



Efforts of Tahfiz Teachers in Improving Students' Ability to Memorize The Quran at Muhammadiyah Al-Kautsar PK Kartasura Junior High School

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ABSTRACT

Memorizing the Quran is a fundamental aspect of Islamic education that requires serious attention, particularly at the junior high school level, where students are in a critical stage of character and skill development. This study investigates the efforts of tahfiz teachers at Muhammadiyah Al-Kautsar PK Junior High School in Kartasura in improving students' ability to memorize the Quran. The research emphasizes the important role of tahfiz teachers, who act not only as facilitators but also as motivators and mentors in guiding students through the memorization process. Using a qualitative descriptive approach, data were collected through observations, in-depth interviews, and documentation to gain a comprehensive understanding of the strategies applied. The findings reveal that teachers employ multiple methods to enhance memorization, such as correcting students' recitations, modeling accurate pronunciation, applying memorization techniques like direct learning, repetition or drilling, and illiterate or unlettered, as well as encouraging consistent quran review. These efforts significantly improve the accuracy, fluency, and spirit of Quran memorization among students. In conclusion, the active involvement of tahfiz teachers through varied methods plays a decisive role in strengthening students' memorization skills. Therefore, continuous development of teaching strategies and professional capacity building is essential to sustain effective Quran memorization learning.

1. Introduction

The Quran has been made easy by Allah to study and memorize for everyone who wishes to memorize it, as a reminder for themselves to become better individuals. This verse is even repeated four times, in Surah al-Qamar, verses 17, 22, 32, and 40. This serves as evidence that, with Allah's assistance, the Quran is indeed easy to memorize (Ali et al., 2022). Memorizing the Quran is seen as an integral part of Islamic education that encompasses not only cognitive aspects but also spiritual and moral aspects of the students. Amid the challenges of the digital age and the

declining interest of young people in religious activities of a profound nature, efforts to cultivate the ability to memorize the Quran have become increasingly important. The crucial role in determining the strategies, motivation, and pedagogical approaches used in Quran memorization learning is held by the memorization teacher as the vanguard in this process (Maulidin et al., 2024).

Previous studies have discussed various effective methods in tahfizh learning, such as the repeated recitation method, regular quran review, understanding of the quran, and direct learning (Dewi et al., 2024). However, there is a gap in contextual studies linking teachers' strategies with tangible improvements in memorization outcomes at the junior high school level, particularly in Islamic-based private schools such as Muhammadiyah Al-Kautsar PK Kartasura Junior High School. Meanwhile, some studies argue that an eclectic approach and multiple intelligences, methods that can enhance students' memorization absorption capacity (Irfan et al., 2024; Rangkuti et al., 2023). Other studies show inconsistent results depending on the individual characteristics of students and the school environment (Utami et al., 2022).

Findings from research conducted by Istiqomah & Maulidiyah (2022) on “Teachers' Efforts to Improve Students' Ability to Memorize the Quran in Madrasah Aliyah” indicate that several efforts need to be made to improve students' ability to memorize the Quran at MA Al-Karimi, namely improving students' reading, including in terms of length and shortness, examples of recitation need to be provided, such as by the teacher reciting the verses first and then the students following, motivation must be given to students, for example through encouragement and advice, students need to be invited and guided to continue quran review, and various methods need to be applied, such as the direct learning, tahfizh, and repetition or drilling methods.

The results of a study conducted by Rahman & Inayati (2023) on “Efforts of Tahfizh Teachers in Improving the Ability of Students at the Isykarima Karanganyar Tahfizhul Quran (MIT) Elementary School to Memorize the Quran” show a number of supporting programs. Among these are the QIWAKI program, which aims to improve students' reading fluency, the TAWAMUR program using the talqin method, and additional programs such as marosim, musabaqoh hifdzil Quran, and tadabur al-Quran. Conducting evaluations is a challenge for these programs. To address this challenge, the school provides parents with an understanding of the existing programs and extends the Quran memorization time for students who are still struggling.

A study conducted by Alamsyah & Inayati (2024) on “The Implementation of the Quran Memorization Program at the Week End Fatimah Ar Royyan Islamic Boarding School” explains that the methods used are tailored to the comfort of each student. Compared to before they joined the program, the students are more proficient in memorizing the Quran thanks to the weekend learning activities. The effectiveness of this program can be seen from the students' final achievements after completing the learning process for one year, which are also recorded in each student's mutaba'ah book. Several factors contributing to the program's success include the students' high motivation to memorize, adequate Quran reading skills,

and their dedication to the memorization process. Additionally, the consistent guidance and motivation provided by the teachers further strengthen the learning process. Challenges include age, low learning enthusiasm, and time constraints due to the program being held only on weekends.

The findings of a study conducted Hasna et al. (2024) on “The Implementation of Al-Quran Memorization Learning at the Lingkar Quran Al-Ikhlas Surakarta TPA” indicate that the Al-Quran memorization learning process is carried out through structured stages, beginning with an opening session, followed by the students reciting their memorized verses, and concluding with an evaluation of the learning process. The methods applied in this activity include talqin, making heard, repeated recitation, and muroja’ah to strengthen memorization. Evaluation of the students’ achievements is conducted by the tahfidz teacher at the end of the learning session. In its implementation, there are various factors that influence the process, both supportive and hindering. These factors include the students' own conditions, the role of parents, and the surrounding environment, both within and outside the school.

The implications of this study lie in its contribution to the development of flexible and effective tahfizh learning strategies in the context of Islamic-based secondary education. It is hoped that the findings of this study will provide an empirical basis for the development of a more contextual and learner-centered tahfizh curriculum. Therefore, this study not only provides practical insights for tahfizh educators but also expands the academic literature in the field of Islamic education. The findings of this study indicate that the success of students in memorizing the Quran is greatly influenced by a combination of teaching strategies, the emotional approach of teachers, and a continuous evaluation system that is applied regularly.

This study aims to identify and analyze the concrete efforts made by tahfizh teachers in improving the Quran memorization skills of students at Muhammadiyah Al-Kautsar PK Kartasura Junior High School. Specifically, it explores the background and role of tahfizh teachers as facilitators, motivators, and guides in the memorization process, while also examining the teaching strategies and methods applied to support students’ learning. The study further investigates how tahfizh instruction is implemented through approaches such as direct learning, repetition or drilling, muroja’ah, and other supportive techniques designed to strengthen students’ mastery. In addition, the research highlights the importance of evaluation and monitoring systems carried out regularly to assess students’ progress and ensure accuracy in recitation and fluency in memorization.

2. Methodology

A qualitative approach was used in this study, which was analyzed using qualitative descriptive methods by Rohmah (2023). The aim of the research is to provide an in-depth description of the efforts made by tahfizh teachers to improve students’ Quran memorization ability at Muhammadiyah Al-Kautsar PK Junior High School Kartasura. The research procedure began with data collection from two main

sources: primary data and secondary data. Primary data were obtained through interviews and observations. Interviews were conducted with tahfizh teachers as the main informants, given their direct role in the Quran memorization teaching process. In addition, interviews were carried out with a number of students selected randomly (random sampling) from each class to gain insights into their experiences and challenges in memorizing the Quran. The interview questions focused on teaching strategies, the form of teacher guidance, student motivation, and obstacles encountered during the tahfizh process.

Observations were conducted directly in the school environment by observing the implementation of tahfizh learning. This included examining the teaching methods used by teachers, teacher–student interactions, memorization submission techniques, quran review activities, as well as the overall classroom atmosphere during learning sessions. The observations were participatory in nature, with the researcher directly involved in witnessing tahfizh activities while also recording students’ behaviors and responses to the teachers’ guidance. Secondary data were obtained through literature studies, including books, journals, scientific articles, and school documents relevant to the research, such as students’ memorization records and tahfizh guidance manuals.

The next stage was data processing, carried out in three steps: data reduction, data presentation, and drawing conclusions. Data reduction was conducted by selecting and focusing on information relevant to the research objectives. Data presentation was arranged in the form of descriptive narratives to facilitate the understanding of the phenomena under study. Finally, conclusions were drawn by analyzing the interrelation between primary data, secondary data, and the theoretical framework used. To ensure data validity, this study applied triangulation techniques, namely source triangulation by comparing data obtained from interviews, observations, and documents; and theoretical triangulation by linking field findings with relevant theories on education, motivation, and Quran memorization methods by Muzakky (2023).

Table 1. Participant Summary

Number	Initial	Gender	Age	Role
1	TSN	Female	13	Student
2	NVM	Female	13	Student
3	NEM	Female	14	Student
4	BAV	Female	14	Student
5	NIA	Female	15	Student
6	HAAH	Male	13	Student
7	MAA	Male	14	Student
8	ARP	Male	15	Student
9	MAA	Male	14	Student
10	NAL	Female	28	Tahfizh teacher

3. Results and Discussion

Muhammadiyah Al-Kautsar PK Kartasura Junior High School is an Islamic-based institution that emphasizes both academic achievement and the cultivation of

students' religious character. The school has a flagship program in Quran memorization that is integrated with the curriculum, allowing students to focus not only on academic performance but also on spiritual development. The school environment is designed to be supportive and Islamic in nature, characterized by discipline, togetherness, and the habituation of daily worship. Students come from diverse backgrounds with varying levels of memorization ability, which requires teachers to apply varied approaches in tahfiz instruction. Facilities such as comfortable classrooms, a dedicated tahfiz schedule, and the use of technology further support the program's effectiveness.

In addition, strong parental involvement through intensive communication with teachers is also a distinct feature of this school. Therefore, Muhammadiyah Al-Kautsar PK Kartasura Junior High School is able to create a conducive learning environment that supports the success of the tahfiz program. In order to explore the efforts of tahfiz teachers and the experiences of students in improving Quran memorization skills, a set of interview questions was prepared for both groups. These questions were designed to gain insights into the methods, motivations, challenges, and strategies involved in the tahfiz learning process at Muhammadiyah Al-Kautsar PK Kartasura Junior High School. Table 2 shows the summary of interview questions for both tahfiz teachers and students.

Table 2. Questions Summary

Summary Of Interview Questions	
Tahfiz teacher	<ol style="list-style-type: none"> 1. How long have you been teaching as a tahfiz teacher at this school? 2. What motivates you to become a tahfiz teacher? 3. What is your role in the tahfiz program at this school? 4. What methods do you use in teaching tahfiz to students? 5. Why did you choose these methods? 6. How do you organize the schedule and memorization targets for students? 7. Do you have any special approaches for students who struggle with memorization? 8. How is the process of presenting/adding memorization (ziyadah) carried out? (e.g., individually, in groups, direct learning, etc.) 9. How do you adjust your methods to match the abilities of each student? 10. Is there any use of technology or specific media in the tahfiz process? 11. How do you encourage and motivate students to memorize the Qur'an? 12. Does the school give awards to students who excel in tahfiz? If yes, what kind of awards? 13. Are there additional activities such as halaqah, tahsin, or mentoring to support students' memorization? 14. How do you evaluate the progress of students' memorization? 15. How often is the evaluation carried out? (daily, weekly, monthly?) 16. Do you record the memorization progress of each student? In what form? 17. In your opinion, how has students' memorization developed so far? 18. What obstacles do you often face in guiding tahfiz students? 19. How do you overcome these obstacles? 20. Has the school environment (facilities, management support) optimally supported the tahfiz program? 21. What are your hopes for the future of the tahfiz program at this school?

Student	<ol style="list-style-type: none"> 1. Since when have you been memorizing the Qur'an? 2. What method or approach helps you the most in memorizing? 3. How is the tahfizh activity carried out at your school? 4. What do you think about the way your tahfizh teacher teaches? 5. Do you feel helped by the way your teacher guides your memorization? 6. Are there any specific methods or activities that make you more enthusiastic about memorizing? 7. What is the biggest challenge you face when memorizing the Qur'an? 8. Who motivates you the most to memorize (teacher, parents, friends)? 9. What do you usually do when you feel lazy or bored with memorizing?
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Efforts Made By Tahfizh Teachers To Improve Students' Ability To Memorize The Quran At Muhammadiyah Al-Kautsar PK Kartasura Junior High School

Based on the findings, it is clear that the initial strategy of screening students' ability to read the Quran has been implemented by tahfizh teachers at Muhammadiyah Al-Kautsar PK Kartasura Junior High School. This process is conducted at the beginning of the academic year with the aim of grouping students based on their reading abilities, ranging from those who cannot read the Quran to those who can read it fluently. This step serves as an important foundation for adjusting the approach and teaching methods of Quran memorization to suit the individual needs of each student. To better understand the implementation of the tahfizh program at Muhammadiyah Al-Kautsar PK Kartasura Junior High School, several aspects of learning activities, memory targets, improvement strategies, exam preparation, and assessment criteria were identified. These elements illustrate how the school structures and evaluates students' Quran memorization process to ensure both quality and progress. Table 3 shows the detailed components of tahfizh learning, including memory targets, learning techniques, quality improvement, exam preparation, and assessment criteria.

Table 3. Quran Memorization Learning Procedures for the 2024/2025

Category	Description
Memory targets per meeting	Grades 7, 8, 9 Digital one page. Grades 7, 8, 9 Special Tahfizh Program half page.
Learning techniques	Opening; Recitation of Surah al-Fatihah together while being corrected; Classical review starting from juz 30 (can be at the beginning or end of the session); Submission or additional recitation followed by preparation for the next memorization session, independent review; The target for independent review is determined by each teacher (can range from half page to one surah); Closing. Students are required to bring their own Quran and not use the Latin script.
Improvement in memory quality (in terms of reading)	a) Correcting the recitation by repeating from the beginning of the verse or closest

	<p>waqaf, not just repeating the incorrect word</p> <p>b) If there is still time left in the lesson and all students have finished reciting their memorization, the time can be used for ice breaking activities related to tahfizh or Islamic knowledge</p> <p>c) For students who have recited the Quran correctly, the focus can be on improving their memorization. However, for students who cannot yet read the Quran or still make many mistakes, the teacher guides the children's Quran recitation during the memorization process (to ensure that what they have memorized is recited correctly).</p>
Exam preparation process for a single sitting (tailored to the maximum ability of the students)	<p>a) Quarter juz x 4</p> <p>b) Half juz x 2</p> <p>c) One juz in one sitting</p> <p>d) Recommended for exams by filling out a recommendation letter from the supervising teacher</p> <p>e) Scheduled tahfizh exam</p> <p>f) Exams are scheduled and the results of completion or retakes are written in the recommendation letter</p>
Assessment criteria for the tahfizh exam in a single sitting	<p>Adab; Fluency; Tajwid; Makhroj</p> <p>Range of values:</p> <p>94-100 Excellent</p> <p>87-93 Very Good</p> <p>80-86 Good</p> <p><79 Weak (repeat)</p>

Based on the screening results, students are grouped into small learning group, each led by a tahfizh teacher according to the initial evaluation results. For students who are not yet able to read the Quran, the method used is the direct learning method, where the teacher first recites the verses, and the students then repeat them until the recitation is deemed correct according to the rules of tajwid and makhraj. The effectiveness of this method has been proven in helping students begin the process of memorizing the Quran with proper recitation. For students who are already proficient in reading the Quran, learning is advanced to the next level of tahsin, such as deepening their understanding of the characteristics of letters and the rhythm of recitation. Through this strategy, the quality of students' recitation can be improved and their memorization strengthened. Thus, differentiated learning is successfully implemented by teachers according to the ability level of each student.

One unique policy implemented by Muhammadiyah Al-Kautsar PK Kartasura Junior High School is not standardizing the recitation tone of the Quran. This is aimed at helping students focus on the content of the memorization rather than the rhythm. This decision was made based on the finding that for some students, the tone is easier to memorize than the Quranic verses themselves. As a result, students often face difficulties when asked to recite the verses they have memorized without the usual rhythm. The Quran memorization teachers also demonstrate serious

efforts in nurturing students by providing special guidance for those who struggle with memorization and have not met their memorization targets. These efforts include additional hours outside of class time, both during breaks and after school, when students can submit their memorization via voice notes sent through WhatsApp. This demonstrates that the learning process is not only carried out in the classroom but also continued at home.

The involvement of parents in accompanying their children at home has become an important part of the efforts implemented by teachers to improve students' memorization skills. Children's progress is monitored through regular communication, which is also used to guide the provision of additional guidance at home. With this cooperation, the motivation and discipline of students in memorizing the Quran have been significantly strengthened. The tahfizh teacher applies a warm and humanistic approach to build motivation among students in memorizing the Quran. The teacher invites students to talk privately to understand their backgrounds, potential, and characters. The use of negative words is strictly avoided by the teacher, and instead, communication that builds enthusiasm and self-confidence is prioritized. The implementation of this strategy encourages students to become more open and increases their enthusiasm for memorizing the Quran.

Evaluations are conducted regularly and comprehensively. The memorization submission process is conducted directly (face to face) through the *sorogan* method. Each student's achievement is manually recorded in the teacher's journal and the student's mutaba'ah book, and their progress is also entered into the GoBit feature, which is integrated with the school's information system (SIM Muhammadiyah Al-Kautsar PK Kartasura Junior High School application). Progress reports are provided to the students' guardians on the 10th of each month, enabling the progress of Quran memorization to be monitored in a more structured manner.

Awards for student achievements are also presented by the school. After weekly tahfizh exams for students who have reached their Quran memorization targets, those who pass the tahfizh exam are given a flyer as a form of recognition and motivation. The flyer is distributed via social media, and teachers are required to upload it via WhatsApp story. Although simple, this form of recognition has a significant impact in fostering pride and motivation among students. In the process of memorizing the Quran, teachers must assist students in correcting and aligning their recitation according to the proper articulation of letters and the rules of tajwid. Enhancing students' memorization skills is no easy task for a tahfizh teacher.

To ensure students easily grasp what is taught, an educator must employ appropriate approaches and teaching methods. However, methods will not succeed without the teacher's expertise. A teacher who can read but lacks expertise cannot teach effectively. Nevertheless, the patience and sincerity of the tahfizh teacher are essential in nurturing students. Learning will not succeed without the support of qualified and competent teachers in their field (Jahieda et al., 2022). In addition to regular tahfizh activities, the school also offers supplementary programs such as classical recitation every Wednesday morning, a one-hour tahsin program in the afternoon, and guidance sessions with classroom teachers. All these activities are

carried out to foster a love for the Quran at school. With a comprehensive approach that includes collaboration, methods, evaluation, and motivation, tahfizh teachers have worked hard to improve students' ability to memorize the Quran.

The observation results indicate that the tahfizh activity begins with an opening and collective prayer, followed by a classical review of the previous memorization. Next, the students recite their memorization individually to the tahfizh teacher. Before the activity ends, the teacher provides feedback in the form of reading corrections, motivation, and additional memorization achievements to the students. The tahfizh teacher actively assists students in reading during the learning process, particularly in improving letter pronunciation and applying tajwid. The teacher also uses the direct learning method to provide reading examples. The teacher records students' memorization results in mutaba'ah and teacher journals.

Additionally, the teacher adopts a personal approach toward less enthusiastic students and coordinates with the class advisor if specific challenges arise. These efforts show that teachers not only act as instructors but also as mentors and motivators. Students' responses to tahfizh learning are generally very positive. Most students participate in activities enthusiastically. Students also appear to have a good emotional connection with tahfizh teachers, so they are not hesitant to ask questions or seek guidance. Time discipline is also quite good, although there are still some students who need to be reminded. Students' memorization tends to improve consistently every day thanks to the routine of muroja'ah and setoran that are carried out continuously. In terms of facilities, the school fully supports tahfizh activities by providing a special room that is not used for other subjects.

Additionally, the tahfizh teachers are provided with tajwid books to support Quran memorization learning. The form of appreciation given, such as creating flyers for students who pass the tahfizh exam, also serves as a motivator, as these flyers are shared through the school's social media, teachers, and parent groups. However, there are some challenges observed during the activities. Some students appeared unenthusiastic because they felt bored or lost motivation in memorizing the Quran. On the other hand, excessive use of gadgets at home also contributed to a decline in student focus, as confirmed through communication between teachers and parents. Additionally, the duration of learning, which only lasted two hours per day, was considered insufficient for students with slow memorization abilities. Schools, parents, and teachers must work together to overcome this problem.

The theory regarding teachers' efforts to improve students' memorization abilities can be explained through the concept of the teacher's role in learning according to Sundari (2017), which emphasizes that teachers are not only conveyors of material but also facilitators, evaluators, and motivators. In the context of tahfizh learning, the role of facilitator is realized by providing appropriate methods, such as direct learning, making heard, repeated recitation, illiterate or unlettered, and others, which help students memorize correctly in terms of reading, makhraj, and tajwid. As an evaluator, this is carried out by regularly monitoring memorization progress, providing feedback, and adjusting targets according to students' abilities. Meanwhile, as a motivator, the teacher helps students stay enthusiastic by using

unique approaches, providing positive encouragement, and fostering self-confidence. From an Islamic educational perspective, Al-Ghazali also emphasizes that teachers must embody the knowledge they teach, thereby serving as role models in manners and ethics, which in turn influences students' success in memorizing the Quran (Rozi et al., 2022).

Supporting And Obstacles Factors In The Process Of Improving Quran Memorization Skills At Muhammadiyah Al-Kautsar PK Kartasura Junior High School

Teachers of Quran memorization at Muhammadiyah Al-Kautsar PK Kartasura Junior High School face various supporting and obstacles factors in the process of improving students' ability to memorize the Quran. These factors influence the success rate of students' learning. In the process of improving students' Quran memorization skills at Muhammadiyah Al-Kautsar PK Kartasura Junior High School, several supporting and inhibiting factors were identified. These factors play a decisive role in determining the effectiveness of the tahfizh program and the achievement of students' memorization targets. These findings are summarized in Table 4, which shows both supporting and inhibiting factors along with their detailed explanations.

Table 4. Supporting and Obstacles Factors in Al-Quran Memorization Learning

Category	Factors	Explanation
Supporting	Teacher Skills and Expertise	Teachers who are fluent in and understand tajwid and are able to create a comfortable, interactive, and motivating learning environment for students.
	Varied and Innovative Teaching Methods	Methods such as halaqah, direct learning, repetition or drilling, and illiterate or unlettered make learning interesting and tailored to students' learning styles.
	Use of Technology	Memorization apps, educational videos, audio, and educational games help make the learning process flexible and enjoyable.
	Support from Parents and Family	Parents who are actively involved in muroja'ah, providing motivation and praise, can increase students' enthusiasm for memorizing the Quran.
Obstacles	Low Ability to Read the Quran	Students who are not yet proficient must first improve their reading skills, delaying the memorization process.
	Lack of Student Motivation	Not all students have high motivation. Teachers need to adopt a personal approach and awaken students' spiritual awareness.
	Differences in Intelligence Levels	Each student has different abilities in memorization, so teachers need to adjust their methods and approaches in tahfizh learning.
	Time Constraints	Tahfizh class hours are limited, but students are given flexibility to complete their memorization at home according to their convenience.

The supporting factors include teachers' expertise, the use of varied methods, technological integration, and strong parental involvement. On the other hand, obstacles such as limited Quran reading ability, low motivation, differences in intelligence levels, and time constraints often hinder students' progress. The main obstacle that often arises when facing challenges is the lack of enthusiasm and determination among some students. Some students show boredom, reluctance, or dislike for Al-Quran memorization by Simanjuntak (2021). Students often complain when asked to memorize the Quran. This situation poses a unique challenge for tahfizh teachers in maintaining the consistency and continuity of students' memorization. Tahfizh teachers use a continuous motivational approach to address this challenge, meaning that they consistently provide personalized encouragement to students.

When Quran memorization teachers discover that students have habits that hinder Quran memorization, such as frequently using electronic devices at home, they will inform the students' guardians to find solutions together and limit habits that support the Quran memorization process by Dawam (2024). Conversely, support from the school environment is highly beneficial in terms of facilities and management policies. This school is considered very responsive to the needs of Quran memorization teachers. For example, the school principal has approved the request for a dedicated desk for Quran memorization teachers during lessons for Quran memorization activities, and the desk has been provided. Additionally, the classroom is designed to allow consistent Quran memorization learning without being disrupted by other subjects. Tahfizh teachers are provided with tajwid guidebooks to assist in the tahfizh learning process, enabling them to deliver materials to students so that students can read the Quran fluently and accurately. With full support from the school, the tahfizh learning process can proceed more optimally by Nidhom (2018).

The lack of desire among students to memorize the Quran can be explained using various theories of educational psychology. One such theory is Maslow's hierarchy of needs, which states that when basic needs such as safety, comfort, and recognition are met, motivation will emerge. Additionally, according to self-determination theory, students will be more motivated to memorize if they feel they have autonomy, competence, and social support. If these needs are not met, students tend to feel stressed, lack confidence, and lose interest. In the context of Islamic education, weak motivation can also be caused by a lack of understanding of the importance of memorizing the Quran, as well as insufficient spiritual support and role models from the surrounding environment. Therefore, it is important for educators to create an emotionally, socially, and spiritually supportive learning environment so that students' motivation to memorize the Quran can increase by Adiyani (2023). Overall, despite various challenges, the collaborative strategies implemented by teachers and the school's commitment to the tahfizh program are important factors in supporting the improvement of students' ability to memorize the Quran (Sajida et al., 2025).

4. Conclusion

This study concludes that the efforts of tahfizh teachers at Muhammadiyah Al-Kautsar PK Kartasura Junior High School play a decisive role in improving students' Quran memorization abilities. Teachers not only serve as instructors but also as mentors and motivators who guide students through a structured process of memorization. Various methods are employed, including direct learning, repetition or drilling, and illiterate or unlettered approaches, consistent quran review, and systematic recitation assessments. Teachers also provide individualized guidance, foster student motivation through personal approaches, and collaborate with parents by reporting progress regularly. These combined efforts create an effective environment that enhances both the accuracy and fluency of students' memorization. The success of this program is supported by several factors, such as the dedication and expertise of teachers, the use of diverse and innovative methods, parental involvement, and the integration of technology. However, some inhibiting factors remain, including limited Quran reading skills among certain students, varying levels of motivation and intelligence, and time constraints that reduce the intensity of memorization practice. Overall, the research shows that the tahfizh program at Muhammadiyah Al-Kautsar PK Kartasura has been largely successful in achieving its objectives. The findings highlight the importance of continuous innovation in teaching methods, stronger collaboration with parents, and addressing individual student challenges. These elements are crucial to sustaining and further enhancing the effectiveness of Quran memorization learning in the future.

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