

Teachers' strategies in teaching quran memorization at luqmanul hakim batumarta ii islamic boarding school

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ABSTRACT

This study aims to analyze the strategies employed by tahfidz teachers in Qur'anic memorization learning and the factors influencing their success. Using a qualitative approach with a case study method, data were collected through observation, in-depth interviews, and documentation at a formal educational institution offering a tahfidz program. The findings indicate that tahfidz teachers implement various creative strategies, including talaqqi, tiktirar, verse mapping, and the use of digital media to enhance student engagement. Supporting factors include teachers' spiritual commitment, well-structured tahfidz programs, and parental involvement. Conversely, limited time allocation, low student motivation, and inadequate pedagogical training are identified as major obstacles. The study concludes that effective tahfidz instruction must be adaptive, contextual, and supported by strong collaboration among teachers, institutions, and families. The findings imply the need for professional development for tahfidz teachers and the enhancement of curriculum design aligned with students' psychopedagogical needs.

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Introduction

Qur'anic education is an integral part of the Islamic education system, which aims not only to produce intellectually intelligent generations, but also spiritually and morally strong ones (Al-Attas, 1991; Nata, 2016). One of the most important forms of Qur'anic education is tahfidz or memorization of the Qur'an. In this context, tahfidz learning is not merely a process of memorizing texts, but also a means of internalizing divine values in the lives of students (Fauzi, 2022; Arifin, 2018). Therefore, the success of the Qur'anic tahfidz program is highly dependent on the teaching strategies employed by tahfidz teachers.

The role of the tahfidz teacher in the learning process is crucial, as they not only act as educators but also as spiritual guides and moral role models (Jalaluddin, 2012). The strategies used by teachers in managing the memorization process have significant implications for students' motivation, the sustainability of memorization, and the quality of their review. Research shows that contextual, interactive, and character-based learning approaches will increase the effectiveness of memorization and strengthen students' emotional attachment to the Qur'an (Rohmah & Anwar, 2021; Rahman, 2015).

However, tahfidz learning often faces various challenges, such as a lack of intrinsic motivation among students, limited learning time, and inconsistency in muraja'ah (Nurhayati,

2017). Therefore, adaptive, planned, and measurable learning strategies are needed. According to Al-Khatib (2017), tahfidz teachers need to integrate the *targhib wa tarhib* approach, the use of the *talaqqi* and *tikrar* methods, and the strengthening of the spiritual relationship between students and the Qur'an as the spirit of the memorization process (Aziz, 2020).

In the context of madrasah education, the strategies employed by tahfidz teachers are key to the success of Quran-based flagship programs. Amid the emergence of various modern learning models, tahfidz teachers are required to adapt their teaching strategies to align with the characteristics of students, their cognitive capacities, and their psychological needs in the memorization process. This aligns with Suprihatiningrum (2013) perspective, which emphasizes the importance of differentiated and reflective learning strategies, particularly in value-based education such as tahfidz (Lickona, 1992; Zuchdi, 2010).

Based on this background, this study aims to examine in depth the various strategies used by tahfidz teachers in the process of memorizing the Qur'an, especially in formal educational institutions. This study is important as a basis for developing a more effective, contextual, and Qur'anic character-oriented tahfidz learning model for students.

Method

This study uses a qualitative approach with a case study design, which aims to gain an in-depth understanding of the strategies applied by tahfidz teachers in the process of memorizing the Qur'an. This approach was chosen because it is suitable for revealing educational phenomena in a contextual, natural, and comprehensive manner from the perspective of practitioners in the field (Creswell, 2015).

The research location was determined purposively, specifically at a formal Islamic educational institution with a specialized Quran memorization program. The selection of the location was based on the sustainability of the memorization program, which has been running in a structured manner and involves experienced memorization teachers. The informants in this study included memorization teachers, the head of the memorization program, and several students actively involved in memorization activities.

Data collection was conducted using three main techniques: observation, in-depth interviews, and documentation. Observation was used to directly observe the memorization learning process, including interactions between teachers and students and the use of memorization methods. In-depth interviews were conducted to explore the understanding, experiences, and pedagogical strategies used by memorization teachers. Documentation was used to supplement the data through analysis of schedules, student memorization progress records, and teaching materials used.

Data analysis was conducted using the interactive analysis technique of Miles and Huberman, which includes three main stages: data reduction, data presentation, and drawing conclusions (Miles et al., 2014). Data validity was strengthened through triangulation of sources and techniques, as well as member checking to ensure the accuracy of the researcher's interpretation of informants' statements.

With this approach, it is hoped that the research results will provide a comprehensive and reflective picture of tahfidz learning strategies that are not only technically effective but also shape the Qur'anic character of students.

Result and Discussion

A. Creativity of Tahfidz Teachers in Teaching Al-Qur'an Memorization

The results of the study indicate that tahfidz teachers do not only rely on conventional methods but also develop various creative strategies in the process of teaching Al-Qur'an memorization. This creativity is evident in the variety of methods used, such as *talaqqi* (direct

listening from the teacher), *tikrar* (repetition), the block method, and the use of audio-visual media (Hasan, 2019). Additionally, some teachers also combine mnemonic techniques, verse mapping (mind mapping), and memorization competitions to boost students' motivation and competitiveness.

Quran memorization teachers also demonstrate creativity in time management and adjusting strategies based on students' learning styles. For example, students with a visual learning style are provided with verses in specific colors and key word markers. Students with auditory tendencies are facilitated with recorded readings that are repeated outside of class hours. This approach aligns with Gardner (2011) perspective on the importance of adapting learning strategies to students' multiple intelligences.

Within a theoretical framework, the creative strategies of Quran memorization teachers align with the principles of active and meaningful learning. As explained by Joyce et al. (2015), learning that activates students' cognitive and emotional engagement will result in a stronger internalization process, especially in the context of value-based education such as *tahfidz*.

B. Factors Hindering Tahfidz Teachers in Guiding Students in Memorizing the Qur'an

Despite the implementation of various strategies, Quran memorization teachers still face several obstacles that hinder the smoothness of the memorization process. First, time constraints are the main obstacle, especially in formal educational institutions where the general learning schedule is quite intense. Quran memorization often does not receive a proportional amount of time compared to other academic subjects.

Second, the low internal motivation of some students also poses a challenge. Some students participate in the memorization program not out of personal awareness or interest, but due to pressure from parents or institutions. This results in inconsistency in the review process and weak commitment to memorization targets.

Third, not all Quran memorization teachers have received adequate pedagogical training. Most of them are memorizers who lack formal education in teaching. As a result, the learning process tends to be one-sided, lacking in variety, and does not fully consider the psychological aspects of the students. These obstacles are in line with the findings of Sholeh (2021), who emphasizes the importance of professional training support for *tahfidz* teachers so that they can manage learning holistically (Arifin, 2018; Nurhayati, 2017).

C. Supporting Factors for Tahfidz Teachers in Guiding Students to Memorize the Qur'an

On the other hand, there are a number of factors that greatly support the success of *tahfidz* teachers in guiding students. The dominant internal factor is the sincerity and commitment of teachers as a form of worship, which forms the foundation of a strong work ethic in the teaching process. *Tahfidz* teachers also demonstrate a deep love for the Qur'an, which indirectly influences students through their exemplary attitudes and behavior.

Positive external factors include institutional support in the form of structured memorization programs, the provision of modules and weekly memorization targets, and individual mentoring. A religious learning environment and support from students' families also strengthen the memorization process. Students who receive support from their parents in the form of daily monitoring and *muraja'ah* mentoring show more consistent progress in memorization.

This is reinforced by a study by Huda et al. (2020), which shows that a synergistic learning environment between school and home contributes significantly to the success of *tahfidz* programs (Rahman, 2015; Zuchdi, 2010).

Conclusion

This study shows that the strategies employed by tahfidz teachers in teaching the memorization of the Qur'an play a central role in the success of students in memorization. Tahfidz teachers do not only rely on traditional methods such as talaqqi and tikrar, but also develop creative approaches such as the use of audio-visual media, verse mapping, and multiple intelligence-based learning techniques. This creativity is an important driving force in motivating students and strengthening their attachment to the Qur'an. However, amid various innovations, tahfidz teachers still face structural and pedagogical obstacles. Limited time, low student motivation, and minimal professional training are the dominant factors hindering the memorization guidance process. Nevertheless, teachers' spiritual commitment, institutional support, and family involvement are crucial factors that strengthen the success of the tahfidz program. Thus, it can be concluded that the success of tahfidz learning is greatly influenced by a combination of innovative teaching strategies, teacher exemplarity, and an integrated educational ecosystem. Future recommendations include the need to strengthen the pedagogical capacity of tahfidz teachers through formal training, enhancing collaboration between schools and families, and developing an adaptive tahfidz learning model that accounts for the psychological dynamics of students.

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