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The Impact of The Tahfdz Quarantine Program on Improving Students' Memorization at Miftahul Huda Tahfidz Community Boyolali

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A B S T R A C T

The Qur'an memorization quarantine program has become a strategy implemented in various Islamic boarding schools to improve the quality and quantity of students' memorization. This study was conducted to analyze the effectiveness of the memorization quarantine program at Pondok Pesantren Miftahul Huda Tahfidz Community (MHTC) Boyolali in enhancing students' memorization, as well as to identify challenges and strategies that can be applied to optimize memorization outcomes. Based on Bandura's Social Learning Theory (1977) and Sweller's Cognitive Load Theory (1988), this research examines how the learning environment and cognitive load affect the effectiveness of the intensive memorization program. This study employs a qualitative approach with in-depth interviews conducted with students and female teachers at Pondok Pesantren Miftahul Huda. The findings show that the program significantly increased students' memorization quantity in a short period, as also found in previous studies.

1. Introduction

The Qur'an memorization quarantine program has become a widely adopted method in various Islamic boarding schools pondok pesantren in Indonesia as a strategy to enhance the quality and quantity of students' memorization (Akmal, 2021). This program provides a conducive environment for students to focus on memorizing the Qur'an without external distractions (Fadhilah, 2022). Through temporary isolation from daily activities, students have the opportunity to improve their memorization intensively and optimally (Susanti, 2023). One of the Islamic boarding schools that has successfully implemented this method is Pondok Pesantren Miftahul Huda Boyolali through the Miftahul Huda Tahfidz

Community (MHTC) program, which is structured to help students achieve memorization targets within a specific timeframe.

Several previous studies have explored the impact of the tahfidz quarantine program on improving students' memorization as well as the challenges faced in its implementation. Research conducted by Muhammad Ichsanul Akmal at Dayah Insan Qur'ani revealed that the tahfidz quarantine program during the month of Ramadan successfully increased students' memorization quantity in a short period. However, not all students were able to maintain the quality and accuracy of their recitation, as greater focus was placed on the quantity of memorization rather than its quality (Akmal, 2021). In addition, a study by Siti Fitria Ramdani at Rumah Tahfidz Wisata Hati Darul Qur'an in Mataram City showed that the Tahfidz Camp program had a positive impact on enhancing students' memorization. Nevertheless, challenges remained in consistently maintaining memorization quality, highlighting the importance of structured learning methods and students' internal motivation (Ramdani, 2022).

Research by Azkia discussed the implementation of a 20-day Qur'an Memorization Quarantine Program at the Darul Furqan Wal Ilmi Amuntai Female Tahfidz Dormitory. This program aimed to optimize students' memorization by implementing core activities such as five daily memorization submissions (setoran) and reviews (murojaah), as well as supporting activities such as short sermons (kultum) and outdoor activities to reduce monotony. The findings showed that elementary school-aged participants memorized an average of one juz, while adult participants memorized 2–3 juz.

Challenges encountered in this program included conflicting memorization submission schedules with teaching schedules, variations in submission speed between participants — some being too fast or too slow — and difficulties in memorizing complex verses. Younger participants also faced challenges in adapting to the tight schedule and dormitory environment, which differed from home. Nonetheless, the program provided significant benefits in enhancing both memorization quality and participants' understanding of the Qur'an (Azkia, 2023).

This study is crucial as there remains a gap in understanding the factors that determine the success of the tahfidz quarantine program (Bekasi, 2021). Although many studies indicate the effectiveness of this program, further in-depth analysis is needed regarding learning strategies, the role of instructors, and the optimization of the learning environment to maximize the outcomes (Husaini, 2021). By examining the effectiveness of the tahfidz quarantine program at Pondok Pesantren Miftahul Huda Boyolali, this research is expected to contribute to the development of more effective tahfidz teaching methods that are adaptive to students' needs. Furthermore, the results of this study are anticipated to serve as a reference for Islamic educational institutions in designing more optimal and sustainable tahfidz quarantine programs.

2. Methodology

The research method used in this study is a qualitative approach with a phenomenological method, aiming to gain an in-depth understanding of the students' subjective experiences regarding the impact of the tahfidz quarantine program on their memorization improvement at Miftahul Huda Tahfidz Community (MHTC) Boyolali (Assyakurrohim, 2023). The phenomenological approach was chosen because its primary focus is to explore the meaning behind individuals' lived experiences in this case, the students who directly participated in the program (Nasir et al., 2023).

Data collection techniques included in-depth interviews with the female teachers (ustadzah) responsible for implementing the program, as well as several students selected based on specific criteria to capture a diverse range of experiences. Additionally, participatory observation was conducted to directly observe the tahfidz quarantine activities, the interactions between students and teachers, and the dynamics of the boarding school environment. Supplementary data were gathered through documentation such as activity schedules, memorization evaluation records, and program rules. Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing. This study was conducted at Pondok Pesantren Miftahul Huda KMA Al-Wustho Sambi, Boyolali, with the expectation that the findings would provide a holistic view of the tahfidz quarantine program's contribution to shaping the quality of students' memorization.

3. Result and Discussion

The tahfidz quarantine program implemented at Miftahul Huda Tahfidz Community (MHTC) Boyolali is an intensive method aimed at increasing students' memorization capacity in a short period. This method has been widely adopted in various Islamic boarding schools (pesantren) across Indonesia and has proven to be highly effective in boosting students' memorization, as found in research conducted by Soviatul Azkia, Their study revealed that a 20-day tahfidz quarantine program at Asrama Tahfidz Putri Darul Furqan Wal Ilmi Amuntai enabled students to memorize more compared to those who did not participate (Azkia, 2023). The implementation mechanism of the tahfidz quarantine program at MHTC Boyolali is carried out once a year with a duration of approximately eight days. The timing of the program is flexible, as it can be conducted at the end of either the first or second semester. This flexibility allows both students and administrators to adjust according to academic conditions and student readiness.

One of the key factors in the program's success is the conducive learning environment (Zulhannan, 2024). The tahfidz quarantine at MHTC takes place outside the pesantren to ensure students can focus better, free from distractions of daily boarding school activities. A quieter and more supportive environment has been shown to enhance concentration in memorization (Fadhilah, 2022). In terms of effectiveness, the program significantly accelerates the achievement of

memorization targets. Interviews with students revealed that they felt more confident after participating in the tahfidz quarantine, as they managed to complete more memorization than those in regular tahfidz groups (Habibillah, 2023).

However, despite its effectiveness in increasing the amount of memorization, the program has several shortcomings, particularly regarding memorization retention. One crucial finding is that the memorization acquired during the tahfidz quarantine tends to be more easily forgotten due to the lack of systematic repetition (Ramadhani, 2023). Students reported that they could memorize quickly but also forgot quickly if they did not engage in regular review (muraja'ah) after the program ended. Another challenge is the psychological pressure experienced by students (Hasanah, 2023). Some students expressed feeling stressed due to the high memorization targets in a short period. This pressure led some students to experience burnout or difficulty maintaining focus during the program. Excessive pressure in learning can reduce learning effectiveness as students tend to focus more on meeting quantitative targets rather than gaining a deep understanding of the material (Nabila et al., 2023).

Another obstacle identified in this study is the difficulty of finding an ideal location for the tahfidz quarantine program. Administrators often struggle to find a comfortable, affordable location that supports a conducive learning atmosphere. A comfortable environment with minimal external distractions significantly contributes to the success of an intensive tahfidz program. Therefore, better planning in selecting locations is necessary for future program implementation to ensure its effectiveness (Fadhilah, 2022). From a psychological and spiritual perspective, the program positively impacts students. After participating in the program, many students felt closer to the Qur'an and realized that memorization is not a burden but a process that can be undertaken with the right strategies. Research by Fhiqri Markhabi shows that intensive tahfidz programs can enhance students' emotional attachment to the Qur'an, motivating them to maintain their memorization in the long term (Fhiqri, 2024).

The strategies employed by students in overcoming memorization difficulties also play a crucial role in the program's success. Most students used the method of repeatedly reading verses before memorizing to ensure better understanding (Azkia, 2023). Additionally, some students chose quieter and more comfortable places to memorize to improve focus. Continuous repetition and creating a conducive environment enhance memorization effectiveness (Susanto et al., 2021). Apart from environmental factors and individual strategies, camaraderie and social support among fellow students also play an essential role in the program's success (Alwi et al., 2023). Students participating in the tahfidz quarantine felt more motivated as they saw their peers working hard to memorize as well. Research conducted by Devi Imron Rosadi shows that social motivation plays a crucial role in increasing students' learning enthusiasm in memorizing the Qur'an. Therefore, fostering a supportive communal atmosphere can be one of the strategies to enhance the effectiveness of tahfidz programs (Imran, 2023) can be seen in Table 1.

Table 1. Interview table at Miftahul Huda Tahfidz Community Boyolali.

No	Interview Question	Respondent Answer Summary
1.	What is your motivation for joining this tahfidz quarantine program?	I want to increase the amount of memorization in a short time and deepen my closeness to the Qur'an.
2.	How do you feel during this program?	Feeling happy because the environment is conducive, but also experiencing pressure because of the high memorization target.
3.	Do you feel that this program helped you improve your memorization?	Yes, because you have more focused time and are not distracted by other activities, so your memorization increases faster.
4.	What was the biggest challenge you faced during the tahfidz quarantine program?	The biggest challenge is maintaining focus and stamina, as well as difficulty memorizing long and similar verses.
5.	What is your strategy to overcome difficulties in memorizing?	Repeating the recitation, choosing a quiet place, and encouraging each other.
6.	What do you do to maintain your memorization after the program is over?	Doing muraja'ah regularly, although sometimes it is difficult to be consistent because of my busy school life.
7.	What are your suggestions for making this program more effective in the future?	A more convenient quarantine location, a post-program muraja'ah schedule, and memorization strategy training before starting.

To improve the program's effectiveness, several steps can be taken. One strategy is to combine the talaqqi and takrir methods during the program. The talaqqi method allows students to hear recitations directly from the teacher before memorizing, while the takrir method helps reinforce memorization through systematic repetition (Khanif, 2023). Research by Imran shows that combining these two methods is more effective in long-term memorization retention compared to fast memorization methods without repetition (Imran, 2022). Furthermore, a post-quarantine evaluation system is necessary to ensure students retain their memorization.

One method that can be applied is a periodic muraja'ah system, where students are required to review their memorization at specific intervals after completing the program. A study by Nurlailita found that a structured muraja'ah system increased students' memorization retention by up to 70% compared to methods without post-memorization evaluation (Nurlailita, 2020). Overall, the tahfidz quarantine program at MHTC Boyolali has proven effective in enhancing students' memorization in a short time. However, several challenges need to be addressed, especially in terms of memorization retention and balancing memorization targets with students' psychological well-being. By improving memorization methods, selecting better locations, and implementing effective evaluation systems, this program can become one of the best methods to support students in achieving optimal memorization.

One important aspect that needs to be considered in implementing the tahfidz quarantine program is the mental and physical readiness of students. Students who take part in this program must have readiness not only in terms of memorization ability, but also in terms of health and endurance. Intensive memorization

activities for days require high energy and concentration. Therefore, program organizers need to ensure that students get adequate nutrition, adequate rest time, and psychological support so that they can undergo the memorization process optimally.

In addition, it is also necessary to develop effective memorization strategy training before the program begins. Not all students have the same or effective memorization methods. By providing training on various techniques such as verse visualization, verse mapping, or the use of kinesthetic methods, santri will have more choices of approaches that suit their learning styles. This approach will help speed up the memorization process and strengthen long-term memory retention. The aspect of the involvement of parents or guardians of students also needs to be a concern. After the quarantine program is over, the role of the family is very important in accompanying the muraja'ah process at home. Parents can provide moral support, provide special time to listen to their children's memorization, or help organize a daily schedule that supports the continuity of memorization. With family involvement, students do not feel alone in maintaining their memorization, so that learning continuity can be maintained.

Furthermore, this program also has great potential in shaping the character and discipline of students. Structured routines, clear daily targets, and self-control in maintaining focus and intention because of Allah, are part of a very valuable character education. Many students admit that in addition to increasing their memorization, they also become more disciplined, independent, and accustomed to managing time productively. These values will be beneficial not only in the context of tahfidz, but also in their daily lives in the future.

Finally, to ensure the sustainability of the program's benefits, there needs to be a monitoring and follow-up system after the program is over. For example, through monthly memorization progress reports, regular coaching with musyrif tahfidz, and further training for quarantine alumni. This monitoring is not only to evaluate memorization, but also to maintain the enthusiasm and motivation of students in completing long-term targets. Thus, the tahfidz quarantine program is not just a momentary activity, but an integral part of the tahfidz education process that is sustainable and has a real impact.

4. Conclusion

The tahfidz quarantine program at Miftahul Huda Tahfidz Community (MHTC) Boyolali has proven effective in significantly improving students' Qur'anic memorization within a short period. The eight-day intensive program focuses entirely on memorization and offers flexible scheduling, conducted at the end of either semester. Holding the program outside the pesantren environment creates a more conducive atmosphere for focused learning. While the program enhances memorization speed, it faces challenges in long-term retention due to the lack of systematic post-program repetition. Other challenges include psychological pressure from high memorization targets and difficulties in finding an ideal

quarantine location. Despite this, the program has a strong spiritual impact, increasing students' motivation and emotional connection to the Qur'an. To optimize the program, it is recommended to implement continuous talaqqi and takrir methods, establish a post-quarantine evaluation system, carefully select supportive locations, and address students' psychological well-being. With these improvements, the program has strong potential to serve as a model for other tahfidz institutions.

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