidzul Quran Islamic Boarding School (*Pondok Pesantren Tahfidzul Quran (PPTQ)*) Al-Amin Aminullah Barandasi.

The research location taken by this prospective researcher is located in Maros Regency, precisely at the Al-Amin Aminullah Barandasi Quran Tahfidzul Islamic Boarding School (PPTQ) in Lau District. The reason the researcher chose this research location is so that the Al-Qur'an sima'an activity at the Al-Amin Aminullah Barandasi Quran Tahfidzul Islamic Boarding School (PPTQ) can always be applied to produce quality Al-Qur'an memorization students. Then prospective researchers choose this location because prospective researchers can reach more easily the location of the research, and can save costs.

2.2 Research approach

The approach is an effort in the framework of research activities to establish a relationship with the person under study. The approach used in this research is a phenomenological approach, which is research that seeks to understand the meaning of an event that relates to people in certain situations whose approach is in terms of the conceptual subjects studied so that it can be understood how and what understanding is developed by them around events in everyday life. The relationship with this research is that the approach is understood as a reference for conducting research on Anilisis Al-Qur'an Sima'an Activities as a Means of Improving Santri Memorization. So the approach used in this research is a phenomenological approach (what is observed and seen).

Phenomenon comes from the Greek word phainomena (which is rooted in the word phaneim which means to appear) is often used to refer to all objects that are still considered external and paradigmatically must be called objective. Phenomena are symptoms in their complex natural situation, which can only be part of human consciousness comprehensively and when reduced to a barometer will be defined as facts (Bungin, 2010). In relation to this research, the phenomenological approach is used to reveal facts, symptoms and events objectively related to the analysis of Al-Qur'an sima'an activities as a means of increasing students' memorization at the Al-Amin Aminullah Barandasi Quran Tahfidzul Islamic Boarding School (PPTQ).

2.3 Data source

The data source is the subject from which the data will be obtained (Kusnadi, 2008). So it is very important in a study to determine the right and relevant data sources in accordance with the objectives of the study. In general, this study uses two data sources, namely primary and secondary data sources. Primary data sources are data obtained directly by researchers from research objects in the field in obtaining this data, researchers directly deal with informants to obtain accurate data, so that researchers in managing the data do not experience difficulties.

The primary data sources are Ustadz, students who memorize, and students who listen to the Qur'an during sima'an activities at Al-Amin Aminullah Barandasi Islamic Boarding School (PPTQ). In addition to using primary data, this study also uses secondary data, namely the leadership of the boarding school and the community. Secondary data is supporting data sourced from documents and observations found by researchers indirectly from other media sources that can support the completeness of research data so that this research can run accurately and in accordance with reality. Based on the above understanding, it can be understood that secondary data is the second data source obtained from other sources that are not directly related. Secondary data in this study are elements that exist in the field precisely at the Al-Amin Aminullah Barandasi Tahfidzul Quran Islamic Boarding School (PPTQ).

2.4 Data collection techniques

Data collection technique is the most important step in research, which aims to collect data (Sugiyono, 2015). The data collection methods used in this research are observation, interview, and documentation. Observation is essentially an activity that uses the five senses such as sight, smell, hearing to obtain the information needed to answer research problems. The results of observation are in the form of activities, events, objects, certain conditions, and also a person's emotional feelings (Mania, 2013). The observation method is a data collection method, in which researchers record information as they witness it during research (Gulo, 2003). In this study, researchers used data collection by participating in being present and following the course of implementing / implementing sima'an al-Qur'an activities (participant observation) and recording the data needed as a source of completeness to find out how sima'an Al-Qur'an activities as a means of increasing student memorization at the Al-Amin Aminullah Barandasi Quran Tahfidzul Islamic Boarding School (PPTQ).

An interview is a conversation conducted by two people, namely the interviewer who asks questions and the interviewee or resource person who provides answers to questions. The interview consists of two types, namely structured interviews and unstructured (free) interviews (Sudjana, 2009). Unstructured interviews are conducted orally in face-to-face or direct meetings individually or in groups if you want to know clearly and more deeply about a research object. Based on the above definition, the researcher uses an unstructured (free) interview, which is conducted by the interviewer by bringing a complete and detailed set of questions.

Documentation is data collection sourced from documents, books or archives, and photographs. To obtain data from respondents, one of them is the documentation technique. In this technique, researchers may obtain information from a variety of written sources or documents that are on the respondent or where the respondent carries out his daily activities (Sukardi, 2020). In this documentation method, researchers can obtain data directly from the research site which is certainly based on facts so that the data obtained can be trusted.

The instruments that researchers use to find out the Al-Qur'an sima'an activities as a means of improving the memorization of students at the Al-Amin Aminullah Barandasi Quran Tahfidzul Islamic Boarding School (PPTQ) consist of three main types, namely observation, interview guidelines and documentation guidelines. The observation guideline in this study is a guideline used as a guide to observe the object of research in the field, namely the Al-Qur'an sima'an activity as a means of improving the quality of students' memorization at the Al-Amin Aminullah Barandasi Quran Tahfidzul Islamic Boarding School (PPTQ) to obtain data related to these matters. That is, several tools or instruments used in asking questions based on specific objectives, namely interviewing Ustadz, students who memorize, and students who listen to Al-Qur'an during sima'an activities. In Tahfidzul Quran Islamic Boarding School (*Pondok Pesantren Tahfidzul* Quran (PPTQ)) Al-Amin Aminullah Barandasi and supporting elements related to the title of this research. Researchers collected data from respondents, in this study the documents taken were in the form of data at the Al-Amin Aminullah Barandasi Quran Tahfidzul Islamic Boarding School (PPTQ). as well as photos during the research process related to this research.

2.5 Data processing and analysis techniques

Data processing is related to data analysis. Qualitative research, data obtained from various sources using various data collection techniques, which are carried out continuously. Qualitative data analysis is inductive, which is an analysis based on the data obtained and then developed into a hypothesis (Saebani, 2008). In the data processing process, following the theory of Miles and Huberman, the data processing process goes through three stages, namely data reduction, data display, conclusion drawing and verification conclusion drawing/verification.

Data reduction means summarizing, selecting key things, focusing on important things, and looking for themes and patterns (Sugiyono, 2015). Researchers reduce or collect data by summarizing and selecting some important data related to the Al-Qur'an sima'an activity as a means of increasing the memorization of students at the Al-Amin Aminullah Quran Tahfidzul Islamic Boarding School (PPTQ) Barandasi. After reducing the data, the data is presented in the form of narrative text in the research report. Thus, the data that has been reduced, then provides a clearer picture, and makes it easier for researchers to collect further data, and search for it if needed.

The data presentation in question is the presentation of data that has been filtered and organized as a whole in tabulated and organized form. After the data has been reduced, the next step is to display the data. Qualitative research, data presentation is usually done in the form of brief descriptions, charts, relationships between categories and the like. According to Miles and Huberman in Sugiyono's book, the most commonly used in presenting data in qualitative research is in the form of a narrative test. In presenting the data, researchers obtained data directly through predetermined informants, then discussed and analyzed the

truth of the data and presented it in descriptive narrative form in the form of detailed descriptions.

The next step in qualitative data analysis is conclusion drawing and verification. The conclusions put forward are temporary, and will change until strong supporting evidence is found. The conclusions drawn make it possible to answer the formulation of the problem and the conclusion is new knowledge that has never existed. Data verification is the researcher proving the truth of the data that can be measured through informants who understand the issues raised in depth with the aim of avoiding any element of subjectivity that can reduce the weight of this thesis. So in this study when conducting observations, interviews, and documentation at Tahfidzul Quran Islamic Boarding School (*Pondok Pesantren Tahfidzul* Quran (PPTQ)) Al-Amin Aminullah Barandasi.

2.6 Data validity testing

In testing the validity of data in research, every finding must be checked for validity, so that the results of the research can be accounted for and can be proven valid, so researchers use triangulation techniques. Triangulation means a data collection technique that combines several existing techniques and data sources. Triangulation is a data validity checking technique, which utilizes something else, outside the data for checking purposes, in other words as a comparison to data (Sugiyono, 2015).

In qualitative research, the triangulation technique is used as checking the validity of the data that researchers get or find from the results of researcher interviews with other informants, which researchers then confirm with documentation studies related to research as well as observations in the field so that the validity of the data is guaranteed (Iskandar, 2009). Researchers use the triangulation technique (source), as a check through other sources, in its implementation researchers check the data derived from the results of interviews with ustadz, students who memorize, and listen to the Qur'an during sima'an activities as well as elements that exist in the Al-Amin Aminullah Barandasi Quran Tahfidzul Islamic Boarding School (PPTQ).

3. Results and Discussion

3.1 Planning of sima'an al-qur'an activities as a means of improving the quality of students' memorization

Based on the results of research conducted by researchers, the planning process of sima'an al-Qur'an activities aims to find out things that must be considered before establishing a program. In determining the activities of sima'an al-Qur'an, there are several things that need to be considered, one of which is the effectiveness of these activities for students, this is in accordance with the results of the researcher's interview with MA who said that:

> *Planning for sima'an al-Qur'an activities begins with identifying the objectives of the activity program whether it is efficient and effective for students and alumni to memorize the Qur'an.*

Goal setting is important to ensure effective target achievement. Setting goals will also provide direction and focus for all participants involved in sima'an al-Qur'an activities. This view is supported by an interview conducted by Ustadz BH, who stated that

> *"our main goal is to design this sima'an al-Qur'an activity, we hope to improve the quality of the students' memorization in (PPTQ) A-Amin Aminullah Barandasi. In addition, we also hope that this activity can provide a forum for students and alumni to establish silaturrahim between each other."*

This Al-Qur'an sima'an activity aims to provide a good opportunity for students and alumni to improve the quality of Al-Qur'an memorization. In addition, this activity also aims to be a gathering place for ustad, supervisors, students, and alumni, as well as to foster a strong sense of solidarity among the residents of Al-Amin Aminullah Barandasi Qur'an Tahfizhul Islamic Boarding School. This activity also aims to develop religious characters and familiarize themselves with daily life. In addition, this activity also aims to train the mentality of students and alumni to memorize the Qur'an in front of the audience.

In organizing an activity, there are several main components that need to be considered, namely the preparation, implementation, and evaluation stages. This also applies to Sima'an al-Qur'an activities which require careful planning in various fields. First, it is important to prepare the participants. Next, considerations must be made regarding the implementation of the activity, such as selecting a suitable location and identifying participants who will take part in the Sima'an al-Qur'an activity (Farida et al., 2021). Finally, evaluation is important to identify areas for improvement in the activity.

In the planning process, place selection is crucial in carrying out an activity. Similar to the Sima'an al-Qur'an activity, the choice of place is something that must be carefully thought out so that it runs according to what is expected. In addition to choosing the right location, the Sima'an Al-Qur'an activity committee must also carefully consider the time of implementation. The time of implementation can be related to the potential number of participants in the sima'an activities to be carried out. Thus, a mature strategy is needed to determine the time of implementation of Al-Qur'an Sima'an activities in order to accommodate all participants. With a good place and time arrangement, of course, it can have a very good impact on the sustainability of the activity and the consistency of the purpose of the Qur'anic sima'an activity.

Determining the participants and the recitation of sima'an al-Qur'an is also a crucial stage. Without participants, this activity will not run well. Therefore, determining the right participants is important to ensure that the sima'an al-Qur'an activity runs according to the expected goals. This is in accordance with AJ's words*:*

> *"the determination of participants we do by distributing invitations to students and alumni as well as sending a list of juz readings that should be read by the participants. So we do not determine the juz that the participants will read, the important thing is that the reading list is full, so we determine the names of those who register themselves through the list as participants of the sima'an al-Qur'an."*

The selection of the right participants according to their abilities is the key to the success of Al-Qur'an memorization activities. Therefore, the participant selection process must be carried out carefully and carefully so that the activity runs smoothly, optimally, and as expected. In addition to being the responsibility of the organizers in preparing various things before implementation, participants, especially alumni, also play an important role in ensuring the implementation of Al-Qur'an memorization activities. Participants who will read and listen to the memorization of the Qur'an must prepare themselves thoroughly. This includes fluency of memorization, understanding of correct tajweed, and consistency of reading rhythm. Mental preparation is also important for participants who will recite their memorization in front of an audience. In addition, the listeners are expected to stay focused and pay attention to each reading so that the listening process is maintained in accuracy.

Facilities and infrastructure are very important for the smooth running of Al-Qur'an sima'an activities. Adequate facilities not only create a comfortable atmosphere for participants and listeners, but also ensure that the event takes place in an orderly manner according to the structure of the activity. The main aspects that need to be considered in the provision of facilities and infrastructure include the sound system, banners, and consumption.

The sound system is very important to strengthen the voice of the participant who is reciting his memorization. Good audio quality allows listeners to hear the recitation of the Qur'an clearly, so that the correction process can be carried out effectively. Proper placement of speakers and microphones also plays an important role in maintaining comfort during the event. In addition to the procurement of an adequate sound system, the identity of the activity is also something that needs to be prepared by the Qur'an sima'an activity committee such as banners that function as visual elements that give identity to the Qur'an sima'an activity. Banners that display the event name, theme, and other important information contribute to a more formal atmosphere and enhance the positive image of the event. A simple yet informative design will effectively convey the purpose of the event. According to MAB participants as follows.

> *"banners in this sima'an activity are important as a means of information and identity, banners help convey information related to the event starting from the title and purpose of organizing this sima'an al-Qur'an event."* Then added by MF as a participant in the sima'an al-Qur'an who said *"banners can beautify the atmosphere of the event and can convey the message of the event in an educative and interesting way".*

It can be concluded that banners in an activity play an important role in supporting the smooth running of the event by providing clear information and adding to the attractiveness for participants to be happy and enthusiastic in undergoing al-Qur'an sima'an activities. Catering is also an important aspect in supporting these activities, especially when they take place over a long period of time. Providing food and drinks for both reading and listening participants as well as organizers will help maintain focus and concentration. With good planning, catering needs can be met efficiently without disrupting the course of the event. In addition, the readiness of the venue and supporting facilities, such as chairs, tables and tents, greatly affects the comfort of participants. A clean, organized and spacious venue will create a conducive atmosphere for activities. With careful planning related to facilities and infrastructure, sima'an al-Qur'an activities can be carried out well and run according to the expected goals. Strong coordination between the committee and participants in fulfilling all technical requirements is crucial to the success of the event and creating a memorable experience for all involved.

3.2 Implementation of sima'an al-qur'an activities as a means of improving the quality of students' memorization

3.2.1 Opening session

The opening stage is the beginning of the implementation of sima'an al-Qur'an activities which have an important role in creating a solemn atmosphere. The event usually begins with a prayer as a form of gratitude and asking for blessings so that the activity runs smoothly. In addition, the opening is also a moment to briefly introduce the schedule of events, so that all parties understand the flow of activities. Technical directions such as time rules, placement of participants and listeners, and reading correction mechanisms are also explained at this stage. The atmosphere at the beginning of a solemn activity is very important to support the running of sima'an al-Qur'an.

3.2.2 Simaan session

The Qur'an simaan session is the core session of the Qur'an simaan activity. Participants listen to their memorization of the Qur'an in front of the listeners who are tasked with observing their memorization of the Qur'an. In this process the listener and other participants carry out an interaction in the form of giving direct correction to the memorization of the Qur'an of the participant who recites his memorization if there is an

error both in terms of makhraj, tajweed and fluency of the memorization of the Qur'an. It can be concluded that in this sima'an session there is an interaction between the participants who read and listen, namely providing corrections for the reader's memorization. This aims to train the concentration of the participants and certainly to improve the quality of the memorization of the Qur'an of the participants of sima'an al-Qur'an. From this interaction it can also be a very valuable learning tool for the reader, as well as for the listener who participates in the Qur'an sima'an activity.

3.2.3 Rest Session

Usually this session is filled with eating together between the committee, the participants, Ustadz and the host of the place of activity, discussion and meeting familiarly with everyone who participated in this Qur'anic sima'an activity. In the rest session of the sima'an al-Qur'an activity, besides giving time for the participants to rest, a meal is usually held together which has usually been prepared by the committee or the host whose house is used as the location of the activity. This aims not only to re-energize the participants but can also be used as a forum for friendship.

It can be concluded that the rest session can have a very big impact on the course of the sima'an al-Qur'an activity. Because with this session it can provide a forum for participants to rest and refresh the brain that during the activity may experience fatigue so that the participants do not focus on reading and listening to the memorization of the Qur'an. In the Qur'an sima'an activity carried out by Al-Amin Aminullah Islamic boarding school itself. This session is carried out by holding a meal together which aims to provide an effect of togetherness and solidarity and is used as a gathering place for the coaches and Ustadz who are also present in the Qur'an sima'an activity.

3.2.4 Closing Session

The closing session is a very important part because it is the moment to end an event or activity well. The closing session gives the participants a chance to reflect on what they have learned and achieved after the sima'an al-Qur'an activity. It is a time to remind them of the goals they want to achieve and inspire them not to be complacent and continue to develop their memorization of the Qur'an to be better and more qualified.

This session usually ends with a joint prayer, as well as during the opening session which both aim to ask Allah Swt. so that this activity becomes a blessing and gets a reward from Him. After praying together, a group photo agenda is held which aims as a very meaningful memento of the committee and participants of course. It can be concluded that the closing session is a very important session in the performance of an activity including the Qur'an sima'an activity. In this session, it gives its own meaning to the participants about the purpose of the activity and things that should still be optimized after the activity. In this closing session there is also a joint photo agenda between the participants, the committee, Ustadz and the host which aims as a memento that will always be remembered until whenever and a sign of a close relationship between people.

3.3 Supporting and inhibiting factors in supporting and improving the fluency of students' memorization.

3.3.1 Supporting factors

The commitment of the participants is one of the supporting factors that greatly influences the successful implementation of the Qur'an sima'an activity. Intention is the main foundation in the success of an activity. Without exception to the sima'an al-Qur'an activity, intention/commitment is a very important thing to be instilled by the participants and the committee. When we intend it well and maximize it with a full attitude of commitment then, surely this sima'an al-Qur'an activity can run well and according to its

purpose, namely to maintain the Qur'an and improve the quality of memorization of students and alumni.

Apart from a strong commitment, support from related parties is also a success factor in implementing the sima'an al-Qur'an activity. In this case, the leaders of the boarding school, the community and government organizations under the auspices of the local government such as JQH-NU. Apart from internal factors, namely themselves in the form of intention and strong commitment. External factors also play a very important role in the implementation of the Qur'an sima'an activity.

The availability of good and complete facilities and facilities is also very important for the smooth and successful running of the Qur'an sima'an activity (Suryana, 2024). For example, the availability of a comfortable location, conducive, both in terms of social, cultural and spiritual. It can be concluded that the supporting factors in the sima'an al-Qur'an activity play a very important role in the success of the activity. These supporting factors support each other to create a common goal, namely to succeed in the implementation / implementation of the Qur'an sima'an activity.

3.3.2 Obstacles

In general, obstacles are something that refers to problems that then arise in every activity which ultimately makes an activity disrupted and less than optimal. In the sim'an al-Qur'an activity, there are still some problems/constraints found both in terms of the place of activity and also in terms of the participants themselves. Which of these problems/obstacles can make this sima'an activity less optimal and maximum. The limited place/location for the implementation of this sima'an activity is still an inhibiting factor that is often obtained by a special committee for alumni sima'an activities which are basically carried out outside the cottage environment. This may occur due to a lack of coordination and observation from the committee to the relevant parties, so that in terms of the location of the location of the activity is still a problem in this activity. The location of the activity is still a significant challenge for the committee and sima'an participants. Because location/place is an important component in the success of an activity without exception in the Qur'anic sima'an activity.

The preparation of the participants is also still a challenge for this sima'an al-Qur'an activity. The preparation referred to here could be from the internal factors of the participants themselves such as, the lack of fluency of the participants' memorization, the lack of coordination between the participants and the committee, and nervousness because they are not ready to recite their memorization in front of many people so that it makes them stiff and many of their readings are wrong (Mukhtar et al., 2023). The preparation factor of the participants is still a challenge to the success of this sima'an al-Qur'an activity. Because considering the initial purpose of this sima'an activity is to smooth the students' memorization. Therefore, it is hoped that the participants must carefully prepare things that should be prepared such as memorization, mental and others, so that this activity runs well and its goals can be achieved. And also from the committee so that they can give maximum time to the participants in preparing their memorization. So that this sima'an activity can run optimally.

The number of other activities that interfere with the course of al-Qur'an sima'an activities. The activities in question are activities outside of listening activities in the sima'an al-Qur'an activity. Of course the effect of these problems can result in readers not maximizing their memorization and likewise with listeners not focusing on listening to the reader's memorization. In an activity of sima'an al-Qur'an sometimes we get problems like that, for example playing cellphones, telling stories and other activities outside of the activities that should be carried out in the sima'an activity, which in turn can disturb the participants and disrupt the course of the sima'an activity.

From the Al-Amin Aminullah sima'an committee itself strongly urges participants not to carry out other activities besides reading and listening to the recitation of the Qur'an, carried out outside the location of the sima'an to maintain the comfort and continuity of a

sima'an activity. Activities that should not need to be done are basically a disturbing / inhibiting factor in an activity, as well as this Qur'an sima'an activity. Because the sima'an participants really need concentration so that their brains relax and can recite and listen to the memorization of the Qur'an properly, thoroughly and correctly. Overall, this sima'an activity is a very good activity and is very appropriate to be implemented in a pesantren education scope, especially in the field of memorizing the Qur'an. Because seen from all kinds of activities in it describes a goal that can basically be used by students as a means of improving the quality of memorization and mental training.

Of course, the benefits of the Qur'an sima'an activity can be achieved if the committee and participants can be the same and work actively and firmly in preparing the things needed in the sima'an activity, starting from the placement of the location, determining the participants of the Qur'an sima'an, the firmness of the rules, namely what things should not be done by the sima'an participants while in the sima'an place. From the participants, they must prepare their memorization and mentality to the maximum, so that there are no more nervous words when participating in sima'an. When all these things can be considered and prepared properly, then the activity of sima'an al-Qur'an in the tahfizhul Qu'an Al-Amin Aminullah cottage can run well. And of course this activity can be implemented well when there are supporting factors as described above. And when the inhibiting factors can be anticipated and evaluated properly.

3.4 The role of sima'an al-Qur'an activities in supporting the improvement of the fluency of santri memorization

Of course, in the scope of pesantren, especially tahfizhul Qur'an pesantren, this sima'an al-Qur'an activity is a familiar activity, because this activity is usually held regularly, be it daily, monthly or even as an annual agenda which is held festively, both inside the pesantren and outside the pesantren environment. For students who memorize the Qur'an, they can make this Qur'an sima'an activity as a place to strengthen their mentality to appear to listen to their memorized Qur'an to many people. Also on the other hand, they make it a place to improve the quality of their memorization of the Qur'an.

The coach / teacher understands that the purpose of the implementation of this sima'an activity is specifically designed to strengthen the quality of the students' memorization of the Qur'an as a whole, as well as a training ground to train the mentality of the students themselves to dare to recite their memorized Qur'an in front of many people. This is in accordance with the results of an interview with one of the coaches at the Al-Amin Qur'an tahfizhul boarding school who said:

> *"we strongly approve of the application of this Qur'an sima'an activity, because this program is one of the ways or methods that we can offer to students with the aim of improving the quality of their memorization, such as fluency, tajweed, and the mentality of the students to recite their memorization in front of many people."*

Apart from the coaches/teaching staff at the tahfizhul Qur'an hut who support the implementation of these sima'an activities, this is also strongly supported by the leader of the Al-Amin tahfizhul Qur'an hut Aminullah Barandasi. Apart from the reason for strengthening the quality of memorization of students and alumni in the cottage, so that this activity is fully supported by the coaches and leaders of the cottage. Another reason is that activities like this can also be used as promotional material to introduce the boarding school to people out there, especially boarding schools whose education system focuses on Qur'anic education and memorization of the Qur'an (Nusyamsiah et al., 2022).

In the process of memorizing the Qur'an, there are certainly a lot of disturbing factors that can make someone lazy to recite, add memorization and smooth their memorization of the Qur'an. This Qur'an sima'an activity comes as a solution to the various problems above. With the design and application of this sima'an activity, students can become more focused

on their memorization, smooth their memorization and maintain and strengthen the quality of their memorization. This is in accordance with what SS said that

> *"Alhamdulillah, as long as I participate in this Qur'an sima'an activity, my memorization of the Qur'an has become fluent and can encourage me to pay more attention to my memorization of the Qur'an both in terms of fluency, tajweed, fashohah and the location of the verses I read"*. This is also reinforced by MF who said that *"as long as I participate in this sima'an activity, there are so many benefits that I get, one of which is that it can smooth my memorization."*

Basically, this Qur'an sima'an activity can really help students to be able to smooth their memorization. Because in this sima'an activity there is an activity that requires students to focus on listening to and correcting the reader's memorization, so that the reader must first prepare his memorization carefully and must focus and concentrate when reading his memorization in front of people (Nugraha et al., 2025). Of course, the correction in the Qur'an sima'an activity can increase the percentage that this sima'an activity can greatly facilitate and improve the quality of memorization of the Qur'an of students in the Al-Amin Aminullah Barandasi Qur'an tahfizhul boarding school.

In the world of psychology, it is said that to build a good lifestyle can be started by always doing positive things for our daily activities. This sima'an al-Qur'an activity is one example of a positive activity that can be applied in everyday life. This is not without reason, because seeing from the activities that are applied in this sima'an activity is so related to good things. For example, this sima'an activity can improve the religious attitude of someone who previously might have had an ordinary attitude towards the Qur'an to be very concerned about the Qur'an and can improve one's brain thinking power. And another example, this Qur'an sim'an activity can increase the bond of brotherhood / friendship towards others. Because in this activity of sima'an al-Qur'an there is an activity in the form of social interaction between fellow human beings.

Therefore, in this explanation it can be concluded that there are many roles and benefits that can be drawn in this sima'an al-Qur'an activity (Roliyah et al., 2023). Starting from being able to smooth the memorization of the Qur'an, improve religious attitudes, add brain intelligence, and can be used as a gathering place to add new friends and to increase familiarity with them. So it is appropriate that activities like this must be maintained and developed. So that the generation of the Qur'an has a place in the process of improving the quality of memorization and as a place to increase familiarity with the ustadz/kiai and the community.

4. Conclusions

The planning of the sima'an al-Qur'an activity at Pondok Pesantren Tahfizhul Qur'an Al-Amin Aminullah Barandasi has been carried out properly and optimally. Based on the research findings, the planning process involved three main stages: a) selecting the location and time of the activity, b) determining the participants and their assigned recitations, and c) preparing the necessary facilities and infrastructure. These well-structured steps have ensured the readiness and smooth execution of the program.The implementation stage of the sima'an al-Qur'an program to improve the students' Qur'anic memorization quality was also found to be highly effective. The program was conducted in a systematic manner, which included four sessions: a) the opening session, b) the sima'an session itself where students recited the Qur'an, c) a break session to allow participants to rest, and d) the closing session. This sequence supports both the spiritual focus and the physical endurance of the participants, thereby optimizing the impact of the activity.

Evaluation of the sima'an al-Qur'an activity revealed both supporting and inhibiting factors. The supporting factors included: a) strong commitment from both participants and organizing committee, b) support from related stakeholders, and c) the availability of

adequate facilities and infrastructure. However, some challenges were identified as well, such as: a) limited space for conducting the activity, b) insufficient preparation from both participants and organizers, and c) disturbances from overlapping activities that interfered with the flow of the program. The role of sima'an al-Qur'an in improving the memorization quality of students at PPTQ Al-Amin Aminullah was significant. The program not only enhanced the fluency and accuracy of their memorization and recitation but also served as a medium for strengthening social ties and religious values among the participants. It functioned as a meaningful platform for fostering spiritual growth and social interaction.

Although this study provides valuable insights, it is not without limitations. Therefore, it is hoped that the implications of this research can serve as a guide for future improvements. The pesantren is encouraged to further optimize and expand the schedule of sima'an al-Qur'an activities to provide more opportunities for students to improve their Qur'anic memorization, engage with new environments, and establish new social connections. Ultimately, such efforts could positively influence both the religious and social character of current students and alumni. This research serves not only as a reference for evaluating the current implementation of sima'an al-Qur'an, but also as a foundation for ensuring its effectiveness and sustainability in the future.

Author Contribution
The author contributed fully to the research.

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