



At Turots: Jurnal Pendidikan Islam

Vol. 8, No. 2, December 2026, pp. 1680-1690
Print ISSN : 2656-7555 || Online ISSN : 2747-089X
<http://journal.stitmadani.ac.id/index.php/JPI/index>



The Implementation of Tahfidz Learning Strategies in Enhancing Students' Motivation and Consistency in Qur'anic Memorization at SMIT Nurul Musthofa Juwiring, Klaten.

Muhammad Badruddin Zarkasyi ^{a.1,*}, Sukari ^{b.2}.

^{*ab} Institut Islam Mamba'ul Ulum, Surakarta, Indonesia.

^{*1}akhibadr357@gmail.com, ²sukarisolo@gmail.com

*Correspondent Author: Muhammad Badruddin Zarkasyi : email; akhibadr357@gmail.com

Received: 01-07-2026

Revised: 22-08-2026

Accepted: 27-09-2026

KEYWORDS

Tahfidz learning strategies, student motivation, memorization consistency, Qur'anic education.

ABSTRACT

This study employs a qualitative case study approach to examine the implementation of *Tahfidz* learning strategies in enhancing students' motivation and consistency in Qur'anic memorization at *SMIT Nurul Musthofa Juwiring, Klaten*. The primary objective of this research is to analyze the instructional strategies applied by *Tahfidz* teachers and to explore their impact on students' motivational levels and memorization consistency. The study seeks to contribute to the development of effective pedagogical models in Qur'anic education, particularly in Islamic elementary school contexts. The research involved 30 students participating in the *Tahfidz* program as the primary subjects. Data were collected through classroom observations, in-depth interviews with teachers and students, and documentation analysis. Data validity was ensured through triangulation of sources and techniques. The findings indicate that the implementation of structured strategies—including talqin (guided recitation), muraja'ah (systematic revision), motivational reinforcement, and individual monitoring—significantly enhanced students' learning engagement. Empirical data show that 83% of students demonstrated increased intrinsic motivation, 77% showed improvement in memorization consistency, 73% achieved their targeted memorization milestones, and 87% reported greater enthusiasm toward *Tahfidz* activities. These findings suggest that systematic and spiritually oriented instructional strategies play a crucial role in strengthening both motivational and behavioral dimensions of Qur'anic memorization.

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Introduction

Tahfidz Al-Qur'an education has experienced significant growth over the past decade in line with the increasing awareness among Muslim communities of the importance of nurturing a Qur'anic generation that is not only capable of reading but also memorizing and internalizing the values of the Qur'an in daily life. Integrated Islamic educational institutions have positioned the tahfidz program as a flagship program embedded within the school curriculum. This orientation frames tahfidz learning not merely as a repetitive activity, but as a pedagogical process that requires

systematic and sustainable strategies.

Tahfidz learning possesses distinctive characteristics that differentiate it from general cognitive learning. The memorization process requires the strengthening of intrinsic motivation, emotional regulation, discipline, and consistency in *muraja'ah* (systematic revision). Educational psychology studies indicate that memorization success is strongly influenced by students' motivational factors and self-regulation (Deci & Ryan, 2020 : 45). Within the context of Islamic education, spiritual motivation constitutes a central dimension that distinguishes tahfidz learning from conventional academic instruction.

Several studies conducted over the last five years demonstrate that teachers' strategies play a significant role in improving students' memorization achievement. A study by Suyadi and Widodo (2021 : 118) found that structured talqin and takrir approaches enhance memorization retention among Islamic elementary school students. Another study by Rahmawati (2022 : 76) emphasized that spiritually based motivational reinforcement increases students' perseverance in tahfidz programs.

Empirical studies in Islamic primary educational institutions also highlight the importance of systematic *tahfidz* learning management. Research conducted by Fauzi and Mulyani (2023 : 201) revealed that memorization consistency correlates with the implementation of structured *muraja'ah* schedules and intensive supervision by *tahfidz* teachers. That study focused primarily on managerial aspects without thoroughly examining students' motivational dimensions.

International research on Qur'anic memorization underscores the relationship between intrinsic motivation and memorization achievement. Abdullah and Omar (2020 : 312), in their study in Malaysia, found that pedagogical support oriented toward students' basic psychological needs enhances persistence in memorizing the Qur'an. These findings reinforce the perspective that tahfidz instructional strategies should be designed holistically.

Research by Hidayat and Anwar (2024 : 59) indicates that a habituation-based approach in *tahfidz* learning increases the quantity of memorization but does not automatically guarantee long-term consistency. This study opens a discussion on the necessity of integrating motivational strategies into the design of tahfidz instruction.

Other studies have largely focused on technical methods such as talaqqi, *muraja'ah*, and memorization submission systems (Ismail, 2021 : 144). These studies contribute methodologically but do not examine how the implementation of such strategies simultaneously affects motivation and memorization consistency.

A research gap emerges from the limited number of studies integrating tahfidz instructional strategies with analyses of improvements in both motivation and memorization consistency within a comprehensive conceptual framework, particularly at the level of integrated Islamic elementary schools. Most studies position motivation as a supporting variable rather than as a central focus in the implementation of instructional strategies.

The local context of *SMIT Nurul Musthofa Juwiring Klaten* presents an interesting dynamic in implementing a structured tahfidz program with specific memorization targets each semester. The school applies a combination of *talqin*, collective *muraja'ah*, individual monitoring, and spiritual reinforcement. These practices require scholarly examination to identify their effectiveness in enhancing students' motivation and memorization consistency.

The novelty of this study lies in its integrative analysis of the implementation of *tahfidz*

instructional strategies and the enhancement of two primary psychopedagogical aspects, namely motivation and memorization consistency, within a comprehensive qualitative research design. This study not only describes instructional methods but also explores the dynamics of teacher–student interaction in fostering a sustainable memorization culture.

The theoretical contribution of this research is situated in strengthening a motivation-based tahfidz learning model aligned with Self-Determination Theory (Deci & Ryan, 2020 : 52), particularly concerning autonomy, competence, and relatedness within the context of Islamic education. The integration of educational psychology perspectives with tahfidz pedagogy provides a more robust conceptual foundation.

The practical contribution of this study offers strategic recommendations for *tahfidz* teachers in designing instruction that is oriented not only toward quantitative memorization targets but also toward cultivating perseverance and long-term commitment among students. The findings are expected to serve as a reference for Islamic school administrators in formulating sustainable tahfidz program policies.

From a methodological perspective, this research proposes an in-depth case study approach to examine tahfidz instructional practices within an integrated Islamic elementary school setting. This approach enables richer contextual exploration compared to purely quantitative surveys.

The relevance of this study is increasingly significant amid global demands for strengthening character education grounded in religious values. An effective tahfidz program holds the potential to shape a generation with strong spiritual resilience and self-discipline.

Based on these considerations, this research is directed toward addressing both academic and practical needs concerning the implementation of tahfidz instructional strategies in enhancing students' motivation and memorization consistency at *SMIT Nurul Musthofa Juwiring Klaten*. The study is expected to contribute meaningfully to the advancement of Islamic education scholarship at the international level.

This study departs from the premise that the sustainability of tahfidz learning programs is not solely determined by the quantity of memorization achieved, but by the quality of instructional strategies that nurture students' motivation and consistency. While previous research has documented the effectiveness of specific memorization techniques, limited empirical attention has been directed toward comprehensive program evaluation frameworks that systematically examine context, input, process, and product dimensions within Islamic integrated school settings. Addressing this gap is essential to ensure that tahfidz programs are pedagogically grounded, evaluatively accountable, and responsive to students' psychological needs.

Accordingly, this research applies the CIPP (Context, Input, Process, Product) evaluation model to analyze the implementation of tahfidz instructional strategies at *SMIT Nurul Musthofa Juwiring Klaten*. By integrating motivational theory, particularly Self-Determination Theory, with an educational evaluation framework, the study offers a multidimensional perspective on how institutional alignment, teacher competence, structured learning processes, and measurable learning outcomes interact to influence students' intrinsic motivation and memorization consistency. This integrative approach positions tahfidz learning not merely as a religious practice, but as a structured educational system that requires strategic planning and continuous assessment. The findings of this study are expected to contribute theoretically and practically to the development of evidence-based tahfidz instruction in Islamic educational institutions.

Method

This study employed a qualitative approach grounded in a constructivist paradigm to gain an in-depth understanding of the implementation of *tahfidz* instructional strategies in enhancing students' motivation and memorization consistency. A qualitative approach was selected because the study focused on meaning, processes, and the dynamics of interaction between teachers and students within the context of *tahfidz* learning (Creswell & Poth, 2021 : 24). This approach enabled a contextual and holistic exploration of the phenomenon within an Islamic educational setting.

The research design adopted was an intrinsic case study. The case study was chosen to obtain a comprehensive understanding of *tahfidz* instructional practices within a specific educational institution, namely *SMIT Nurul Musthofa Juwiring Klaten*. This design allowed for an in-depth analysis of instructional strategies, motivational factors, and memorization consistency within their natural context (Yin, 2020 : 15).

The objective of this study was to analyze the implementation of *tahfidz* instructional strategies, identify forms of motivational reinforcement provided to students, and evaluate their impact on memorization consistency. The focus of the research was directed toward examining the relationship between teachers' pedagogical strategies and students' motivational responses in the process of memorizing the Qur'an.

The evaluation model employed in this study was the CIPP model (Context, Input, Process, Product) developed by Stufflebeam. This model was selected because it facilitates a systematic evaluation of educational programs from the perspectives of contextual needs, available resources, implementation processes, and achieved outcomes (Stufflebeam & Zhang, 2017 : 41). Context evaluation examined the background of the *tahfidz* program, input evaluation assessed teacher readiness and facilities, process evaluation analyzed the implementation of instructional strategies, and product evaluation measured students' motivation and memorization consistency.

The study was conducted at *SMIT Nurul Musthofa Juwiring Klaten* during the 2025/2026 academic year. The site was selected based on its structured *tahfidz* program, which includes specific memorization targets per semester and a routine monitoring system. The research subjects consisted of 30 students participating in the *tahfidz* program and two *tahfidz* teachers serving as primary informants.

The selection of informants employed purposive sampling. Participants were chosen based on criteria including active participation in the *tahfidz* program and direct involvement in the learning process. This technique is appropriate in qualitative research, which prioritizes data depth over the number of participants (Miles, Huberman, & Saldaña, 2020 : 28).

Data collection techniques included participant observation, in-depth interviews, and documentation analysis. Observations were conducted to examine directly the implementation of instructional strategies in the *tahfidz* classroom. In-depth interviews were carried out with teachers and students to explore their perceptions regarding motivation and memorization consistency. Documentation included memorization progress records, *muraja'ah* schedules, and program evaluation reports.

The research instruments consisted of observation guidelines and semi-structured interview protocols developed based on indicators of learning motivation and memorization consistency. Motivation indicators referred to the dimensions of autonomy, competence, and relatedness within Self-Determination Theory (Ryan & Deci, 2020, : 68). Memorization consistency indicators included

regularity of submission, retention endurance, and frequency of *muraja'ah*.

Data validity was ensured through source triangulation and technique triangulation. Source triangulation compared data obtained from teachers and students, while technique triangulation compared findings from observation, interviews, and documentation. This process aimed to enhance the credibility of the research findings (Creswell & Poth, 2021 : 262).

Data trustworthiness was further strengthened through member checking and peer debriefing. Member checking was conducted by confirming interview results with the informants. Peer debriefing involved discussions with colleagues to review the consistency of the analysis. These strategies are recommended in qualitative research to maintain dependability and confirmability (Miles et al., 2020 : 276).

The research procedure began with a pre-field stage that included a literature review and instrument development. The implementation stage involved data collection through observation and interviews over a three-month period. The analysis stage was conducted interactively through data reduction, data display, and conclusion drawing in accordance with the Miles and Huberman analytical model (Miles et al., 2020 : 12).

Data analysis was carried out thematically by identifying patterns in the implementation of instructional strategies, forms of motivational reinforcement, and indicators of memorization consistency. The collected data were coded, categorized, and interpreted to generate valid and in-depth findings. This approach provided a comprehensive understanding of the effectiveness of *tahfidz* instructional strategies in enhancing students' motivation and memorization consistency.

The methodological framework of this study was designed to ensure analytical rigor and contextual sensitivity in evaluating the implementation of *tahfidz* instructional strategies. By employing the CIPP (Context, Input, Process, Product) evaluation model, the research systematically examined institutional readiness, instructional resources, pedagogical practices, and measurable learning outcomes. The integration of qualitative and quantitative data sources strengthened the validity of findings, enabling a comprehensive understanding of how instructional strategies influence students' motivation and memorization consistency. This structured methodological design enhances the credibility and transferability of the study within similar Islamic educational contexts.

In addition, the use of validated instruments, triangulated data collection techniques, and systematic scoring procedures ensured methodological robustness. The categorization of evaluation scores within a four-point scale provided measurable indicators of program effectiveness, while in-depth observations and interviews enriched interpretative depth. The methodological alignment between research objectives, evaluation indicators, and analytical procedures reflects principles of program evaluation that emphasize utility, feasibility, propriety, and accuracy. Such alignment is essential in educational research seeking to generate evidence-based recommendations for institutional improvement.

The methodological approach adopted in this study contributes not only to empirical inquiry in *tahfidz* education but also to the broader discourse on evaluation-based instructional development. By situating Qur'anic memorization programs within an established evaluation framework, this research demonstrates that faith-based educational practices can be examined through systematic and scientifically grounded methodologies. The rigor of this design provides a replicable model for future researchers and educational practitioners who aim to assess and enhance the effectiveness of religious learning programs.

Result

This study evaluated the implementation of tahfidz instructional strategies at *SMIT Nurul Musthofa Juwiring Klaten* using the CIPP model (Context, Input, Process, Product). Data were collected from 30 students and two tahfidz teachers through observation, interviews, documentation, and the measurement of motivation and memorization consistency indicators. Each component was scored on a scale of 1–4 (1 = poor, 2 = fair, 3 = good, 4 = very good).

1. Context Evaluation

Table 1. Context Component Scores

No	Context Components	Score (1–4)	Category
1	Alignment of vision and mission with the tahfidz program	4	Very Good
2	Students' need for the tahfidz program	3	Good
3	School environmental support	3	Good
4	Parental support	3	Good
Average		3.25	Good

The average score of 3.25 indicates that the tahfidz program is aligned with the school's vision and mission as an integrated Islamic educational institution. This alignment strengthens the legitimacy of the program as a core component of the curriculum rather than a supplementary activity. The school environment supports the program through dedicated tahfidz scheduling policies and a conducive religious culture.

Students' need for the tahfidz program is categorized as high, as reflected in their enthusiasm for memorization submission and *muraja'ah* activities. Parental support reinforces the continuity of memorization practice at home. This contextual factor is consistent with the basic psychological needs framework within Self-Determination Theory, which emphasizes the importance of environmental support for learning motivation (Ryan & Deci, 2020 : 68).

2. Input Evaluation

Table 2. Input Component Scores

No	Input Components	Score (1–4)	Category
1	Competence of tahfidz teachers	4	Very Good
2	Availability of tahfidz modules/methods	3	Good
3	Facilities and infrastructure	3	Good
4	Memorization monitoring system	3	Good
Average		3.25	Good

Teacher competence received the highest score due to their educational background in *tahfidz* and more than five years of teaching experience. Mastery of *talqin*, *takrir*, and *muraja'ah* methods was implemented systematically. This supports the effectiveness of instructional strategy implementation, as emphasized in studies on *tahfidz* learning management (Fauzi & Mulyani, 2023 : 201).

Supporting facilities such as memorization control books and muraja'ah schedules were available, although not yet digitized. The monitoring system operated on a weekly basis. Adequate input components serve as essential prerequisites for successful instructional processes (Stufflebeam & Zhang, 2017 : 41).

3. Process Evaluation

Table 3. Process Component Scores

No	Process Components	Score (1–4)	Category
1	Implementation of talqin and muraja'ah	4	Very Good
2	Spiritual motivational reinforcement	3	Good
3	Monitoring consistency	3	Good
4	Active student engagement	3	Good
Average		3.25	Good

The implementation of *talqin* and *muraja'ah* was structured and conducted daily prior to general lessons. Teachers applied both individual and group approaches. This pattern strengthened students' memorization retention, as identified in previous research (Suyadi & Widodo, 2021 : 118).

Motivational reinforcement was delivered through advice, appreciation, and the cultivation of awareness regarding the virtues of Qur'anic memorization. Monitoring consistency was maintained through daily control books. A systematic process enhanced students' self-regulation in maintaining their memorization (Hidayat & Anwar, 2024 : 59).

4. Product Evaluation

Table 4. Product Component Scores

No	Product Components	Score (1–4)	Category
1	Improvement in students' motivation	3	Good
2	Consistency of memorization submission	3	Good
3	Memorization retention	3	Good
4	Achievement of semester targets	3	Good
Average		3.00	Good

A total of 83% of students demonstrated increased intrinsic motivation based on indicators of participation and commitment to muraja'ah. Consistency in memorization submission improved among 77% of students compared to the previous semester. These findings indicate that the instructional strategies had a positive impact on the motivational dimension.

Memorization retention was reflected in students' ability to recall previously memorized verses during random testing. Semester targets were achieved by 73% of students. These results confirm the effectiveness of the tahfidz instructional strategy in enhancing memorization quality.

5. Recapitulation of CIPP Evaluation Results

Component	Average Score	Category
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Context	3.25	Good
Input	3.25	Good
Process	3.25	Good
Product	3.00	Good
Overall Average	3.19	Good

The recapitulation indicates that the implementation of tahfidz instructional strategies falls within the good category, with an overall average score of 3.19. The context, input, and process components demonstrate relatively stable and consistent scores. The product component shows positive outcomes in motivation and memorization consistency.

The results of this study demonstrate that the implementation of *tahfidz* instructional strategies at *SMIT Nurul Musthofa Juwiring Klaten* achieved a consistently “good” level across all CIPP components. The context dimension confirmed institutional alignment and environmental support, while the input and process components reflected adequate teacher competence, structured memorization methods, and systematic monitoring practices. The product dimension further indicated measurable improvements in students’ motivation and memorization consistency, as evidenced by increased rates of regular deposit (*setoran*) and retention performance. These findings suggest that the effectiveness of tahfidz programs is closely linked to the coherence between institutional vision, instructional planning, and classroom implementation.

The improvement in students’ intrinsic motivation aligns with the principles of Self-Determination Theory, which emphasize the role of autonomy support, competence development, and relatedness in sustaining learning engagement (Ryan & Deci, 2020). Structured talqin and muraja’ah sessions, combined with continuous feedback and spiritual reinforcement, appear to foster self-regulated learning behaviors that strengthen long-term memorization retention. The evaluative evidence confirms that pedagogical consistency and systematic supervision contribute significantly to students’ persistence in maintaining their memorization targets. These results reinforce prior research highlighting the importance of instructional management and motivational reinforcement in Qur’anic memorization programs.

From a program evaluation perspective, the relatively stable scores across context, input, and process components indicate institutional readiness and effective implementation mechanisms. The slightly lower product score signals the need for continued refinement, particularly in enhancing memorization durability and achieving higher semester targets. The empirical evidence generated in this study provides a data-driven foundation for strategic improvement and supports the broader application of the CIPP model in faith-based educational settings. By grounding tahfidz instruction within a structured evaluative framework, the findings contribute to strengthening both accountability and pedagogical quality in Islamic integrated schools.

The findings of this study affirm that the structured implementation of tahfidz instructional strategies, when systematically evaluated through the CIPP framework, generates measurable improvements in students’ intrinsic motivation and memorization consistency. The alignment between institutional vision, qualified instructional input, disciplined pedagogical processes, and observable learning outcomes demonstrates that Qur’anic memorization programs can achieve both spiritual and academic rigor when supported by coherent evaluation mechanisms.

Discussion

The implementation of *tahfidz* instructional strategies reflects alignment between the school's vision and pedagogical practice. Environmental support strengthens the sustainability of the *tahfidz* program.

Teacher competence emerges as a dominant factor in the success of the instructional process. Teachers function not only as instructors but also as spiritual motivators.

Consistent *talqin* and *muraja'ah* practices enhance students' memorization retention. Structured repetition patterns reinforce long-term memory consolidation.

Spiritual motivational reinforcement cultivates students' internal awareness of the value of Qur'anic memorization. The dimensions of autonomy and competence develop through structured memorization responsibilities (Ryan & Deci, 2020 : 72).

Routine monitoring establishes stable learning discipline. Continuous supervision strengthens consistent memorization behavior.

Product outcomes demonstrate improvements in motivation and memorization consistency. These findings align with Abdullah and Omar (2020 : 312), who emphasize the importance of pedagogical support for memorization persistence.

The evaluation results indicate that structured *tahfidz* instructional strategies significantly enhance students' motivation and memorization consistency.

The discussion of this study underscores that the effectiveness of *tahfidz* instructional strategies is not merely a function of memorization techniques, but of systemic coherence among institutional commitment, pedagogical competence, and continuous evaluation. The convergence of strong contextual support, qualified instructional input, and disciplined learning processes demonstrates that memorization sustainability emerges from structured educational design rather than incidental practice. This finding reinforces the premise that faith-based educational programs require managerial clarity and evaluative accountability to ensure both spiritual depth and measurable academic outcomes.

The integration of motivational reinforcement within daily *talqin* and *muraja'ah* practices reveals the central role of psychological engagement in sustaining memorization consistency. The observed improvements in students' intrinsic motivation and self-regulated learning behaviors align with Self-Determination Theory, which posits that autonomy support, competence affirmation, and relational encouragement strengthen persistent engagement in complex learning tasks (Ryan & Deci, 2020). In this context, the *tahfidz* classroom functions not only as a space for repetition, but as an environment that cultivates disciplined habits, reflective awareness, and long-term commitment to memorization goals.

From an evaluative perspective, the application of the CIPP model provides a structured lens through which instructional strengths and developmental gaps can be identified systematically. The relative stability across context, input, and process components indicates institutional readiness, while the product outcomes highlight areas requiring sustained reinforcement to maximize retention durability. These insights contribute to the broader discourse on program evaluation in Islamic education by demonstrating that Qur'anic memorization initiatives can be examined through empirically grounded frameworks without diminishing their spiritual orientation (Stufflebeam & Zhang, 2017).

Conclusion

This study ultimately concludes that the implementation of the proposed educational model demonstrates a significant and measurable contribution to the enhancement of instructional quality, learner engagement, and character formation within the institutional context examined. The findings affirm that systematic planning, consistent pedagogical supervision, and value-based instructional integration function not merely as complementary elements but as structurally interdependent components that determine educational effectiveness.

The implementation of tahfidz instructional strategies at *SMIT Nurul Musthofa* is categorized as good based on the CIPP evaluation, with an average score of 3.19.

The context and input components demonstrate institutional readiness and resource support for the tahfidz program.

The instructional process is systematically implemented through talqin, muraja'ah, and spiritual motivational reinforcement.

Product outcomes show increased motivation and memorization consistency among the majority of students.

Motivation-based *tahfidz* instructional strategies combined with routine monitoring effectively improve the quality of students' memorization.

The conclusion of this study confirms that the implementation of structured tahfidz instructional strategies, evaluated through the CIPP framework, has demonstrated substantive effectiveness in strengthening students' motivation and memorization consistency. The alignment between contextual readiness, qualified instructional input, disciplined pedagogical processes, and measurable learning outcomes reflects a coherent educational system that integrates spiritual objectives with evaluative accountability. The empirical evidence indicates that sustainable Qur'anic memorization is best achieved when institutional vision, teacher competence, and systematic monitoring operate in synergy.

The findings further highlight the critical role of motivational reinforcement and self-regulated learning in maintaining long-term memorization retention. The integration of structured talqin, consistent *muraja'ah*, and routine progress monitoring contributes to the development of autonomous commitment and disciplined learning habits among students. These outcomes resonate with the principles of Self-Determination Theory, which emphasize that sustained engagement in demanding learning tasks depends on the fulfillment of autonomy, competence, and relatedness needs (Ryan & Deci, 2020). In this regard, *tahfidz* education extends beyond repetitive practice to encompass psychological empowerment and character formation.

From a broader educational perspective, this study provides an evaluative model that can inform policy formulation and instructional refinement within Islamic integrated schools. The application of the CIPP model demonstrates that faith-based memorization programs can be assessed through systematic and evidence-based approaches while preserving their spiritual orientation (Stufflebeam & Zhang : 2017). The conclusions drawn from this research contribute to strengthening the academic credibility of tahfidz instruction and offer a replicable framework for improving program quality, accountability, and long-term learning sustainability.

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