



At Turots: Jurnal Pendidikan Islam

Vol. 8, No. 2, December 2026, pp. 1612-1622
Print ISSN : 2656-7555 || Online ISSN : 2747-089X
<http://journal.stitmadani.ac.id/index.php/JPI/index>



Tahfidz Teacher Strategies in Enhancing Love and Motivation for Memorizing the Qur'an among Grade X Students at MA Tahfidzul Qur'an Al-Fatah Purbalingga.

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Received: 11-07-2026

Revised: 16-08-2026

Accepted: 26-09-2026

KEYWORDS

Tahfidz Teacher,
Memorization Motivation,
Qur'an, Teaching Strategy.

ABSTRACT

This study investigates the strategies employed by *Tahfidz* teachers to enhance students' love and motivation for memorizing the Qur'an at MA *Tahfidzul Qur'an Al-Fatah Purbalingga*. The research adopts a mixed-method approach, combining qualitative descriptive analysis with quantitative assessment. The main objectives are to identify the teaching strategies used by *Tahfidz* teachers, evaluate their effectiveness in fostering students' engagement, and measure the impact on students' motivation and affection toward *Qur'an* memorization. The study involved 30 Grade X students as respondents. Data were collected through observations, structured interviews, questionnaires, and document analysis. Quantitative data were analyzed using descriptive statistics to determine the percentage of students showing increased motivation and love for *Qur'an* memorization, while qualitative data were analyzed thematically to explore the teaching strategies in depth. The results indicate that 83% of students reported an increased love for memorizing the *Qur'an*, and 77% showed enhanced motivation after the implementation of teacher strategies, including personalized guidance, regular *talqin* sessions, reward-based reinforcement, and interactive learning methods. These findings demonstrate that effective *Tahfidz* teaching strategies significantly contribute to students' commitment and enthusiasm for *Qur'an* memorization.

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Introduction

The development of Qur'anic memorization quality is a primary focus in Islamic education, particularly in *tahfidz* institutions that aim to produce generations of Qur'an memorizers who are both spiritually and academically strong. *Tahfidz* teachers are not merely text instructors but also serve as motivators and facilitators, playing a crucial role in shaping students' attitudes and love for the Qur'an memorization process. In the context of contemporary education, effective teaching strategies are essential to achieve this goal, considering that students face increasingly complex

motivational challenges amid social and technological changes.

Previous studies have extensively examined tahfidz teachers' strategies to improve students' Qur'an memorization skills; however, their focus has generally been limited to memorization techniques or performance evaluation, rather than specifically addressing students' intrinsic love and motivation as primary variables. For instance, Urfa and Muflich (2024) investigated tahfidz teachers' strategies to enhance students' memorization abilities at *MTs Ihyaul Ulum*, emphasizing the planning and evaluation of tahfidz programs in general without an in-depth analysis of students' motivational dimensions.

Another study by Sari, Sepriyadi, and Nurdin (2024) also explored tahfidz teachers' strategies, including the use of digital media and method variations such as *talaqqi* and *tikrar*. However, it primarily focused on the creativity of teaching strategies rather than the direct causal relationship between teacher strategies and students' love for Qur'an memorization.

Moreover, research in a different context by Wahyuni (2025) demonstrated innovative strategies through puzzle-based media to enhance memorization quality, indicating that the introduction of engaging methods positively impacts students' memorization performance. Nevertheless, it has not comprehensively addressed students' motivation and love as psychological factors underlying memorization success.

These studies suggest that although various Qur'an learning strategies have been identified, there remains an empirical gap regarding the role of tahfidz teacher strategies in fostering students' intrinsic love and motivation, particularly at the *MA tahfidz* level, which represents a critical stage in religious character formation.

The novelty of this study lies in its emphasis on students' internal motivation and love for the Qur'an as outcomes of tahfidz teacher strategies, rather than mere technical memorization skills. This research explores how interpersonal, emotional, and contextual teaching strategies can enhance students' motivation and engagement in the tahfidz process.

By involving Grade X students at *MA Tahfidzul Qur'an Al-Fatah Purbalingga*, this study addresses an empirical gap in the context of upper secondary *tahfidz* education, which has been scarcely examined in previous research in Indonesia. Furthermore, the study contributes to the development of Islamic education theory and tahfidz pedagogy by enriching the literature on the relationship between teacher strategies and religious learning motivation.

The contribution of this research is twofold: theoretically, it expands the understanding of the tahfidz teacher's role within the context of Islamic educational psychology; practically, its findings are expected to serve as a guide for tahfidz educators in designing and implementing effective strategies to cultivate students' motivation and love for the Qur'an, producing memorizers who are not only proficient but also spiritually committed.

Thus, this article addresses the urgent need for a model of tahfidz teaching strategies oriented toward students' intrinsic motivation, serving as a vital reference for practitioners, curriculum developers, and researchers in the field of contemporary Islamic education.

In summary, the existing literature demonstrates that while various teaching strategies have been explored in tahfidz education, there remains a critical gap concerning the impact of these strategies on students' intrinsic motivation and affection for Qur'an memorization. Previous studies have primarily focused on technical memorization skills, classroom performance, or general program effectiveness, often overlooking the psychological and emotional dimensions that

underpin students' sustained engagement in tahfidz learning. Addressing this gap is essential for developing a more holistic understanding of how pedagogical interventions can foster both competence and commitment among Qur'an memorization students.

This study aims to fill this gap by investigating the specific strategies employed by tahfidz teachers at *MA Tahfidzul Qur'an Al-Fatah Purbalingga* and their influence on students' love for and motivation to memorize the Qur'an. By combining qualitative insights with contextual evaluation, the research provides an empirical foundation for understanding the dynamic interplay between teaching methods, institutional support, and student-centered factors. The findings are expected to contribute both theoretically, by enriching the literature on tahfidz pedagogy and motivation, and practically, by informing educators and institutions in designing effective Qur'an memorization programs that cultivate enduring motivation and spiritual engagement.

Method

This study employed a qualitative research approach to gain an in-depth understanding of tahfidz teachers' strategies in enhancing students' love and motivation for memorizing the Qur'an among Grade X students. The qualitative approach was selected because it aligns with the research objectives, which emphasize understanding phenomena from the perspectives of the research subjects and their context holistically, rather than merely relying on numerical or quantitative data (Arib Rusli et al., 2025).

The research design used is a case study, which focuses on phenomena occurring contextually at *MA Tahfidzul Qur'an Al-Fatah Purbalingga*. The case study design allows the researcher to explore the processes, practices, and factors influencing tahfidz teachers' instructional strategies in detail and comprehensively. This approach is suitable for examining complex and diverse educational phenomena.

The objectives of this study include: (1) identifying strategies used by tahfidz teachers to enhance students' love for memorizing the Qur'an, (2) understanding manifestations of students' motivation as a result of these strategies, and (3) evaluating the relationship between teachers' instructional strategies and the level of students' motivation and engagement in tahfidz. These objectives were designed to systematically address the research questions based on field evidence.

The evaluation model employed in this study is a descriptive thematic evaluation, which emphasizes the identification of main themes from the collected qualitative data. Thematic analysis helps formulate patterns of teacher strategies perceived as effective by students and explains how these strategies impact their love and motivation. This evaluation model follows systematic and structured qualitative analysis standards.

The study was conducted at *MA Tahfidzul Qur'an Al-Fatah Purbalingga*, an Islamic educational institution with an intensive tahfidz program. The location was selected based on its direct relevance to the study focus, namely, tahfidz education practices at the upper secondary level, which often present different motivational challenges compared to other educational levels.

Data validity was ensured through source and technique triangulation to guarantee the credibility of research findings. Triangulation was conducted by comparing data obtained from multiple sources, such as interviews with teachers and students, classroom observations, and documentation of available tahfidz programs. Validity checks also included member checking, requesting feedback from informants to ensure that the researcher's interpretations accurately reflected their experiences (member checking as a technique to enhance data credibility).

The data collection techniques included: (1) in-depth interviews to obtain the research subjects' perspectives on teaching strategies and their motivation; (2) participatory observation to record real interactions between teachers and students during the tahfidz learning process; and (3) documentation consisting of activity notes, tahfidz program syllabi, and teaching materials used as additional data sources. These techniques were chosen because they are capable of capturing rich, contextual qualitative data consistent with the characteristics of qualitative educational research.

The research procedure began with the identification of research subjects and the study location, followed by the preparation of interview and observation guidelines focused on indicators of love and motivation. Subsequently, the researcher conducted initial approaches to the school to establish rapport and obtain research permissions. Data were then collected systematically through interviews, classroom observations, and documentation during the designated field period.

Data analysis was conducted interactively and continuously, including data reduction, data display, and thematic conclusion drawing. In this process, the collected data were simplified, classified according to main themes, and interpreted to answer the research questions validly and accurately in accordance with the tahfidz educational context.

In conclusion, the qualitative case study approach employed in this research provides a comprehensive framework for exploring the strategies of tahfidz teachers in enhancing students' love and motivation for Qur'an memorization. By focusing on the contextual, input, process, and product components, the study captures the multidimensional aspects of teaching and learning within *MA Tahfidzul Qur'an Al-Fatah Purbalingga*. The use of thematic evaluation, triangulation of data sources, and systematic procedures for data collection ensures the credibility, validity, and depth of insights obtained from students, teachers, and institutional documentation.

Furthermore, the methodological design emphasizes the interconnection between pedagogical practices, student motivation, and learning outcomes. By employing in-depth interviews, participatory observations, and document analysis, the study not only identifies effective instructional strategies but also examines how these strategies influence students' affective engagement and commitment to memorization. This comprehensive approach provides a robust basis for understanding the mechanisms through which tahfidz teaching strategies cultivate both academic competence and intrinsic motivation, offering practical guidance for educators and institutions seeking to optimize Qur'an memorization programs.

Result

The results of this study provide a comprehensive overview of the strategies employed by tahfidz teachers in enhancing students' love and motivation for memorizing the Qur'an at *MA Tahfidzul Qur'an Al-Fatah Purbalingga*. The evaluation of the learning context, input, process, and product components using the CIPP model revealed that both institutional and personal factors significantly influenced the effectiveness of instructional strategies. The findings underscore that a supportive learning environment, competent teachers, and structured teaching methods are fundamental to achieving optimal outcomes in tahfidz education.

Analysis of the context and input components demonstrated that students' intrinsic interest in tahfidz and the professional qualifications of teachers contributed positively to engagement and motivation. Despite certain limitations in facilities and learning resources, the overall readiness of the institution and the strategic deployment of curriculum materials provided a strong foundation for effective teaching practices. These preliminary insights highlight the importance of aligning educational inputs with student needs to facilitate meaningful engagement in Qur'an memorization.

The process and product components further revealed that interactive teaching methods, such as *talaqqi*, *tikrar*, and motivational feedback, significantly enhanced student participation and internal motivation. Students showed measurable improvement in memorization achievement, coupled with high levels of self-reported affection for *tahfidz* activities. These findings suggest that the integration of pedagogical strategies with psychological and motivational considerations plays a critical role in fostering both competence and commitment among *tahfidz* students, establishing a model that can inform future practices in Islamic education..

1. Context Evaluation

Table 1. Context Component Evaluation

Context Aspect	Indicator	Score	Category
Student Needs	Love for tahfidz	4.2	Good
Learning Environment	Conduciveness of tahfidz class	3.8	Adequate
Institutional Support	Learning policies	3.6	Adequate
Motivational Challenges	Internal student obstacles	4.0	Good
Number of Respondents	30 Students	—	—
(Score scale 1–5: 1 = Very Low, 5 = Very High)			

The evaluation of the context component indicates that the learning environment and students' needs provide a supportive foundation for *tahfidz* education. High scores in students' love for *tahfidz* and internal motivation suggest that learners possess a strong intrinsic inclination toward Qur'an memorization, which is further reinforced by a conducive classroom atmosphere. Although institutional support and certain environmental factors were rated as adequate rather than optimal, the overall contextual conditions are sufficient to facilitate the effective implementation of teaching strategies. This underscores the critical role of aligning institutional policies, classroom dynamics, and student motivation to create an enabling context that enhances engagement and fosters sustained interest in *tahfidz* activities.

2. Input Evaluation

Table 2. Input Component Evaluation

Input Aspect	Indicator	Score	Category
Tahfidz Teacher Qualification	Education and competence	4.4	Very Good
Learning Material	Relevance of tahfidz curriculum	4.0	Good
Learning Resources	Books/Supporting media	3.7	Adequate
Facilities	Classroom & supporting facilities	3.5	Adequate
Number of Respondents	30 Students	—	—

The evaluation of the input component reveals that the qualifications of *tahfidz* teachers and the relevance of the curriculum materials serve as key enablers for effective Qur'an memorization instruction. High scores in teacher competence indicate that educators possess both the professional knowledge and pedagogical skills necessary to implement diverse teaching strategies that cater to

students' learning needs. While learning resources and facilities were rated as adequate, this suggests room for improvement in providing more supportive tools and infrastructure to optimize instructional delivery. Overall, the input conditions demonstrate that the combination of skilled personnel and appropriately designed curricular content forms a strong foundation for promoting student motivation and engagement in tahfidz learning.

3. Process Evaluation

Table 3. Process Component Evaluation

Process Aspect	Indicator	Score	Category
Teaching Strategy	Talaqqi, Tikrar, Motivation	4.3	Very Good
Teacher–Student Interaction	Active student engagement	4.1	Good
Monitoring and Feedback	Memorization progress evaluation	3.9	Adequate
Routine Habituation	Schedule and discipline	4.0	Good
Number of Respondents	30 Students	—	—

The evaluation of the process component highlights that the implementation of teaching strategies by tahfidz teachers is both structured and effective in promoting student engagement. Methods such as talaqqi, tikrar, and motivational interventions facilitate active participation, reinforce memorization, and strengthen students' internal motivation. The interactive dynamics between teachers and students demonstrate the importance of personalized guidance and continuous feedback in sustaining interest and commitment to Qur'an memorization. Although monitoring and feedback mechanisms were assessed as adequate rather than optimal, the overall instructional process reflects a coherent approach that integrates pedagogical, motivational, and interpersonal dimensions, thereby enhancing the effectiveness of tahfidz learning.

4. Product Evaluation

Table 4. Product Component Evaluation

Product Aspect	Indicator	Score	Category
Students' Memorization Level	Number of completed juz/surah	4.1	Good
Students' Love	Self-reported motivation	4.0	Good
Learning Consistency	Attendance & discipline	3.8	Adequate
Psychological Impact	Internal motivation	4.0	Good
Number of Respondents	30 Students	—	—

The evaluation of the product component demonstrates that students achieved notable outcomes in both Qur'an memorization and internal motivation, reflecting the effectiveness of the teaching strategies employed. High scores in memorization levels and self-reported love for tahfidz indicate that the instructional process successfully fostered cognitive mastery as well as affective engagement. Nevertheless, learning consistency was rated as adequate, suggesting that sustaining long-term discipline and routine remains a potential area for improvement. Overall, the product evaluation underscores the interplay between strategic teaching, student motivation, and learning outcomes,

highlighting that effective *tahfidz* instruction requires not only skillful pedagogy but also attention to the psychological and emotional dimensions of student development.

5. CIPP Evaluation Summary

CIPP Component	Average Score	Category
Context	3.90	Good
Input	3.90	Good
Process	4.08	Good
Product	4.00	Good

The context scores indicate that the students' needs and the learning environment are supportive, particularly regarding their love for *tahfidz* and relatively high motivation. This suggests that the educational context provides an adequate initial condition for the effective implementation of teaching strategies (Huda, 2022).

The input scores are relatively strong in terms of teacher competence and curriculum materials, yet facilities and learning resources remain suboptimal. Therefore, reinforcement of educational infrastructure is necessary to make the teaching process more effective and comprehensive (Yulianti & Rahman, 2023).

Process scores indicate that *tahfidz* teachers' instructional strategies function well, particularly through the use of *talaqqi*, *tikrar*, and motivational approaches that create active interaction between teachers and students. However, monitoring and feedback still require improvement to measure memorization progress more accurately (Sari & Munawaroh, 2021).

Product scores show that students have achieved good memorization results as well as high levels of love and internal motivation. Nevertheless, learning consistency remains adequate, indicating the need for further reinforcement through habitual practice and more intensive support from teachers and school administrators (Hakim & Setiawan, 2024).

In conclusion, the findings of this study reveal that the integrated strategies employed by *tahfidz* teachers significantly enhance both students' love for and motivation to memorize the Qur'an. The evaluation of context, input, process, and product components demonstrates that a supportive learning environment, qualified teachers, structured teaching methods, and relevant learning resources collectively contribute to positive outcomes in *tahfidz* education. These results highlight that student engagement and intrinsic motivation are strongly influenced not only by instructional techniques but also by the alignment of pedagogical strategies with institutional support and student needs.

Moreover, the study underscores the importance of continuous monitoring, feedback, and the development of consistent learning routines to sustain students' commitment to memorization. While students exhibited high levels of memorization achievement and affection for *tahfidz* activities, areas such as resource optimization and disciplined practice routines remain essential for maximizing learning outcomes. Overall, the research provides empirical evidence that effective *tahfidz* instruction requires a holistic approach, integrating cognitive, affective, and motivational dimensions, which can serve as a practical reference for educators and Islamic institutions seeking to improve Qur'an memorization programs

Discussion

This study demonstrates that *tahfidz* teachers' strategies play a significant role in enhancing students' love and motivation for memorizing the Qur'an, consistent with previous research emphasizing the importance of structured and personalized teaching strategies (Mutiara, 2022). Teachers do not merely deliver content but also motivate through interpersonal approaches and constructive feedback.

A supportive context contributes to the success of these strategies. A conducive environment and internal demands from students create a strong initial foundation for intensive teaching strategies, as Huda (2022) suggests that motivational context significantly affects students' engagement in religious activities.

Strong input components, particularly teacher qualifications, reflect that *tahfidz* educators at *MA Tahfidzul Qur'an Al-Fatah Purbalingga* possess professional competencies that support effective teaching strategy implementation. Teacher competence positively correlates with instructional quality and student motivation (Prasetyo, 2023). Effective teaching processes demonstrate active student engagement and the use of varied learning methods, such as *talaqqi* and *tikrar*, to strengthen memorization and learning motivation. Positive teacher–student interaction is crucial in developing internal motivation (Nurhayati, 2021).

Monitoring and feedback, which are still at an adequate level, suggest that process evaluation should be deepened through more systematic assessment techniques. Continuous evaluation is key to improving *tahfidz* productivity both individually and collectively (Putri & Wibowo, 2022).

The product evaluation indicates that students' memorization levels have improved, and internal motivation is relatively strong. This aligns with the concept that responsive teaching strategies addressing students' needs foster love for Qur'an memorization (Syafitri, 2023).

However, learning consistency is still adequate. Future strategies should focus on maintaining motivation and love through disciplined and sustainable routines, particularly for Grade X students who are in the early stages of habituation (Arifin & Lestari, 2024).

Implications of this study indicate that *tahfidz* institutions need to strengthen facilities and learning resources to support already effective teaching strategies. Developing learning media and comfortable activity spaces directly contributes to long-term student motivation. The findings also highlight the importance of a psychological approach in *tahfidz* education, which not only measures memorization achievement but also considers internal motivation and love as primary outcomes of religious learning. These results enrich contemporary Islamic education studies, particularly in *tahfidz* education, which requires a balance between cognitive, affective, and spiritual aspects of students.

In conclusion, the findings of this study indicate that the integrated strategies employed by *tahfidz* teachers effectively enhance both students' love for and motivation to memorize the Qur'an. The alignment of supportive contextual conditions, competent instructional inputs, structured teaching processes, and positive learning outcomes collectively contributes to the holistic development of students' cognitive, affective, and spiritual engagement. These results underscore the critical importance of combining pedagogical expertise with motivational and interpersonal approaches to foster sustainable engagement in *tahfidz* learning, providing valuable insights for educators and institutions seeking to optimize Qur'an memorization programs.

Conclusion

The findings of this study provide compelling evidence that the strategic approaches employed by tahfidz teachers significantly influence students' love for and motivation to memorize the Qur'an. By integrating methods such as talaqqi, tikrar, and personalized motivational guidance, teachers are able to foster both cognitive mastery and affective engagement among students. The alignment between teacher competence, curriculum relevance, and supportive learning environments establishes a strong foundation for achieving positive outcomes in tahfidz education at *MA Tahfidzul Qur'an Al-Fatah Purbalingga*.

Furthermore, the study underscores that effective tahfidz instruction requires a holistic perspective that considers not only memorization techniques but also psychological and emotional factors influencing student engagement. While students demonstrated notable achievement and intrinsic motivation, attention to learning consistency and optimization of educational resources remains essential. These insights highlight the critical interplay between pedagogical strategies, institutional support, and student-centered approaches in cultivating sustainable motivation and a deep-seated love for Qur'an memorization.

This study concludes that tahfidz teachers' strategies significantly contribute to enhancing students' love for memorizing the Qur'an through varied teaching methods and interpersonal approaches.

Strong input components, particularly teacher competence and instructional materials, indicate that human resource readiness is a crucial foundation for effective tahfidz strategy implementation.

The educational context at *MA Tahfidzul Qur'an Al-Fatah Purbalingga* supports strategy implementation, although improvements in facilities and institutional support are needed to optimize the learning process.

Structured learning processes result in high student engagement, yet periodic evaluation should be optimized to measure memorization progress and motivation more accurately.

Product evaluation shows that students achieve good memorization levels and positive internal motivation, though learning consistency still requires special attention through more intensive habituation.

The findings provide practical contributions for tahfidz teachers and Islamic educational institutions in designing teaching strategies that emphasize not only memorization skills but also students' motivation and love for the Qur'an.

This study also enriches tahfidz education literature with a comprehensive CIPP evaluation model, opening opportunities for further research on strategies to strengthen student motivation at other tahfidz education levels.

The study concludes that tahfidz teachers' strategies play a pivotal role in enhancing students' love for and motivation to memorize the Qur'an. Variations in teaching methods, including talaqqi, tikrar, and motivational guidance, coupled with active teacher-student interactions, foster both cognitive mastery and affective engagement. The findings demonstrate that well-qualified teachers, supported by relevant curriculum materials, create an educational environment that strengthens intrinsic motivation and facilitates sustained commitment to tahfidz learning.

Moreover, the research highlights that while students' memorization outcomes and motivation are generally high, areas such as learning consistency and resource optimization require further attention. These insights emphasize the importance of integrating pedagogical, psychological, and institutional factors in designing effective tahfidz programs. Consequently, the study provides both theoretical and practical contributions, offering guidance for educators and institutions aiming to cultivate competent and spiritually committed Qur'an memorization students.

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