Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES

P-ISSN 2581-1657
E-ISSN 2581-2203

The Problem and Solutions of Tahfidz Qur'an Learning at Nur Hidayah Integrated Islamic Senior High School Kartasura

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ARTICLE INFO

Article history:

Received: 25 April 2025
Revised: 27 April 2025
Accepted: 28 April 2025
Published online: 09 May 2025

Keywords:

Learning, Problems
Solutions
Tahfidz Qur'an

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Article Doi:

https://doi.org/10.31258/jes.9.3.p.1298-1310

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A B S T R A C T

The learning of Tahfidz Qur'an plays a crucial role in preserving the purity and authenticity of the Qur'an. This study aims to analyze the challenges and formulate solutions in the Tahfidz Qur'an learning process at Nur Hidayah Integrated Islamic Senior High School (SMAIT) Kartasura. The research method used is qualitative with a phenomenological approach, where data is collected through observations, interviews with instructors and students, and documentation studies. The results show that the Tahfidz learning process still faces various obstacles, such as low student motivation, lack of discipline in memorization, boredom due to monotonous teaching methods, limited time for memorization submission, and an insufficient number of instructors. To overcome these challenges, the school implements several strategies, including special assistance for students experiencing difficulties, a group rotation system for memorization, rewards for outstanding students, and training for instructors to improve teaching quality. Additionally, Tahfidz quarantine programs and annual evaluations are applied to maximize students' memorization achievements. By implementing these strategies, the Tahfidz Qur'an learning process at the school is expected to become more effective, sustainable, and produce students with better and higher-quality memorization.

1. Introduction

The Qur'an serves as the primary guide that directs humanity in various aspects of life, including faith, worship, and morality (Fadllurrohman, 2022). As the holy book, the Qur'an has remained preserved in its authenticity since it was first revealed to the Prophet Muhammad until today (Makhrus, 2018). Although the authenticity of the Qur'an is guaranteed by Allah, Muslims are still responsible for preserving it with sincerity and consistency (Mardiana, 2020). One form of effort in safeguarding the Qur'an is through memorization. Memorizing the Qur'an is a noble task and holds a special place in Islamic teachings. While every Muslim has the opportunity to memorize it, not everyone finds the process easy and smooth (Alife, 2024).

During adolescence, individuals experience various physical and mental changes. These changes often make them emotionally unstable, posing challenges for parents in guiding them. Along with the changing times, Islamic education — particularly Tahfidz Qur'an learning — has become increasingly essential in modern society. Therefore, many educational institutions have incorporated Tahfidz Qur'an learning into their curriculum as an effort to shield teenagers from drifting away from the Qur'an and to strengthen their connection with Islamic teachings (Bayu, 2020).

Tahfidz Qur'an learning is a form of a servant's devotion in safeguarding the purity of Allah's holy book. This process demands perseverance, patience, and a high level of commitment, as it not only involves memorization but also ensures the accuracy of tajwid (pronunciation rules), tartil (measured recitation), and understanding of the meanings. The Tahfidz method requires considerable time and intensive supervision to achieve optimal results. More than just storing verses in memory, Tahfidz also aims to instill the values of the Qur'an into daily life so that it is not only memorized but also understood and practiced (Sri, 2021).

The success of Tahfidz'an learning is influenced by competent instructors, a conducive learning environment, and strong motivation from students — whether self-driven or supported by parents and the surrounding environment (Wijaya, 2024). However, challenges such as inadequate mastery of tajwid, insufficient revision (muraja'ah), time constraints, and mental pressure can hinder the Tahfidz process. Therefore, comprehensive support is needed to ensure that memorization is not only retained but also understood and applied in daily life.

SMAIT Nur Hidayah Kartasura is a school that has implemented Tahfidz Qur'an learning since its establishment. Tahfidz Qur'an has become part of the school curriculum, making it a crucial aspect of the education system applied. Although this learning has been in place for quite some time, there are still various aspects worth investigating, particularly regarding its effectiveness in the school. Understanding how the Tahfidz Qur'an process integrates into the curriculum and identifying the challenges encountered in its implementation is essential. Additionally, analyzing the issues arising in Tahfidz learning and the solutions that can be applied to overcome them is necessary. Therefore, this study focuses on the challenges and solutions in Tahfidz Qur'an learning at SMAIT Nur Hidayah Kartasura, aiming to discover steps that can enhance the effectiveness and success of this learning.

Tahfidz Qur'an learning in schools plays a significant role in shaping students' character to be more morally upright. The implementation of Tahfidz Qur'an in this school involves several strategic stages, starting from goal setting, selecting responsible instructors, providing supporting facilities, to structuring activity schedules. The success of Tahfidz learning at this school is supported by adequate facilities and active parental support. However, in its implementation, there are still obstacles such as students' lack of discipline in following the Tahfidz program and the limited number of instructors capable of providing maximum guidance (Isnawati, 2024).

A similar situation at MAN 1 OKU Timur, which identified various obstacles in the Qur'an memorization process. Internal factors that hinder students include laziness, boredom, limited ability to read the Qur'an correctly, and lack of motivation to memorize. Additionally, external factors such as the number of other subjects that need to be learned, minimal support from family, and limited time for muraja'ah also pose challenges that affect students' memorization effectiveness. This research also emphasizes the importance of good time management and the role of teachers in motivating students to remain enthusiastic in the Qur'an memorization process (Emi, 2023).

Considering the various challenges revealed in previous research, the Tahfidz learning implemented at SMA Negeri 2 Kota Bima and MAN 1 OKU Timur can serve as comparisons in analyzing the challenges and solutions in Tahfidz learning at SMAIT Nur Hidayah Kartasura. This study focuses on identifying obstacles encountered in the implementation of Tahfidz and exploring solutions that can be applied to improve its effectiveness. With a more structured approach, the school is expected to develop Tahfidz learning methods that not only improve students' memorization quality but also make the memorization process more interactive, engaging, and aligned with their needs. Thus, Tahfidz Qur'an is not just a part of the school curriculum but can evolve into a more systematic and sustainable flagship program.

This research holds significant contributions for other educational institutions looking to implement or develop Tahfidz Qur'an learning. Through this study, the research aims to analyze the challenges and solutions of Tahfidz Qur'an learning at SMAIT Nur Hidayah Kartasura. Additionally, it is hoped that this study can serve as a reference for other schools in developing better Tahfidz learning systems, thereby producing generations of Qur'an memorizers who not only have strong memorization but also understand and practice the teachings of the Qur'an in their daily lives.

2. Methodology

This study employs a qualitative approach with a phenomenological method to analyze the challenges and solutions in Tahfidz Qur'an learning at SMAIT Nur Hidayah Kartasura. The data used consists of primary and secondary data, obtained through interviews with Tahfidz teachers and students, as well as documentation related to Tahfidz learning. The research was conducted at SMAIT Nur Hidayah Kartasura, Sukoharjo Regency, as the main location.

Data collection was carried out using three main techniques: observation, in-depth interviews, and documentation study. Direct observations were conducted to examine the Tahfidz learning process, the methods used by teachers, and the obstacles faced by students. Interviews were conducted with Tahfidz teachers and students to gain deeper insights into the challenges and strategies applied in Tahfidz learning. The documentation study included analyzing the curriculum, learning guidelines, and school policies related to Tahfidz Qur'an.

The validity of the data in this study was ensured through source and technique triangulation to confirm the findings' accuracy. The collected data were analyzed using Miles and Huberman's model, which consists of data reduction, data display, and conclusion drawing/verification. The results of this study are expected to provide a comprehensive overview of the challenges faced in Tahfidz learning and offer solutions to enhance its effectiveness at SMAIT Nur Hidayah Kartasura.

3. Result and Discussion

SMA IT Nur Hidayah Kartasura is an integrated Islamic senior high school located at Jl. Pandawa No. 10, Pucangan, Kartasura District, Sukoharjo Regency, Central Java Province. The school was established on November 3, 2008, under the auspices of the Nur Hidayah Foundation Surakarta. SMAIT Nur Hidayah Kartasura has implemented Tahfidz learning since its inception on November 3, 2008, under the Nur Hidayah Foundation Surakarta. Based on an interview with a Tahfidz Qur'an teacher, "Tahfidz Qur'an learning has been applied since the school's founding.

As an Islamic school, Tahfidz Qur'an learning is one of our main educational priorities because I believe the Qur'an is very important for today's young generation to preserve it and to shape students' good character for the future". Memorizing the Qur'an is one of the most effective methods of preserving the authenticity and purity of Islam's holy book. This process not only focuses on the ability to recite the text orally but also instills the values of the Qur'an into the heart and daily life. The heart is the safest and most reliable place for storage, ensuring that Qur'anic memorization is less susceptible to external disturbances, such as distortion or misinterpretation (Huda, 2010).

The school's decision to make Tahfidz Qur'an a core part of its curriculum reflects its commitment to producing a generation that not only memorizes the Qur'an but also understands and practices its content in everyday life. Recognizing the importance of Tahfidz Qur'an, the school strives to shape students' character to be not only academically oriented but also spiritually strong. Memorization engraved in the heart holds deeper meaning, as it fosters noble character and makes the Qur'an a guiding principle applied in every aspect of life.

Learning Tahfidz Qur'an at SMAIT Nur Hidayah Kartasura

Based on interviews with the Tahfidz Qur'an teacher, "The purpose of this Tahfidz learning is to improve students' memorization quality with a minimum target of memorizing Juz 30 to Juz 27 before they graduate. This Tahfidz learning is a compulsory program for all students at SMAIT Nur Hidayah Kartasura, which currently has around 880 students.". The primary goal of learning is to create behavioral changes in students from negative to positive. In the context of Tahfidz Al-Qur'an learning, according to Indra Keswara, this change includes three main aspects: the ability to memorize the Qur'an up to 30 juz, the skill of reciting the

Qur'an without looking at the mushaf (sima'an) fluently, and character formation aligned with the teachings of the Qur'an (Keswara, 2017) can be seen in Figure 1.

Figure 1. Students Memorizing the Qur'an in a Halaqah

The image captures a group of students at SMAIT Nur Hidayah Kartasura engaged in a Qur'an memorization circle (halaqah) within their classroom. Seated in a circle on the floor alongside a teacher, the students are actively participating in the tahfidz (memorization) session, reflecting an atmosphere of focus and spiritual dedication. This activity is part of the school's integrated Qur'anic education program, designed to strengthen the students' connection to Islamic values and foster a love for the Holy Qur'an. Through this structured setting, students not only improve their memorization skills but also develop discipline and a deeper appreciation for the teachings of Islam.

This approach aligns with Indra Keswara's theory, even though SMAIT Nur Hidayah Kartasura sets a minimum memorization target from Juz 30 to Juz 27. The learning principles applied remain consistent with broader goals, which are not only about memorization but also shaping students' character to align with the teachings of the Qur'an. The Tahfidz Qur'an learning schedule varies for each grade level. In an interview with the Tahfidz teacher, he explained that "10th-grade students have an allocation of 6 hours per week, 11th-grade students get 5 hours per week, and 12th-grade students only 4 hours per week, as most of their memorization is completed in the 11th grade".

The time allocation for this program is adjusted according to the grade level, where 10th-grade students receive 6 hours per week, 11th-grade students receive 5 hours per week, and 12th-grade students receive 4 hours per week, considering that most memorization is completed in the 11th grade. A similar approach is also applied at SMA Muhammadiyah Pacitan, where the Tahfidz program is conducted every day before regular learning activities, with a target of one juz per year starting from Juz 30, 28, and 29. Meanwhile, at SMAIT Nur Hidayah Kartasura, the memorization target is higher, reaching up to Juz 27. "The learning mechanism groups students based on the amount of memorization they have achieved since junior high school.

Each class is divided into three halaqah, with an average of 10 students per halaqah (Huda,2010). We implement the Litaqwa method in this program, which consists of several stages:

a. Tilawah for 10 minutes,
b. Tajweed rules reinforcement for 10 minutes,
c. Murojaah (reviewing memorization) for 20 minutes,
d. Preparation and memorization submission for 45 minutes.

If the teacher is unavailable, students still submit their memorization, and the results are recorded in the student journal or mutabaah." The Litaqwa method is a Qur'an learning method developed by the Qur'an Center Team of the Nur Hidayah Foundation Surakarta to facilitate the process of learning to read and write the Qur'an. This method is designed so that teachers and students can more easily understand and master proper Qur'anic recitation. Additionally, the approach aims to increase students' enthusiasm in interacting with the Qur'an and foster their love for the holy book.

Halaqah is a traditional learning method widely applied in pesantren communities, where participants sit in a circle to discuss various Islamic subjects. This approach allows for closer interaction between teachers and students, making the learning process deeper and more effective. Furthermore, halaqah creates a more relaxed yet focused learning atmosphere, enabling students to be more active in exchanging thoughts and deepening their understanding of the knowledge being studied.

The mutaba'ah book is designed as a control tool to monitor the entire Tahfidz Al-Qur'an learning process for students. It contains various columns that record students' memorization activities, including the progress of new memorization or ziyadah. With this book, teachers can more easily evaluate each student's memorization achievements and ensure the Tahfidz learning process runs systematically and is well-monitored.

With a structured learning system through halaqah division, the implementation of the Litaqwa method, and the use of the mutaba'ah book, SMAIT Nur Hidayah Kartasura has successfully created an environment that supports the effectiveness of students' memorization. The division of halaqah enables more personalized learning, the Litaqwa method provides systematic stages in improving Qur'anic reading and memorization skills, while the mutaba'ah book serves as an evaluation tool to monitor students' memorization progress periodically.

This combination of strategies ensures that students not only achieve their memorization targets but also gain a deeper understanding of the Qur'an and discipline in maintaining their memorization. Thus, the Tahfidz learning model applied not only enhances students' memorization quality but also strengthens their involvement in the process of memorizing and practicing the Qur'an in everyday life.

Problems of Learning Quran Memorization at SMAIT Nur Hidayah Kartasura

Problematics can be defined as something that still sparks debate and needs resolution, as stated by Dendy. Meanwhile, according to Syukir, problematics represent the gap between expectations and reality, which is expected to be resolved or at least minimized. In other words, problematics reflect a challenge that requires a solution to bridge the gap between what is desired and what occurs in practice.

The Tahfidz Qur'an learning program at SMAIT Nur Hidayah Kartasura is part of the curriculum aimed at shaping a generation capable of memorizing and understanding the Qur'an well. However, in its implementation, various problems arise, posing challenges in achieving these goals. Therefore, an in-depth analysis of these problems is necessary to find appropriate solutions to improve the quality of the Tahfidz Qur'an learning program at SMAIT Nur Hidayah Kartasura. Several factors contribute to these challenges.

a. Internal Factors

Not all students at SMAIT Nur Hidayah Kartasura enjoy the Tahfidz Qur'an learning process. One student, Alfa, expressed, "I actually chose this school more because of my parents' wishes and its proximity to home. Personally, I don’t have a strong interest in Tahfidz, so sometimes it feels a bit heavy. The Tahfidz program here also feels more like an obligation."

Alfa's statement highlights that internal factors, especially intention, play a crucial role in the success of memorizing the Qur'an. Alfa admitted that his decision to attend SMAIT Nur Hidayah Kartasura was more driven by his parents and the school's location rather than his personal desire to memorize. This shows that his intention for memorization has not yet fully grown from his own awareness, making the Tahfidz program feel more like a burden. As the Prophet Muhammad (PBUH) said, "Verily, deeds are judged by intentions, and each person will get what they intended” (Husna, 2021).

Therefore, in the context of Tahfidz, a sincere and good intention will influence the quality and blessings of one's memorization. If the intention to memorize arises solely due to external demands, students may feel burdened and less appreciate its spiritual benefits. Hence, the school can help students find meaning and purpose in memorizing the Qur'an, so their intentions become more directed, making the Tahfidz process lighter, more meaningful as an act of worship, and positively impacting their lives.

Based on interviews with the Tahfidz teacher, discipline and student motivation are also challenges in the Tahfidz learning process: "In implementing the Tahfidz Qur'an learning, we face several challenging problems. One of them is student discipline and motivation. Many students feel sleepy during Tahfidz sessions, especially in the morning. Additionally, some students do not prepare their memorization at home/dorm, slowing their progress”.

This argument is supported by data from student interviews: "Morning Tahfidz sessions are less effective because many of us still feel sleepy," said one student. "Sometimes, when memorizing, I find it difficult to concentrate because of the sleepiness, making the memorization less optimal." Another student also mentioned that morning Tahfidz sessions often feel heavy because their body and mind are not fully ready for the memorization material. Excessive sleepiness is characterized by several symptoms, such as feeling tired despite sleeping, drowsiness during the day, difficulty concentrating, feeling easily fatigued, and memory decline. This condition can affect a person's productivity and thinking ability, so addressing its causes, such as lack of sleep or irregular sleep patterns, is essential to maintain optimal rest and daily functioning.

The learning method applied at SMAIT Nur Hidayah has its strengths but also some weaknesses in its implementation. One is the learning process using the halaqah method, which feels monologic, making students often feel bored. This boredom may be due to a monotonous learning atmosphere, lack of motivation from teachers, and suboptimal understanding of the process (Emi, 2023).

b. External Factors

In interviews, students explained that the memorization submission system also felt like a burden: "I feel that the Tahfidz Qur'an learning at this school is more like a demand than a flexible learning process. The mandatory memorization submission during lesson hours makes me feel pressured, especially when academic schedules are packed." Another student expressed a similar sentiment: "In pesantren, we usually have the freedom to choose the time for submission, so we can submit when we are truly ready. But at this school, the system is more rigid, so even if we are not ready, we still have to submit. Sometimes, I feel less optimal in memorizing because I have to follow predetermined rules."

According to psychologists, effective time management plays a crucial role in the learning process, especially in Qur'an memorization. For those with many responsibilities besides memorizing, the ability to manage time well significantly affects how effectively the material can be absorbed (Husna, 2021). A less flexible system can create psychological pressure on students, ultimately affecting the effectiveness of their memorization. Found that a flexible approach in Tahfidz learning is more effective in increasing student motivation and memorization results compared to a rigid approach. Pesantren systems that allow students to choose their submission time have proven to reduce students' mental burden and increase their memorization productivity (Makhrus, 2018).

Moreover, the shortage of Tahfidz teachers is another issue: "In my opinion, the number of Tahfidz teachers at this school is still insufficient. Sometimes, we have to wait a long time to submit our memorization because the teachers are guiding many students simultaneously," said one student. Another student added, "For those with previous Tahfidz experience, the guidance feels less optimal. We need more direction and in-depth corrections to strengthen our memorization." Meanwhile, a Tahfidz teacher mentioned, "Currently, the number of Tahfidz teachers is still

limited, only 18 people, consisting of 9 males and 9 females. With a large number of students, this poses a challenge for us to provide optimal guidance. Besides guiding memorization, we also have to explain tajwid and the meaning of the verses being memorized."

Despite being an Islamic-based school, Tahfidz Qur'an learning at SMAIT Nur Hidayah Kartasura is not considered a flagship program in its curriculum. According to one student, Raveenzo, "In my opinion, the Tahfidz Qur'an learning at this school is more like an ordinary subject. The school emphasizes leadership and character building more than Tahfidz Qur'an. Nevertheless, the Tahfidz Qur'an program is still present and is part of Islamic education here" In conclusion, the effectiveness of the Tahfidz learning program at SMAIT Nur Hidayah Kartasura can be improved by balancing between character focus and memorization reinforcement and adapting Tahfidz methods to optimize students' motivation and memorization capacity.

Solutions to the Problems of Learning Quran Memorization at SMAIT Nur Hidayah Kartasura

Every problem in learning has a solution that can be applied, including in Qur'an memorization (tahfidz). At SMAIT Nur Hidayah Kartasura, several obstacles can affect students' memorization effectiveness. Therefore, strategic steps are needed to overcome these obstacles so that the tahfidz learning process can run more optimally. This section will discuss various solutions that can be applied.

a. Internal Factors

Students also have their own ways of overcoming the obstacles they face. One student revealed, "I try to sleep earlier so I can be more focused during the morning tahfidz sessions. If I don't get enough sleep, I usually find it difficult to concentrate while memorizing. The relationship between sleep quality and students' learning concentration is significant. Students with good sleep quality tend to have better learning concentration compared to those with poor sleep quality.

This finding emphasizes the importance of maintaining a good sleep pattern to support learning effectiveness, including in the Qur'an tahfidz program. With sufficient and quality sleep, students can improve their concentration ability, making the process of memorizing the Qur'an more optimal. In an effort to improve the effectiveness of Qur'an tahfidz learning, SMAIT Nur Hidayah Kartasura pays special attention to students who experience difficulties in memorizing. "For students who have difficulty memorizing, we provide special assistance and additional guidance," explained one of the tahfidz mentors.

In addition to providing assistance to students who have difficulty, the school also implements various strategies to increase students' motivation to memorize. One method used is giving awards to high-achieving students in tahfidz, such as certificates or specific prizes. "We also strive to increase students' motivation to memorize by giving awards to those who excel, such as certificates or specific

prizes. Students who have talent in tahfidz are also given the opportunity to participate in tahfidz competitions, of course with strict selection based on their readiness." The strategies implemented by SMAIT Nur Hidayah Kartasura to increase students' motivation to memorize the Qur'an align with Munira's view, which emphasizes that strong motivation makes memorizing the Qur'an a duty for Muslim.

The school strives to foster students' motivation through special assistance and additional guidance, as well as giving awards in the form of certificates and prizes for outstanding students in tahfidz, aiming to encourage their enthusiasm and appreciation for their efforts. In addition, the opportunity for talented students to participate in tahfidz competitions with strict selection is a strategic step in boosting their confidence and the quality of their memorization. Thus, this approach not only motivates students to be more diligent in memorizing but also reinforces their awareness that tahfidz is a duty and value that must be upheld in everyday life.

Some students also apply personal strategies to increase their motivation in memorizing the Qur'an. A student stated, "In addition to following the school's memorization targets, I also set personal targets. That way, I can be more motivated to memorize the Qur'an and keep my memorization strong." This strategy helps students be more disciplined and take responsibility for their memorization achievements.

According to research conducted by self-regulated learning strategies, such as setting personal targets, can help students focus more on achieving their academic goals. Setting personal memorization targets helps students be more disciplined, motivated, and responsible in memorizing the Qur'an, in line with research that emphasizes the importance of self-regulated learning in improving focus and academic achievement. SMAIT Nur Hidayah Kartasura also revamps tahfidz groups and mentors every year. "One of the steps we apply is rotating memorization groups each time students move up a grade, so they can develop their memorization and not become stagnant in one group."

The tahfidz group rotation at SMAIT Nur Hidayah Kartasura is a form of collaborative learning method. Through this system, students learn in groups, read the Qur'an together, and support each other in memorization. Changing groups every year creates a more dynamic learning environment, preventing boredom and giving students the chance to interact with new friends. This method also helps them improve their memorization through talaqqi and muraja'ah techniques. In addition to enhancing memorization quality, this strategy develops students' social and teamwork skills in the tahfidz learning process.

b. External Factors

One of the school's efforts is holding quarantine programs. "If the target is not achieved, we provide additional programs such as Muqoyam Al-Qur'an and Qur'an Quarantine, conducted after semester exams. This program lasts for 2–3 days, from

morning until noon. If students have difficulty achieving their memorization targets, we offer tolerance and special guidance."

Additional programs like Muqoyam Al-Qur'an and Qur'an Quarantine at SMAIT Nur Hidayah Kartasura are the school's efforts to overcome students' memorization target issues. This program aligns with the concept of Mukhayyam Qur'an, which is an intensive activity that not only focuses on memorization but also covers aspects of tajweed, interpretation, and spiritual guidance. With this approach, students are expected to improve their memorization quality, discipline, and motivation to practice the teachings of the Qur'an (Abdullah, 2023).

However, in practice, the program's duration of only 2–3 days may still be relatively short compared to the ideal Mukhayyam concept, which requires a longer period for optimal results. Additionally, providing special guidance and tolerance for students who experience difficulties is a positive step, showing individualized approaches in tahfidz learning. Nevertheless, the effectiveness of this program can be further enhanced by extending the Mukhayyam duration, adding deeper spiritual guidance aspects, and conducting regular evaluations to ensure memorization is maintained and not easily forgotten. Thus, the Qur'an Quarantine and Mukhayyam programs at SMAIT Nur Hidayah are aligned with existing concepts but still have room for development to be more effective in achieving tahfidz learning goals.

In an effort to improve the effectiveness of Qur'an tahfidz learning, the school conducts annual evaluations. One tahfidz mentor explained, "Every year, we also conduct evaluations to improve the quality of Qur'an tahfidz learning. We continue to develop the tahfidz curriculum to better suit students' needs. However, students are still required to bring their personal mushaf to facilitate memorization". The annual evaluations conducted by SMAIT Nur Hidayah Kartasura in tahfidz learning align with findings, emphasizing that good planning, implementation, and evaluation can improve students' memorization quality and motivation (Keswara, 2017). These evaluations aim to enhance the tahfidz curriculum, identify students' obstacles, and prevent stagnation in memorization. Additionally, the policy requiring students to bring their personal mushaf supports more intensive interaction with the Qur'an. Thus, routine evaluations and curriculum innovation are strategic steps in improving tahfidz learning effectiveness.

To enhance tahfidz learning quality, the school also pays special attention to improving the competence of tahfidz mentors. One tahfidz mentor at SMAIT Nur Hidayah Kartasura stated that tahfidz teachers receive direct training from the Foundation and are encouraged to develop their skills independently. "Every prospective mentor must take a test from the Foundation, and the results are sent to the school for evaluation and directed according to needs. That way, we hope Qur'an tahfidz learning at this school can continue to develop and provide maximum results for students". Based on research training and certification for tahfidz mentors are essential to improve teaching effectiveness. Regular training and evaluation for tahfidz mentors at SMAIT Nur Hidayah Kartasura ensure optimal teaching quality, in line with research emphasizing the importance of certification in enhancing learning effectiveness.

4. Conclusion

This study found that the Qur'an memorization (tahfidz) learning process at SMAIT Nur Hidayah Kartasura still faces various challenges stemming from both internal and external factors. Internally, some obstacles include students' lack of motivation in memorizing, drowsiness during morning tahfidz sessions, lack of discipline in maintaining their memorization, and boredom caused by monotonous learning methods. Externally, the challenges consist of limited time for memorization submissions, a less flexible learning system, and the limited number of tahfidz instructors, which impacts students' memorization effectiveness.

To overcome these challenges, the school has implemented several strategies to enhance the effectiveness of tahfidz learning. These measures include providing special assistance for students facing difficulties, awarding incentives as a form of motivation, rotating memorization groups each year to prevent student boredom, and organizing tahfidz quarantine programs aimed at helping students reach their memorization targets. Additionally, the school conducts annual evaluations and training sessions for tahfidz instructors to ensure teaching quality is maintained and continually improved.

Based on the findings of this study, it can be concluded that although there are still some challenges in implementing the Qur'an memorization learning process at SMAIT Nur Hidayah Kartasura, the efforts made have had a positive impact on improving students' memorization quality. Moving forward, the development of more flexible and innovative learning methods is needed to make the memorization process more effective and enjoyable. Furthermore, future research could be conducted to evaluate the effectiveness of the strategies already in place and to explore additional solutions to continuously improve the quality of tahfidz learning.

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How to cite this article:

Al Ayubi, A., & Chusniatun. (2025). The Problem and Solutions of Tahfidz Qur'an Learning at Nur Hidayah Integrated Islamic Senior High School Kartasura. *Journal of Educational Sciences*, *9(3)*, 1298-1310.