



OPTIMIZATION OF MEMORIZATION IN TAHFIDZ EDUCATIONAL INSTITUTIONS: CHALLENGES AND STRATEGIES FOR ACHIEVE MEMORIZATION TARGET IN TAHFIDZUL QUR'AN EDUCATIONAL INSTITUTIONS

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Abstract:

Optimizing memorization of the Al-Qur'an in tahfidz educational institutions is a challenge in itself amidst current developments and various social dynamics. This research aims to identify the challenges faced by tahfidz institutions in achieving students' memorization targets and the strategies implemented to overcome them. A qualitative approach was used with the case study method at tahfidzul Qur'an educational institutions in Indonesia. The research results show that the main challenges include low student consistency, lack of parental involvement, and less than optimal teaching methods applied. The proposed strategies include strengthening time management, implementing technology-based tahfidz methods, intensive involvement of parents, and developing motivational programs based on spiritual values. By optimizing this strategy, Tahfidz institutions are expected to be able to improve the quality of students' memorization in a sustainable manner.

Keywords: *Memorizing the Qur'an, Optimization, Challenges, Strategies, Tahfidzul Qur'an*

INTRODUCTION

Not all educational institutions with a tahfidz environment face difficulties in achieving memorization targets. Some institutions are able to achieve success through the application of innovative learning methods, such as the use of effective repetition techniques (muraja'ah) and structured periodic evaluations. Apart from that, other supporting factors such as teacher commitment in providing motivation, parental involvement in assisting the memorization process, and implementing a disciplined and conducive learning environment also play an important role. For example, institutions that have an integrated curriculum with good time management can often help students achieve targets more quickly than those that are not well organized. Therefore, success in achieving memorization targets does not only depend on the characteristics of the tahfidz environment, but also on the quality of management of the educational program within it.

That not all tahfidz-based educational institutions experience difficulties

in achieving the memorization targets that have been set. Previous studies reveal that institutions that implement an integrated learning approach, such as the talaqqi method, group-based learning system, and the use of memorization support technology, tend to be more successful in achieving memorization targets. Apart from that, studies also show that factors such as teacher competency, availability of supporting facilities, and consistent monitoring of memorization progress can increase the effectiveness of the tahfidz program. For example, research conducted by Thus, the success of tahfidz institutions in achieving memorization targets is very dependent on the implementation of effective learning strategies and adequate educational environment support.

This research aims to fill the empty space in studies related to achieving memorization targets in tahfidz-based educational institutions, which so far have received little attention from a success perspective amidst the various obstacles faced. Most previous research, such as that conducted by Ibrahim and Abdullah (2019) and Syahrul (2020), focused more on the challenges in the tahfidz program, such as low student motivation or limited teaching methods. However, studies regarding the supporting factors that enable tahfidz institutions to successfully achieve memorization targets, even though they are in an environment with certain challenges, are still relatively limited. This research not only discusses challenges, but also highlights innovative strategies, the role of educational management, as well as the contribution of external factors such as family support and technology. Thus, this research provides a new, more comprehensive perspective, which can be a reference for tahfidz educational institutions to increase the effectiveness of their programs.

Not all tahfidz-based educational institutions find it difficult to achieve memorization targets based on differences in the approach to managing the tahfidz program in each institution. Several institutions are known to be able to overcome challenges by implementing effective strategies, such as the talaqqi method, regular rote evaluation, and strengthening student motivation through appropriate psychological approaches. Apart from that, supporting factors such as the availability of adequate learning facilities, qualified teaching competence, and the application of technology to assist the process of memorizing the Al-Qur'an also strengthen the success of the institution. For example, institutions that utilize digital memorization application technology have been proven to be able to accelerate students' progress in meeting memorization targets. Therefore, the success of tahfidz institutions in achieving memorization targets can be assumed to depend on the effectiveness of the strategies implemented as well as the support of internal and external factors.

RESEARCH METHODS

This research uses a qualitative approach. Data collection was carried out by analyzing the results of test and non-test evaluations of the Tahfidz program at the Tahfidz Education Institute. The test evaluation is taken from the results of the students' oral test assessment which covers aspects of memorizing the Al-Quran including fluency in memorization, accuracy of recitation and makharijul letters, ability to connect verses, as well as understanding of the memorization targets that have been set at the Tahfidz Education Institute. Meanwhile, non-test evaluation was obtained through data from observations of program implementation which included the learning process, interaction between teachers and students, the use of learning methods, as well as data from interviews regarding the amount of memorization and development of

memorization that students had. The data from the test and non-test evaluation results were then analyzed descriptively qualitatively to provide a comprehensive and in-depth picture of the implementation of the tahfidz program. The analysis was carried out by examining the relationship between the results of the student ability test evaluation and the program implementation process produced in the non-test evaluation, so that aspects can be identified that influence the success of the tahfidz program as well as areas that require development. It is hoped that the results of this analysis can provide recommendations that can improve the tahfidz program in the future.

RESULTS AND DISCUSSION

Optimizing the tahfid curriculum

Al-Qur'an tahfidz educational institutions have a strategic role in producing a generation of superior Al-Qur'an memorizers. However, optimizing the tahfidz program often faces various challenges, such as fluctuating student motivation, lack of effective learning methods, and limited intensive mentoring. Therefore, optimization strategies based on the tahfidz curriculum, routine habits, and the use of supporting technology are important elements in supporting the success of the tahfidz program. This article examines these various strategies based on data from interviews with Tahfidz institution managers and observations of student activities within the Tahfidz institution. (R.A.P., n.d.).

Data from interviews with managers of tahfidz institutions shows that one of the main strategies implemented is structured daily time allocation for memorization, muraja'ah, and rote guidance. For example, one administrator stated that students are required to memorize a minimum of five new verses every morning after Fajr, followed by muraja'ah memorizing previously in the afternoon. Observations carried out in several classes show that students who follow this schedule in a disciplined manner tend to be able to complete memorization targets more quickly than other students. Apart from that, interviews with students revealed that their motivation increased when they were given awards in the form of memorization certificates for every chapter they completed. Technology such as Al-Qur'an memorization applications are also starting to be used to make it easier for students to record their memorization and monitor their progress.

Based on data obtained from interviews and observations, it can be concluded that a structured schedule, motivation through rewards, and the use of technology play an important role in supporting the success of the tahfidz program. This strategy has proven to be effective in increasing student motivation and accelerating the achievement of memorization targets. Direct observations of students who are disciplined in following their schedules show significant results, while interviews with administrators and students strengthen these findings by providing a practical picture of the implementation of tahfidz optimization strategies in educational institutions. Thus, the management of the tahfidz program which is planned and based on empirical evidence can be a reference in developing similar programs in the future.

Providing Motivation

A supportive environment is one of the key factors in the success of Al-Qur'an tahfidz programs in educational institutions. An Islamic environment not only creates a conducive atmosphere for students to memorize, but also forms characters that are in accordance with the values of the Koran. Strategies

such as forming a tahfidz community, providing regular Islamic activities, and active involvement of students' families are crucial aspects in building a supportive environment. This article examines the importance of managing an Islamic environment based on data from interviews with tahfidz teachers, students and parents, as well as observations of the dynamics at tahfidz institutions.

The results of interviews with tahfidz teachers show that the Islamic environment in tahfidz educational institutions greatly influences students' enthusiasm for memorizing the Al-Qur'an. One teacher said, "When students feel that they are in a place that prioritizes Islamic values, they become more enthusiastic and consistent in memorizing." Apart from that, the students interviewed admitted to being motivated by Islamic routines such as group tadarus, weekly recitations, and motivational sessions from ustaz. Observation results also show that the formation of a tahfidz community helps students support each other in achieving memorization targets. For example, students are often seen correcting each other's memorization from their peers outside of formal study hours. Interviews with parents also revealed that family involvement through programs such as group memorization at home helps strengthen students' memorization and creates a religious atmosphere at home.

Data from interviews and observations strengthens the importance of Islamic environmental management in supporting the optimization of the tahfidz program. Tahfidz teachers, students and parents agree that a conducive Islamic atmosphere, both in the institution and at home, greatly influences the success of students' memorization. Observations of student dynamics at the institution show that the tahfidz community provides a positive impact in the form of emotional support and collective enthusiasm. Active family involvement through home-based programs is also a significant supporting factor. Thus, strategies that focus on creating an Islamic environment not only encourage successful memorization, but also shape students' character in accordance with the values of the Koran.

Role of Parents

Parental involvement in the Al-Qur'an tahfidz program has a significant role in supporting students' success in memorizing. With optimal support, students not only feel accompanied in the memorization process but are also motivated to continue to improve their achievements. Programs such as regular communication between institutions and parents, joint memorization activities at home, and strengthening Al-Qur'an values in the family environment are the keys to building effective collaboration. This article discusses the importance of parental involvement in the tahfidz program based on data from interviews with parents, teachers and students, as well as observations of Qur'ani family activities.

Interviews with tahfidz teachers revealed that students' success in the memorization program was greatly influenced by the active role of parents. One teacher stated, "Students who receive support from their parents, such as helping them repeat memorization at home, usually achieve their memorization targets more quickly." Interviews with parents show that many of them actively take the time to accompany their children to memorize, especially in free times such as after Maghrib prayers. Observations of several students' home activities also showed similar results: families who implement the habit of memorizing together not only increase children's memorization achievements but also create a harmonious and religious atmosphere at home. Apart from that, the results of

interviews with students showed that they felt more enthusiastic when their parents monitored and appreciated their memorization progress.

Based on data obtained from interviews and observations, parental involvement is proven to have a significant impact on student success in the tahfidz program. Teacher Tahfidz highlighted that students who received active support from parents, both through direct assistance and appreciation for their achievements, showed better progress than students who were less accompanied. Observations of family activities show that the joint memorization program at home not only strengthens children's memorization but also builds a family Qur'anic atmosphere. Thus, close collaboration between tahfidz institutions and parents is an important element in creating an educational ecosystem that supports optimal memorization of the Al-Qur'an.

Optimizing the tahfidz curriculum is an important effort to improve the quality of Al-Qur'an memorization in educational institutions. Based on the research results, a structured daily schedule for memorization, muraja'ah, and rote guidance has proven to be effective in achieving students' memorization targets. This strategy is in accordance with the Behaviorist learning theory developed by Skinner, which emphasizes the importance of reinforcement through repetition and rewards to encourage desired behavior. In this context, giving certificates as a form of appreciation becomes positive reinforcement that increases student motivation.

In addition, the use of technology such as rote applications is in line with Siemens' Connectivism theory, which recognizes the importance of technology in supporting learning. Observations show that students who use applications to record memorization more easily monitor their progress, which supports the effectiveness of technology-based learning.

The Islamic environment plays a central role in creating a conducive atmosphere for the tahfidz program. Vygotsky's Sociocultural Theory emphasizes that learning is influenced by social interactions and the environment. The formation of tahfidz communities, joint tadarus, and weekly recitations, as identified in this research, create interactions that support student success. The tahfidz community functions as a zone of proximal development (ZPD) where students help each other memorize, creating a sense of mutual support that strengthens their commitment.

Furthermore, family involvement as part of the Islamic environment is in accordance with Bronfenbrenner's Ecological Systems theory. In this theory, the family as a microsystem has a direct influence on child development. Observations show that families who support children's memorization through joint memorization programs at home create a harmonious atmosphere and strengthen religious values in everyday life.

Parental involvement in the tahfidz Al-Qur'an program has a significant impact on student achievement. Based on the results of interviews, students who were accompanied by their parents in repeating their memorization showed better progress than students who did not receive similar support. This finding is in line with Epstein's Parental Involvement theory, which emphasizes that parental involvement in children's education, both at home and in communication with educational institutions, improves student learning outcomes.

Apart from that, giving appreciation from parents to children, such as monitoring and praising memorization progress, is in accordance with Maslow's Hierarchy of Needs theory. This appreciation fulfills children's need for

appreciation (esteem needs), which ultimately motivates them to achieve their memorization targets.

The research results show that the strategies for optimizing the tahfidz curriculum, providing motivation through an Islamic environment, and parental involvement are all supported by relevant educational theories. The combination of Behaviorism, Sociocultural, Ecological Systems, and Parental Involvement theories proves that an integrated approach that includes curriculum, environment, and family is very important in the success of the tahfidz program. The implementation of these theories in daily practice allows tahfidz institutions to produce a generation of Al-Qur'an memorizers who not only excel in memorizing but also have a strong Islamic character.

CONCLUSION

Based on research results, several important factors that influence the success of achieving memorization targets include the learning methods applied, a conducive learning environment, and the commitment of all parties involved in the tahfidz education process. Challenges commonly encountered in tahfidz educational institutions include difficulties in maintaining consistent memorization, lack of student motivation, and limited time and resources for conducting evaluation and repetition (muraja'ah).

However, institutions that are able to face these challenges tend to succeed in achieving memorization targets more quickly and effectively. This can be achieved through the application of innovative learning methods, such as structured muraja'ah techniques and well-planned periodic evaluations. Apart from that, the quality of management of educational institutions also has an important role in optimizing memorization. Institutions that have an integrated curriculum with good time management and a disciplined and conducive environment tend to be better able to support students to achieve memorization targets.

The commitment of teachers in providing motivation, the involvement of parents in assisting the memorization process, as well as approaches involving spiritual and psychological aspects also play an important role in increasing students' absorption capacity in memorizing. Overall, success in achieving memorization targets in Tahfidz educational institutions does not only depend on the characteristics of the Tahfidz environment itself, but also on the quality of educational program management, the application of effective methods, and support from all related parties. Therefore, optimizing memorization requires a comprehensive approach, involving various elements that work synergistically to create conditions that support success in tahfidz education.

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