

## **Tahfidz Program Development as an Integrated System in Islamic Education**

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### **ABSTRACT**

Tahfidz programs play a central role in Islamic education by fostering students' religious character and Qur'anic competence. However, existing studies predominantly emphasize program implementation, with limited attention to structured and strategy-oriented development models within the madrasa context. This study addresses this gap by examining the strategic management of Tahfidz program development at MTs Ar-Rohmah Pamekasan and identifying its supporting and inhibiting factors. Using a qualitative case study design, data were collected through interviews, observations, and documentation involving key institutional actors, including the principal, vice principal, and tahfidz mentors. Data validity was ensured through source and technique triangulation. The findings reveal that Tahfidz program development operates through a structured multi-stage strategy integrating pedagogical planning, performance monitoring, and motivational reinforcement. Core strategies include systematic mentor recruitment, target-based memorization planning, continuous supervision through taqir, and the use of evaluation instruments to track student progress. These strategies are supported by institutional commitment, mentor competence, student motivation, and adaptive learning approaches, while challenges emerge from technological distractions and heterogeneous student abilities. This study contributes by proposing a systematic and context-sensitive framework for Tahfidz program development that links strategic management practices with pedagogical and behavioral dimensions in Islamic education. The findings highlight the importance of integrated and adaptive strategies to ensure sustainable program effectiveness and provide practical implications for strengthening Qur'anic education in diverse madrasa settings.

**Keywords:** tahfidz program, strategic management, islamic education, qualitative case study, memorization learning



## **Introduction**

Education in the Islamic context plays an important role in shaping students' character and spirituality. One form of education that has developed in Islamic educational institutions is the Qur'an memorization (tahfidz) program, which aims to produce a generation that is not only academically excellent but also has a strong connection with Qur'anic values. The tahfidz program has become one of the flagship programs in many madrasahs because it is considered capable of strengthening students' religious character and discipline. In its implementation, this program does not only focus on the memorization process, but also on the management strategies used by educational institutions to ensure that learning objectives can be achieved optimally

In a broader context, education plays a crucial role in improving the quality of human resources and supporting national development. Education is regarded as a key factor in determining a country's progress, as it contributes to improving the quality of life and social welfare (Sukoyati et al., 2021). It is also recognized as one of the fundamental dimensions of the Human Development Index (HDI), alongside health and income (Teodorescu, 2019). Through education, individuals are expected to develop their potential and contribute positively to society (Sulastini & Zamili, 2019). In the context of global development, education and human capital are increasingly important in sustaining national welfare (CERV & UNLU, 2023).

The main objective of education is to develop learners with strong character, including knowledge, attitudes, skills, and creativity (Arifin, 2024). The diversity of characteristics in early childhood education has become an important element in education globally (Murry, 2023). Education is a conscious and systematic process that aims to develop learners' potential, including spiritual, intellectual, and social aspects (Ujud et al., 2023). Therefore, education can be understood as a continuous process of developing individuals who are capable of contributing to society and national development.

Strategy is an important element for educational institutions in achieving their goals effectively in a dynamic and competitive environment. It can be understood as a series of planned and structured actions designed to achieve specific objectives through efficient resource management (Sugiarti, 2021; Akhiruddin et al., 2019). Strategy is the process of determining long term goals that serve as the foundation for an organization, followed by the selection of alternative actions and the appropriate allocation of resources to ensure that these goals can be achieved effectively (Habibi, 2020). In the context of education, the implementation of appropriate strategies is essential to ensure that institutional programs are carried out effectively and produce optimal outcomes (Kamayuda & Krismanda, 2016). Therefore, strategy plays a crucial role in supporting the achievement of educational goals and improving institutional performance.

Islam encourages its followers to continuously seek knowledge by reading, studying, and examining various phenomena and events occurring in the universe. The purpose of seeking knowledge is not limited only to the aspects of the hereafter but also includes worldly matters. The tahfidz program is a strategic step in forming individuals whose personalities are based on the values of the Qur'an, often referred to as Qur'anic personality. Qur'anic personality refers to a person's character that is formed through the process of understanding and internalizing the teachings of the Qur'an so that they are reflected in daily behavior (Arifuddin et al., 2022). The Tahfidz Al-Qur'an program is a series of systematically arranged activities designed to help individuals memorize the Qur'an so that efforts to preserve the authenticity and purity of the Qur'anic teachings can continue to be maintained (Wiyarandi et al., 2020). Qur'an-based education through tahfidz programs is believed to be one of the solutions in forming a generation that not only possesses intellectual abilities but also excels in Islamic and emotional aspects (Nisa et al., 2025).

Memorizing the Qur'an, or tahfidz, is one form of education that is highly valued in Islam because it emphasizes a comprehensive mastery of the Qur'an (Harahap et al., 2024). Along with the increasing awareness of the importance of producing generations who memorize the Qur'an, many Islamic educational institutions compete to develop tahfidz programs (Abidin, 2021). In general, tahfidz programs consist of a series of Qur'an memorization activities carried out daily with specific memorization targets. In addition, this program is usually complemented by various supporting activities aimed at helping students in the memorization process while also understanding the contents of the Qur'an.

Based on the results of the preliminary field research conducted, the researcher found that the strategy for developing the Tahfidz Al-Munjiyat program at MTs Ar-Rohmah Plakpak Pegantenan Pamekasan is implemented through a structured and result oriented approach. One of the main steps implemented is the involvement of competent tahfidz teachers to ensure the quality of guidance. These teachers are then scheduled systematically to teach in classes according to the prepared plan, so that the program implementation runs in an orderly and consistent manner. In addition, every student is required to have the Al-Munjiyat book as the main learning material. This requirement aims to create uniformity of learning materials and to facilitate supervisors in providing directed guidance and monitoring students' memorization achievements more effectively. As part of character development efforts, to support progress monitoring, teachers also prepare memorization achievement sheets that record the surahs and verses that have been memorized, including the parts that need to be repeated (*muraja'ah*). Furthermore, students are given opportunities to present their memorization as a form of evaluation and additional motivation. These findings indicate that the

development strategy of the Tahfidz Al-Munjiyat program, which is systematically designed and accompanied by routine evaluation and appreciation of students' efforts, contributes significantly to improving the quality and enthusiasm of students in memorizing the Qur'an.

Although many studies on Qur'an memorization (tahfidz) programs have been conducted, most of them still focus on learning methods, students' motivation, and memorization outcomes. Studies that specifically highlight the management aspects or structured program development strategies at the madrasah level are still limited. In addition, research that specifically examines the Tahfidz Al-Munjiyat program at MTs Ar-Rohmah Plakpak Pegantenan Pamekasan is also very scarce. Therefore, this study is needed to explore the development strategies of the program as well as the supporting and inhibiting factors in its implementation.

### **Research Method**

This study uses a descriptive qualitative approach and was conducted at MTs Ar-Rohmah Plakpak Pegantenan Pamekasan. In this study, the researcher acts as the main instrument who directly goes into the field to interact with informants, conduct observations, interviews, and documentation in order to obtain data that reflects the natural conditions in the field regarding the development strategy of the Tahfidz Al-Munjiyat program, where the research was carried out for approximately one full month. Strauss and Corbin, qualitative research produces descriptive data in the form of words, actions, and documents, rather than numerical data (Suprayitno et al., 2023).

There are two types of data sources in this study, namely primary data and secondary data. Primary data are data collected directly by the researcher for specific research purposes. To obtain the required data, the researcher conducted observations, interviews, and documentation at the research site. The primary data sources include the principal, the vice principal for curriculum affairs, tahfidz mentors, and 10 students as the research sample.

Secondary data are data that are not obtained directly by the researcher, such as documents or information from other parties. These secondary data serve as complementary data to support and verify the primary data. They can also be obtained from library materials such as books and journals that discuss tahfidz programs and the development strategies of the Tahfidz Al-Munjiyat program.

The data collection techniques used in this study include non-participant observation, because the researcher is not part of the management at MTs Ar-Rohmah and only acts as an observer. The observation focuses on the development strategy of the Tahfidz Al-Munjiyat program at MTs Ar-Rohmah Plakpak Pegantenan Pamekasan, as well as the supporting and inhibiting factors in its

implementation. Non participant observation is a data collection technique in which the researcher observes activities or events without direct involvement in the process. The researcher only acts as a passive observer who does not participate in ongoing social interactions or activities. This approach aims to obtain more neutral and objective data because the presence of the researcher has minimal influence on the observed situation. Hamzah in Susanto, qualitative data collection techniques involve the collection of descriptive data in the form of interview or observation notes, which are then categorized into other forms such as documents, artifacts, and field notes obtained during research activities (Susanto, 2022).

Meanwhile, in conducting interviews in the field, the researcher used semi structured interviews, which provide flexibility for the researcher to ask questions and manage the flow of the interview. In terms of documentation, the researcher collected relevant data to document the development strategy of the Tahfidz Al-Munjiyat program at MTs Ar-Rohmah Plakpak Pegantenan Pamekasan. The collected data include images, documents, recordings, and information from the school community. These data were obtained through interviews and observations conducted directly by the researcher in the field.

Sugiyono, as cited in Elfrianto and Lesmana, states that data analysis is a critical aspect of qualitative research, as it allows hypotheses to be developed and evaluated (Elfrianto & Lesmana, 2022). The data analysis process in this study was conducted simultaneously with data collection in the field. Data obtained from interviews, observations, and documentation were then categorized according to the research focus, namely the development strategy of the Tahfidz Al-Munjiyat program. At the data reduction stage, the researcher selected and focused on data relevant to the research objectives, while discarding data that was not directly related to the research focus. This process was carried out continuously throughout the research activities. Next, the reduced data were organized and presented in the form of narrative descriptions to facilitate the researcher in understanding patterns and relationships among the data found in the field. The final stage is conclusion drawing and verification, which involves interpreting the meaning of the presented data. The conclusions obtained were then rechecked against field data to ensure their accuracy until valid conclusions were reached.

In addition, this study applies source and method triangulation to ensure the validity of the data. Source triangulation is conducted by comparing information obtained from informants with the contents of relevant documents. Meanwhile, method triangulation is carried out by combining several data collection techniques, namely interviews supported by the results of observations and documentation.

## Results and Discussion

### Strategy for Developing the Tahfidz Al-Munjiyat Program at MTs Ar-Rohmah Plakpak Pegantenan Pamekasan

The strategy for developing the Tahfidz Al-Munjiyat program is implemented in a planned and sustainable manner. The development steps include the following:

*First*, inviting Tahfidz Al-Munjiyat mentors. One of the main strategies implemented at MTs Ar-Rohmah is inviting tahfidz mentors who possess competence and experience in the field of Qur'an memorization. The presence of tahfidz mentors becomes an important factor in the success of the program because teachers act as guides, motivators, and role models for students. This is in line with Sudrajat, who states that the success of the educational process is greatly influenced by the quality of the relationship and interaction between teachers and students. In the context of tahfidz learning, teachers have a strategic role in guiding students through various methods such as *talaqqi*, *tasmi'*, *muraja'ah*, and *tahsin*. In addition, teachers are also required to apply an individual approach in order to understand the abilities, characteristics, and learning needs of each student optimally (Qomariyah et al., 2025). According to Shobandi, the Tahfidz program can run effectively when the madrasa implements good management, particularly by applying appropriate and systematic educational management practices (Sulastri et al., 2024).

In an educational institution, strategic steps in developing the Tahfidz Al-Munjiyat program need to be carefully planned so that the program objectives can be achieved effectively. Therefore, the madrasa must have clear strategies in developing the program.

In this regard, Taufik Ismail, the principal of MTs Ar-Rohmah, stated:

"With regard to the strategy, first, we invite tahfidz teachers. Second, the tahfidz teachers or mentors are assigned a teaching schedule according to the predetermined timetable. Third, the mentors prepare students' achievement books or sheets so that the progress of students' memorization can be monitored, such as which surah and verses they have reached. After students memorize several surahs, repetition or taqir is carried out. Subsequently, students are presented in demonstration or graduation activities after completing their memorization"

In line with this, Mohammad Hadiri, the Vice Principal for Curriculum at MTs Ar-Rohmah, explained:

"The strategic steps in this program emphasize the memorization and submission system. The submission of memorization is crucial to ensure that students achieve the target upon graduation. After that, demonstration and Munjiyat graduation activities are conducted as forms of evaluation and motivation"

This is further supported by Shohibul Arif, a Tahfidz Munjiyat mentor, who stated:

“The first is determining memorization targets. Within three years, students are expected to complete the Munjiyat memorization. Each grade level has specific targets. Since Munjiyat consists of seven surahs, students are targeted to memorize at least two surahs each year. Second, appropriate memorization strategies must be designed because not all students have the same interest and ability. Third, program support is needed by allocating special time for mentors to guide students. Fourth, a Munjiyat demonstration program is conducted to enhance students’ motivation in memorizing”

Based on interviews with the three informants, it can be concluded that the strategy for developing the Tahfidz Al-Munjiyat program at MTs Ar-Rohmah Plakpak Pegantenan Pamekasan is carried out in a planned and systematic manner. These strategies include: (1) recruiting tahfidz teachers, (2) organizing mentoring schedules, (3) utilizing memorization achievement sheets as a monitoring tool, (4) implementing taqrir to strengthen memorization, (5) setting memorization targets for each grade level, (6) allocating special time for mentors to assist students, and (7) conducting demonstration and graduation activities as forms of evaluation and motivation. With the implementation of these strategies, the tahfidz program can run in a more structured manner and support the achievement of optimal outcomes.

Based on these interview results, the researcher further strengthened the findings through direct observation of the implementation of the tahfidz program at MTs Ar-Rohmah Plakpak Pegantenan Pamekasan. The observations indicate that tahfidz activities are carried out regularly and in accordance with the planned steps. The memorization process is conducted routinely based on the established schedule, where tahfidz teachers actively guide students, provide direction, and evaluate memorization through systematically arranged achievement sheets.

*Second*, preparing memorization achievement sheets. In the implementation of the Tahfidz Al-Munjiyat Program at MTs Ar-Rohmah, memorization achievement sheets are prepared as a monitoring and evaluation tool for students’ memorization development. These sheets are used to record the amount of memorization, fluency, and accuracy of students’ recitation periodically. This strategy is in line with the opinion of Inu Aulia Arba et al. in their research journal, which emphasizes the importance of continuous evaluation in maintaining the quality and consistency of Qur’an memorization. To strengthen this evaluation process, each student is also equipped with a memorization pocketbook used as a personal record containing the intensity of *murāja’ah*, the identity of the examining teacher, and the results of memorization assessments. Thus, evaluation is not

merely administrative but also becomes a means of reflection and strengthening students' responsibility in maintaining memorization continuously (Arba et al., 2025). In addition, according to Siregar et al assessment activities are conducted to determine the level of students' competency achievement within a certain period. Furthermore, the results of the evaluation can also be used as material in compiling reports on students' learning progress so that necessary improvements can be identified (Siregar et al., 2022).

*Third*, conducting *taqrir* or repetition of memorization. The Tahfidz Al-Munjiyat program at MTs Ar-Rohmah also emphasizes the implementation of *taqrir* or repetition of memorization on a regular basis. *Taqrir* is carried out to maintain memorization so that it remains strong and is not easily forgotten. According to Aziz Rauf, memorization can be interpreted as a process of repeating material either by reading or listening to it repeatedly (Masita et al., 2020). This method is considered one of the effective strategies in the process of memorizing the Qur'an. In line with this view, Sadulloh states that the intensity of repetition greatly influences the ease of memorization. As new memorization increases, attention is not only focused on the quantity of memorization but also on efforts to maintain previously memorized material so that it remains firmly embedded in memory. This condition shows that the main challenge in Qur'an memorization lies not in adding new memorization but in maintaining the consistency of previously memorized verses. Therefore, the implementation of appropriate methods, particularly the *taqrir* method, becomes very important to ensure the continuity and stability of students' Qur'an memorization (Ridiawati et al., 2025). According to Rusadi in Fuady et al the memorization submission process involves a series of behaviors in which students prepare themselves to recite the Qur'an either collectively, through *tasmi'* by listening to their peers' recitation, or through individual *muraja'ah* (Fuady et al., 2022).

*Fourth*, determining memorization targets. The determination of memorization targets at MTs Ar-Rohmah is carried out by considering grade levels and students' abilities. Memorization targets are arranged gradually so that they can be achieved realistically without overburdening students. This strategy is consistent with the theory presented by Ismael et al. in their research journal, which states that determining Qur'an memorization targets is a strategic step that functions as a guideline in the process of memorizing and understanding the holy verses. With clear targets, program participants have measurable directions and objectives in achieving the expected memorization outcomes. The establishment of such targets requires discipline, continuity, and structured planning so that the memorization process can run optimally. Through a systematic approach, the progress of memorization can be monitored effectively so that the achievements become more significant and well directed (Ismael & Muazza, 2023).

Table 1. Memorization Targets of Students in Each Grade

No	Class	Name of Surah
1.	Class VII	As-Sajdah-Yasin
2.	Class VIII	Ad-Dukhan-Al-Waqi'ah
3.	Class IX	Al-Mulk Al-Insan Dan Al-Buruj

Based on Table 1, which was compiled from interviews with informants, it can be seen that the students' memorization targets in the Tahfidz Al-Munjiyat program at MTs Ar-Rohmah are arranged progressively according to grade levels. The informants explained that this division of targets is intended to enable students to achieve memorization in a structured manner within a three year period. In Grade VII, students are targeted to memorize Surah As-Sajdah to Yasin as an initial stage in developing their memorization ability. Furthermore, in Grade VIII, the memorization target increases to Surah Ad-Dukhan to Al-Waqi'ah, indicating continuity in the development of students' memorization. Meanwhile, in Grade IX, students are expected to complete the memorization of Surah Al-Mulk, Al-Insan, and Al-Buruj as the final stage before graduation.

This distribution of targets indicates that the strategy for developing the tahfidz program is designed in a systematic and progressive manner, taking into account students' abilities and development at each level. In addition, the establishment of clear memorization targets also facilitates teachers in monitoring and evaluating students' memorization achievements periodically.

*Fifth*, assisting students in the memorization process through intensive guidance. Intensive assistance is an important part of implementing the Tahfidz Al-Munjiyat Program at MTs Ar-Rohmah. Tahfidz teachers actively assist students in the memorization process, correct their recitation, and help overcome difficulties in memorization. In accordance with the objectives of the stages in memorizing the Qur'an, these include improving the quality of memorization both in terms of accuracy of recitation and fluency, preventing and correcting errors in memorization and pronunciation of the Qur'anic verses, and directing the memorization process so that it remains in accordance with correct and structured rules (Cece-Abdulwaly, 2020). In addition, direct interaction with teachers is considered more effective in the learning process. Character education has three main functions, namely the functions of development, improvement, and filtering (Najiburrahman et al., 2022)

*Sixth*, providing appreciation and motivation to students. MTs Ar-Rohmah provides appreciation and motivation to students who show progress in memorizing the Qur'an. Appreciation is given in various forms, both verbal and nonverbal, to foster students' enthusiasm and self confidence. In line with this view, Rahmat states that extrinsic motivation is a learning drive that originates from external factors, such as rewards, social recognition, and support from the

surrounding environment, which can increase individual involvement in Qur'an learning activities. In the context of religious learning, appreciation given appropriately and proportionally not only functions as a stimulus to maintain learning achievements but also acts as psychological reinforcement for students. This reinforcement can ultimately foster intrinsic motivation, namely internal encouragement that arises from awareness, enjoyment, and inner satisfaction in learning and memorizing the Qur'an (Rahmat, 2024).

*Seventh*, demonstration and graduation of Tahfidz Al-Munjiyat. As a form of recognition for students' achievements, MTs Ar-Rohmah organizes demonstration and graduation activities for Tahfidz Al-Munjiyat. This activity serves as a means of self-actualization for students and as a form of appreciation for the efforts and achievements they have attained. In addition, the tahfidz graduation also functions as motivation for other students to be more enthusiastic in memorizing the Qur'an and to participate seriously in the tahfidz program.

In the implementation process, the activities of the Tahfidz Al-Munjiyat Program at MTs Ar-Rohmah run in an orderly manner according to the predetermined schedule, namely twice a week on Monday and Tuesday.

Table 2. Schedule of Tahfidz Al-Munjiyat and Muraja'ah Activities

No	Day	Time		
		08:00-09:00	09:30-10:30	10:30-11:30
1.	Monday	Class IX	Class VIII	Class VII
2.	Tuesday	Class VII	Class VIII	Class IX

Based on Table 2, it can be seen that the implementation of Tahfidz Al-Munjiyat and *muraja'ah* activities at MTs Ar-Rohmah is arranged in a scheduled and structured manner, being conducted twice a week on Mondays and Tuesdays. The schedule distribution shows that each grade level is allocated different time slots for participating in the tahfidz activities, allowing the program to run in a rotational and well organized manner. On Mondays, the activities begin with Grade IX, followed by Grade VIII and Grade VII. Meanwhile, on Tuesdays, the schedule starts with Grade VII, followed by Grade VIII, and ends with Grade IX. This pattern indicates a time-rotation system that provides equal opportunities for each class to participate in tahfidz activities at different times. This systematic scheduling reflects that the tahfidz program is not implemented spontaneously, but rather is carefully planned to support the effectiveness of the learning process. In addition, the clear allocation of time also facilitates teachers in managing the mentoring process, conducting memorization evaluations, and ensuring that each student receives optimal guidance.

In its implementation, students carry out memorization submissions and *muraja'ah* as efforts to maintain and strengthen the memorization they have mastered. Tahfidz Al-Munjiyat mentors play an active role in providing guidance,

correcting reading errors, and assessing the accuracy and fluency of students' memorization. According to Gade, the process of memorizing the Qur'an requires continuous guidance from a teacher or mentor. Memorization submissions, whether of new memorization or repetition of previous memorization, function as an evaluation tool to immediately correct reading errors and ensure the quality of memorization is maintained (Gade, 2014). In addition, the use of Qur'an memorization tracking books, regular communication between parents and teachers, and community based activities such as *Majlis Khatam Surah* successfully bridge the relationship between home and school, thereby creating an integrated moral environment for children (Novitasari, 2025).

The implementation process of this tahfidz program focuses more on improving the quality of recitation and students' discipline in memorization, rather than merely increasing the number of verses memorized. During the activities, the learning atmosphere is well maintained, and students demonstrate high enthusiasm and motivation. Santoso et al. also state that successful memorization requires adherence to methods and schedules, so that students become accustomed to discipline in following the rules (Santoso & Mujib, 2025).

Figure 1. Tahfidz Al-Munjiyat Memorization Submission Activity



In the implementation of the Tahfidz Al-Munjiyat program at MTs Ar-Rohmah, support from the foundation, the community, and external parties is an important factor that cannot be separated from the program's success. This was stated by Taufiq Ismail, the principal of MTs Ar-Rohmah:

“It is very clear that there is support from the foundation and the community, because this program is indeed highly needed in both religious (ubudiyah) and social activities”

In line with this, Mohammad Hadiri, the Vice Principal for Curriculum, explained:

“Yes, there is clear support from the foundation, the community, and external parties. This program is strongly supported because it benefits students and their families. The memorization of Munjiyat can later be directly applied in the community, for example when leading the recitation of Surah Yasin”

This is further reinforced by Shohibul Arif, a Tahfidz Munjiyat mentor, who stated:

“They clearly support it. Memorizing the Qur’an not only trains memorization but also improves focus and concentration. From the foundation, this is indeed a mandate, while the community is very enthusiastic, especially with demonstration activities that motivate students to be more eager in memorizing”

Based on these interviews, it can be concluded that support from the foundation and the community plays a very important role in the success of the Tahfidz Al-Munjiyat program. This support is not only administrative in nature but also includes moral and social aspects, as reflected in the foundation’s mandate and the community’s enthusiasm in supporting tahfidz activities. This condition creates a conducive environment for students to memorize the Qur’an optimally and sustainably.

These interview findings are further strengthened by field observations, which show that the foundation pays attention to the implementation of the program through policies as well as the provision of facilities and infrastructure. In addition, the community demonstrates active involvement by encouraging students to participate in tahfidz activities and by taking part in demonstration and graduation events. Social support from the community is also evident when students are involved in religious activities, such as tahlilan and the recitation of Surah Yasin in the surrounding environment. This indicates that the tahfidz program not only has an impact within the madrasa but also holds relevance in the socio religious life of the community.

Memorization submission and *muraja’ah* activities are a core part of the tahfidz program implementation, as both complement each other in maintaining the quality of students’ memorization. Memorization submission functions as a means of evaluation and control over new memorization, while *muraja’ah* plays an important role in preserving and strengthening memorization that has already been mastered to prevent forgetting. In line with this view, Rahmi explains that *muraja’ah* is a process of repeated memorization carried out continuously to maintain fluency, accuracy, and strength of Qur’an memorization. Furthermore, Rahmi emphasizes that memorization already submitted to the teacher can still decline if it is not accompanied by regular and systematic *muraja’ah*. Therefore, the consistent practice of *muraja’ah*, whether independently or with a teacher, becomes a key strategy in maintaining memorization so that it remains strong, accurate, and fluent over the long term (Rahmi, 2019).

Additionally, the implementation of the Tahfidz Al-Munjiyat program cannot be separated from the support of the foundation and the parents’ community, who fully back the development strategy of the Tahfidz Al-Munjiyat program at MTs Ar-

Rohmah. This support is an important factor in the success and further development of the Tahfidz Al-Munjiyat program strategy at MTs Ar-Rohmah.

### **The Impact of the Tahfidz Al-Munjiyat Program Development Strategy**

This study also examines the impact of the Tahfidz Al-Munjiyat program development strategy on students. Based on interview results, Taufiq Ismail, the principal, stated:

“In terms of results, Alhamdulillah, they are quite significant. Many students who were previously not accustomed to memorizing are now able to memorize several Surahs of Al-Munjiyat fluently”

A similar statement was conveyed by the Vice Principal for Curriculum:

“In terms of outcomes, Alhamdulillah, it is evident. After the program was implemented with the planned strategies, students’ memorization abilities have improved. They have also become more diligent and enthusiastic in participating in tahfidz activities”

This statement is further supported by the tahfidz mentor:

“The impact is clear. Students are able to memorize the Qur’an while also improving their focus and concentration. This also helps them in understanding other subjects”

These findings indicate that the implementation of structured and systematic strategies in the tahfidz program has a significant impact on students’ cognitive and behavioral development. The improvement in memorization ability is not only reflected in the quantity of memorization but also in the quality, such as fluency and accuracy of recitation. In addition, the program contributes to the formation of disciplined character and enhances students’ learning motivation. Furthermore, the improvement in students’ focus and concentration supports the idea that memorization activities can positively influence cognitive skills, which are also beneficial for academic learning in other subjects. These findings are reinforced by observations showing that students are able to present their memorization in Tahfidz Al-Munjiyat demonstration activities and actively participate in community religious activities, such as leading the recitation of Surah Yasin. Documentation also confirms students’ active involvement, serving as concrete evidence of the program’s impact. Thus, the development strategy of the Tahfidz Al-Munjiyat program not only improves students’ memorization abilities but also fosters religious character, enhances self confidence, and strengthens students’ roles in the socio-religious life of the community.

### **Supporting and Inhibiting Factors in the Development Strategy of the Tahfidz Al-Munjiyat Program at MTs Ar-Rohmah Plakpak Pegantenan Pamekasan**

In the development of the Tahfidz Al-Munjiyat program, both supporting and inhibiting factors play a significant role. The supporting factors include the presence of competent tahfidz mentors who can patiently guide students and actively provide motivation and evaluation of their memorization. Support from the school, foundation, parents, and surrounding community also greatly

contributes to the continuity of the program, along with the enthusiasm and high motivation of students in participating in memorization submissions and *muraja'ah*. Facilities such as Qur'an copies specifically for Surah Al-Munjiyat, reading desks, and a conducive tahfidz room also support the smooth running of activities. The learning strategies applied are varied, making the memorization process more engaging and preventing student fatigue.

On the other hand, inhibiting factors include low interest among some students, distractions from using mobile phones, and outside-school activities that disturb focus, as well as uneven Qur'an reading skills among students, which require additional guidance. Overall, observations indicate that the success of the Tahfidz Al-Munjiyat program depends heavily on the synergy between mentor competence, environmental support, student motivation, and the application of creative and suitable learning strategies for the students.

According to Wiwi Alawiyah Wahid, factors supporting the implementation of the Qur'an memorization program include health conditions, psychological aspects, intelligence levels, and age. In contrast, inhibiting factors include insufficient mastery of *makharijul huruf*, impatience, lack of seriousness, irregular repetition of memorization, laziness in participating in recitation activities, and excessive ambition to add new memorization without reinforcing previously memorized material (Zulkipli & Febriyanti, 2022). Sabit Alfatoni further explains that several important principles must be observed by Qur'an memorizers, such as selecting the right and conducive time and place for memorization. Supporting factors for the memorization process include good *tahsin* ability, peers who also memorize, a supportive environment, strong motivation, and consistent use of the Qur'an copy. Meanwhile, inhibiting factors include laziness, lack of focus, boredom due to routine, differences in memorization abilities among students, poor physical condition, and the emergence of boredom during the learning process (Amalia et al., 2022)

Based on these findings, it can be understood that at MTs Ar-Rohmah, the supporting factors in developing the Tahfidz Al-Munjiyat program include competent tahfidz mentors and support from various parties, including the school, parents, and surrounding community. In addition, students' interest and talent in memorizing the Qur'an are also important contributors to the program's success. Supporting facilities, such as Qur'an copies specifically for Surah Al-Munjiyat and small reading desks, facilitate the students' memorization process. Varied learning strategies tailored to students' conditions are also a key aspect to ensure that memorization activities remain engaging and prevent fatigue.

Meanwhile, the identified inhibiting factors include low interest among some students, particularly because their age is in the transitional period and they are prone to boredom. Moreover, outside school activities such as using mobile phones

and other activities at home reduce students' focus in maintaining memorization. Other obstacles include uneven Qur'an reading skills among students, necessitating additional guidance from tahfidz mentors.

Based on the research conducted at MTs Ar-Rohmah Plakpak Pegantenan Pamekasan, it was found that the supporting factors of the Tahfidz Al-Munjiyat program include the competence of tahfidz mentors, institutional support, family and community support, as well as the availability of learning facilities. This finding is consistent with previous studies, which state that the success of tahfidz programs is strongly influenced by the quality of instructors, students' motivation, and a supportive learning environment.

However, there is an important difference between this study and previous research. While earlier studies tended to emphasize internal factors such as motivation, health conditions, and memorization ability, this study reveals that external factors such as foundation support, direct community involvement, and the use of digital media (gadgets) also play a significant role in influencing both the success and the challenges of the program.

This difference can be explained by changes in the social context and technological development that influence students' learning patterns. The increasingly widespread use of gadgets has not been widely discussed in previous studies; however, in the context of this research, it becomes one of the main inhibiting factors, as it can reduce students' focus and concentration in memorizing the Qur'an. In addition, the similarity of findings related to inhibiting factors such as low student interest, differences in Qur'an reading abilities, and boredom during the memorization process indicates that these aspects are general and consistently appear across various contexts of tahfidz studies.

## **Conclusion**

The results of this study indicate that the development strategy of the Tahfidz Al-Munjiyat program at MTs Ar-Rohmah Plakpak Pegantenan Pamekasan is implemented through several structured and systematic steps. These strategies include the recruitment of tahfidz mentors, the preparation of memorization achievement sheets, the implementation of taqrir (repetition of memorization), the gradual setting of memorization targets, intensive mentoring for students, the provision of appreciation and motivation, and the implementation of demonstration and tahfidz graduation activities. In addition, supporting factors were also identified, such as the competence of tahfidz mentors, institutional support, parental and community support, students' interest and talent, availability of learning facilities, and variation in teaching strategies. Meanwhile, the inhibiting factors include external activities such as gadget use that distracts students' focus, as well as differences in students' Qur'an reading abilities.

From an academic perspective, these findings indicate that the success of a tahfidz program is not only determined by learning strategies alone, but also by the synergy between institutional support, the social environment, and active student engagement. This study contributes to previous research by emphasizing the importance of an integrated support system, including the role of the community and the use of monitoring instruments such as memorization achievement sheets in maintaining the sustainability of the tahfidz program. However, this study is limited as it was conducted in only one institution and does not deeply examine the long term impact on students' memorization quality. Therefore, future research is recommended to conduct comparative studies across several educational institutions and to investigate the long-term effectiveness of tahfidz program development strategies on improving students' religious and academic competencies.

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