

STRATEGIES AND METHODS OF TAHFIDZ AL-QUR'AN IN ISLAMIC BOARDING SCHOOLS

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ABSTRACT

This study investigates the strategies and methods of Qur'an memorization (tahfidz) implemented at Pondok Pesantren Al-Misbah, located in Taretah Ponjanan Barat, Batumarmar, Pamekasan. The research employs a qualitative method with a descriptive approach. Data were collected through in-depth interviews with teachers and administrators of the Islamic boarding school, as well as direct observations of the Qur'an memorization learning process. The findings indicate that the strategies and methods used in this pesantren combine traditional approaches with modern elements, including direct instruction, individual mentoring, and the use of technology. This approach also emphasizes character development and spiritual values in the Qur'an memorization process. The results of this study may provide valuable insights for Islamic educational institutions in designing more effective and comprehensive Qur'an memorization teaching strategies.

Keyword: Strategy, Method, Tahfidz Al-Qur'an, Islamic Boarding School.

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INTRODUCTION

Pesantren function as integral Islamic education institutions that cultivate santri development through moral intelligence, strong character, akhlak, and ethical conduct in daily life within integrated boarding environments (Sari et al., 2025). They also integrate religious knowledge with science to enhance academic competence, spiritual depth, and adaptive Islamic character in modern contexts (Fahrurrosi et al., 2025). In addition, Islamic based educational management strategies strengthen learning governance, inclusive values, and character development in holistic systems (Baidowi et al., 2025). Salafiyah pesantren emphasize continuous improvement of religious learning quality and structured management of santri development (Waluyo et al., 2026). Early inculcation of aqidah and akhlak further reinforces moral foundations (Bafadhal et al., 2026), while life skills, independence, and socio-religious competencies prepare students for society (Suyono et al., 2025). This holistic system ensures sustainable religious character formation aligned with contemporary educational needs in practice.

Democratic leadership of kyai plays a crucial role in pesantren as Islamic education centers by fostering discipline, character building, and student development through participatory and humanistic educational management approaches (Marjuki et al., 2024). Supervision and continuous evaluation improve instructional quality and ensure sustainable development of santri learning outcomes (Baidowi & Syamsudin, 2022). Financial management of Islamic education institutions supports program effectiveness, learning quality, and institutional sustainability (Situmeang et al., 2025). Educational funding and facility management further strengthen pesantren service quality and accessibility for santri development (Baidowi et al., 2024). School culture and climate significantly influence holistic character formation, discipline, and socio-religious development in Islamic boarding schools (Abdullah et al., 2024). Overall, integrated governance, leadership, and institutional culture synergistically enhance pesantren effectiveness as sustainable centers of Islamic education and character development in contemporary society across diverse educational contexts globally and practice.

Research indicates that the need for effective tahfidz methods is essential to support systematic and sustainable Qur'anic memorization, particularly within Islamic educational institutions. Several studies emphasize that structured tahfidz programs, such as the application of talaqqi, talqin, and learning management systems based on memorization records, significantly enhance both the quality and durability of students' memorization (Novitriani & Muhdi, 2025; Habibi & Muali, 2026). In addition, the integration of Qur'an recitation habits and regular evaluation has been shown to strengthen memorization consistency and prevent cognitive decline in retention (Khofsah et al., 2025; Zulvani et al., 2025). The effectiveness of these methods is also influenced by teachers' pedagogical competence, a well-structured curriculum, and a supportive learning environment (Ramadani & Rohman, 2025; Syafrinal, 2025). Therefore, developing adaptive, systematic, and sustainable tahfidz methodologies is crucial to achieving strong, measurable, and long-lasting Qur'anic memorization outcomes in contemporary Islamic education.

Challenges in memorization-based learning, including Qur'anic tahfidz, are widely associated with differences in learners' cognitive ability, motivation, and instructional limitations that affect retention quality. Recent literature highlights that working memory constraints and cognitive overload can hinder learners' ability to process and store large amounts of information effectively, especially when teaching relies heavily on repetition without meaningful understanding (Chew & Cerbin, 2021; Norouzi et al., 2024). Motivation is also identified as a key factor, where low engagement and weak achievement orientation contribute to learning gaps and inconsistent

memorization performance (Wlodkowski & Ginsberg, 2017; Alderman, 2013). Furthermore, teacher-centered approaches and limited adaptive pedagogy often fail to address diverse student abilities, leading to persistent achievement disparities in learning outcomes (Milner, 2021). Therefore, overcoming these challenges requires more interactive, student-centered, and motivationally supportive teaching strategies that can bridge cognitive and performance gaps in memorization learning contexts.

Pondok Pesantren Al-Misbah, located in Taretah Ponjanan Barat, Batumarmar, Pamekasan, plays an important role in instilling religious values within the surrounding community, particularly through Qur'an memorization (tahfidz Al-Qur'an). This Islamic boarding school serves as an educational center that not only teaches religious knowledge but also guides students (santri) to understand and practice Islamic spiritual values in daily life. With a strong emphasis on tahfidz programs, the pesantren makes a significant contribution to strengthening faith and improving religious understanding among the local community. Its existence also reflects the integration of education and spiritual development, where memorization of the Qur'an becomes a foundation for shaping moral behavior. Through consistent learning activities and a supportive environment, Pondok Pesantren Al-Misbah has become a vital institution in nurturing a generation that is closely connected to the teachings of the Qur'an.

A deeper understanding of the strategies and methods of tahfidz applied at Pondok Pesantren Al-Misbah is essential for the development of Islamic education at the local level. The methods used are not limited to memorization techniques alone, but also include pedagogical approaches that support comprehension and application of Qur'anic teachings. As an Islamic educational institution, Pondok Pesantren Al-Misbah also functions as a center for character building and spiritual development for students. The strategies and methods of tahfidz implemented are designed to shape students' personalities while enhancing their spiritual and intellectual potential. Through a comprehensive approach, the pesantren contributes to producing a generation that is not only capable of memorizing the Qur'an but also possesses strong character, integrity, and a deep understanding of Islamic values.

This study aims to explore the strategies and methods implemented in the Qur'an memorization (tahfidz Al-Qur'an) program at Pondok Pesantren Al-Misbah, located in Taretah Ponjanan Barat, Batumarmar, Pamekasan. By examining the instructional approaches and memorization techniques used, the study seeks to identify key factors that contribute to the effectiveness of the tahfidz process within the institution. As Qur'an memorization is a central component of Islamic education, it requires well-planned, consistent, and structured strategies to achieve optimal outcomes. Therefore, understanding how these strategies are applied in real educational settings is essential for improving learning quality. The main objective of this research is to document the strategic approaches and methodologies that support the success of tahfidz programs at Pondok Pesantren Al-Misbah and to highlight effective practices that can be replicated. The expected contribution of this study is to enrich existing literature and provide practical insights for other Islamic educational institutions in developing more effective and sustainable Qur'an memorization programs, while also highlighting its broader educational and spiritual impact on students and communities.

RESEARCH METHODOLOGY

This study employs a qualitative approach using a case study research design. The qualitative approach was selected because it aims to gain an in-depth understanding of the strategies

and methods of Qur'an memorization (tahfidz) learning implemented in the Islamic boarding school environment based on the experiences, perspectives, and practices of the informants. The case study enables the researcher to obtain a comprehensive description of the phenomenon under investigation within its real-life context. The research was conducted at Pondok Pesantren Al-Misbah, located in Tareta Village, Ponjanaan Barat, Batumarmar District, Pamekasan Regency. The selection of the research site was based on the characteristics of the Islamic boarding school, which implements a combination of traditional and modern tahfidz methods in the Qur'an learning process.

Table 1. Data Collection Techniques

Technique	Data Source	Data Collected	Purpose
Observation	The tahfidz learning process at Pondok Pesantren Al-Misbah	Learning activities, teachers' strategies, memorization methods, interactions between teachers and students, as well as supporting facilities	To directly observe the implementation of the strategies and methods of Qur'an memorization (tahfidz) learning.
Interview	The head of the Islamic boarding school, tahfidz teachers, and program administrators	Information regarding learning strategies, tahfidz methods, challenges, implementation of tahfidz solutions, and program evaluation	To obtain in-depth information regarding the learning strategies and methods.
Documentation	Archives and documents of Pondok Pesantren Al-Misbah	The boarding school profile, organizational structure, activity schedules, tahfidz curriculum, administrative observations and records, activity photographs, interviews and other supporting evidence. documents	To complement and strengthen the data obtained from observations and research.

Data analysis in this study employs the interactive analysis model developed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting, classifying, and simplifying the data obtained from observations, interviews, and documentation in accordance with the research focus on the strategies and methods of Qur'an memorization (tahfidz) learning. Furthermore, the reduced data were presented in the form of a narrative description to facilitate the researcher in understanding the patterns, relationships, and meanings of the information obtained. The final stage involved drawing conclusions and verification, namely formulating the research findings based on the results of the ongoing analysis.

The data validity technique in this study employed credibility testing through triangulation, prolonged engagement, and persistent observation. Triangulation was conducted by comparing data obtained from various sources, including the head of the Islamic boarding school, tahfidz teachers, and program administrators, as well as by comparing the results of interviews, observations, and documentation. In addition, the researcher conducted prolonged engagement at the research site to gain a deeper understanding of the implementation of the strategies and

methods of Qur'an memorization (tahfidz) learning. Persistent observation was also carried out by repeatedly observing learning activities so that the data obtained truly reflected the actual conditions. To strengthen the validity of the findings, the researcher conducted member checking by reconfirming the interview results and data interpretations with the informants to ensure that they were consistent with the intended meanings conveyed by the participants.

RESULTS AND DISCUSSION

Strategies for Memorizing the Qur'an Using the Syafawiyah Method at Al-Misbah Islamic Boarding School

At Al-Misbah Islamic Boarding School, the strategy for memorizing the Qur'an is a highly important aspect of the educational process. The primary objectives of this strategy are to improve time efficiency, encourage the active participation of students, and foster their enthusiasm for memorizing the Qur'an. The researcher employed various techniques to identify the most effective strategies, including interviews, observations, and documentation. During the initial stage of the study, observations were conducted to understand the learning methods applied to the students. The researcher monitored how these strategies were implemented in the daily practices of the boarding school. These observations provided a direct overview of the learning process and assisted in the preliminary assessment of the effectiveness of various methods.

Interviews with the caregiver, *ustadz* (Islamic teachers), and students were subsequently conducted to obtain more in-depth information regarding the strategies implemented. From these interviews, it was found that effective strategies for memorizing the Qur'an need to be adjusted according to each student's abilities. Students possess diverse abilities and levels of comprehension, so the methods used must take these individual differences into account. The *ustadz* placed particular emphasis on the importance of serving as role models in the learning process. They believed that by demonstrating good attitudes and dedication in memorizing the Qur'an, they could motivate students to follow their example. The exemplary conduct of the *ustadz* not only provided inspiration but also strengthened the students' enthusiasm to become more serious in memorizing the Qur'an.

The learning environment was also considered an important factor influencing the effectiveness of memorization strategies. The researcher observed that a conducive environment could support the learning process and help students maintain better focus. Therefore, creating a supportive learning atmosphere is essential to enable students to achieve optimal results. By combining the findings from observations and interviews, the researcher was able to identify the key elements of successful Qur'an memorization strategies. These strategies not only address the technical aspects of memorization but also consider motivational factors and the learning environment that influence students' success. This holistic approach ensures that every student receives the support they need to succeed in memorizing the Qur'an.

In conclusion, the Qur'an memorization strategy at Al-Misbah Islamic Boarding School involves various interconnected aspects, including adapting methods to students' abilities, the exemplary role of the *ustadz*, and the creation of a supportive learning environment. The combination of these elements results in an effective and efficient method for helping students memorize the Qur'an more successfully. Factors influencing memorization targets include online games, social media, organizational activities, and academic performance, in which, directly, online games do not have a significant influence and tend to have a negative impact on academic achievement and memorization targets; social media has a significant and positive effect on

academic achievement but a non-significant and generally positive effect on memorization targets; organizational activities have no significant direct influence on either academic achievement or memorization targets, although the direction of the effect is positive; and academic performance tends to have a negative and non-significant effect on memorization targets. Meanwhile, indirectly, through the academic factor, online games, social media, and organizational activities have no significant influence on the achievement of memorization targets (Rahmad & Hadi, 2024).

Several strategies implemented to enhance students' enthusiasm for learning in memorizing the Qur'an at Al-Misbah Islamic Boarding School involve various approaches designed to motivate and encourage students' active participation. First, the strategy of providing rewards or points has become a highly effective method. Based on an interview with Ustadz Bayhaqi from Al-Misbah Tahfidz Al-Qur'an Islamic Boarding School, he explained that this system was designed to increase students' motivation in memorizing the Qur'an. Each time students successfully recite their memorization, they receive points. These points are accumulated and calculated periodically, and the student with the highest number of points is entitled to receive a reward from the *ustadz*. In addition to providing rewards, the *ustadz* also implement game-based activities involving verse continuation (*sambung ayat*) and verse-based games. Observations indicated that this reward and point system effectively increased students' enthusiasm, making them more eager to memorize the Qur'an and compete to earn more points.

Second, the use of methods that are appropriate to students' abilities and potential is also a key strategy. Based on interviews with the caregiver, *ustadz*, and several students, the information obtained showed that memorization materials should be adjusted to each student's individual condition. Ustadz Abd Syakur from Al-Misbah Islamic Boarding School emphasized the importance of selecting methods that match the varying comprehension abilities of students. Observations indicated that learning strategies tailored to students' abilities not only facilitated the achievement of memorization targets but also made the learning process more effective and enjoyable. In this context, selecting learning strategies involves three important components: determining the appropriate approach, selecting relevant methods, and identifying the expected changes. These three elements are interconnected and contribute to achieving optimal results in the Qur'an memorization process.

In conclusion, the implementation of strategies such as providing rewards and using methods tailored to students' abilities can significantly enhance students' enthusiasm for memorizing the Qur'an. By integrating effective motivational approaches with appropriate adjustments to learning methods, Al-Misbah Islamic Boarding School has successfully created a supportive learning environment that motivates students to achieve their memorization goals. This is carried out by providing motivational encouragement, habituating students to regularly review their memorization (*muraja'ah*), fostering proper manners and ethical behavior, enhancing religious guidance activities, assigning additional tasks, extending study time beyond regular class hours, and increasing the use of learning media and educational resources (Agustina et al., 2020).

Supporting and Inhibiting Factors in the Memorization Strategy at Al-Misbah Islamic Boarding School

Based on observations conducted at Al-Misbah Islamic Boarding School, there are various supporting factors that influence the learning process at this institution. These factors include external and internal aspects that are interconnected and contribute to the effectiveness of students' learning. First, external factors play a very important role in the learning process at Al-Misbah Islamic Boarding School. The selection of a strategic, peaceful, and pleasant location for the

boarding school is one of the primary factors. A quiet location, far from noise, creates a conducive atmosphere for concentration and focus during the Qur'an memorization process. A comfortable environment helps students maintain their attention and minimizes distractions from the surrounding environment, which positively affects the effectiveness of the memorization process.

The role of parents is also crucial in supporting students' progress. Family support, both morally and materially, plays an important role in motivating and encouraging students to learn. Parents who are actively involved in their children's educational development can provide the encouragement needed for students' success. Cooperation between the boarding school and parents in creating a supportive environment is essential, including in overcoming various challenges that may arise during the learning process. The boarding school environment, which strives to minimize distractions and noise, is also a significant supporting factor. A quiet and orderly environment contributes to students' learning comfort. In addition, the use of learning media such as *Murotal*, namely audio recordings of Qur'anic recitation, plays an important role in facilitating the memorization process. *Murotal* helps students strengthen their memorization by providing examples of correct recitation and training their listening skills in proper *tajwid*. Other learning media, such as translated versions of the Qur'an, also help students understand the meanings of the verses they memorize. By understanding the meanings of the verses, students not only memorize the text but also comprehend the context and application of its teachings, which in turn makes the learning process more effective and meaningful.

Within the internal context of the boarding school, teacher quality greatly influences the learning process. Teachers at Al-Misbah Islamic Boarding School are expected to possess extensive memorization of the Qur'an, the ability to recite the Qur'an correctly, and broad religious knowledge acquired through both formal and informal education. Teachers' qualifications and competencies are essential for providing appropriate guidance to students. Teachers who are innovative and possess strong mastery of the subject matter can deliver lessons in an engaging and easily understandable manner, thereby enhancing the effectiveness of the learning process. Finally, students, as the primary subjects of learning, need to have a good understanding of the material. Students' ability to adapt to the applied learning methods and their active participation in the learning process are important factors in achieving educational success. The absence of any one of these factors can hinder the learning process, demonstrating that each factor is interconnected and mutually supportive.

Overall, observations at Al-Misbah Islamic Boarding School indicate that the success of the learning process is influenced by the synergy between external and internal factors, including the boarding school's location, parental support, learning media, teacher quality, and students' understanding. All of these factors work together to create an optimal learning environment that supports the achievement of the boarding school's educational objectives.

Internal factors affecting the learning process at Al-Misbah Islamic Boarding School involve various aspects related to teaching quality and student engagement. Although the quality of teachers at this boarding school is generally high, several challenges still affect the effectiveness of the learning process. Teacher quality is one of the most crucial internal factors. The *ustadz* at Al-Misbah Islamic Boarding School are expected to possess adequate skills in *tajwid* and Qur'an memorization. These skills are important because they influence how they teach students to read and memorize the Qur'an correctly. *Ustadz* who are proficient in *tajwid* and memorization are able to provide better guidance, ensuring that students not only memorize the verses of the Qur'an but also recite them according to the rules of *tajwid*.

However, despite the *ustadz* possessing good skills, several inhibiting factors still emerge. One of the main factors is the students' lack of seriousness in memorizing the Qur'an. Students' commitment and motivation greatly influence the speed and quality of their memorization. Students who lack motivation or are reluctant to review the material frequently encounter difficulties in the memorization process, which can delay their progress. The absence of *ustadz* due to external assignments is also a problem that can affect the continuity of the learning process. When *ustadz* are not consistently present, students do not receive continuous guidance, which can lead to delays in memorization and understanding of the material. Consistency in the attendance of *ustadz* is essential for maintaining the continuity of instruction and ensuring that students receive the guidance they need.

Differences in intelligence among students also influence the speed of memorization. Not all students possess the same ability to memorize and understand the Qur'an. Some students may memorize quickly and fluently, while others may encounter difficulties in reading or pronouncing the Qur'an correctly. These differences require a more individualized approach to the learning process, in which the *ustadz* need to adapt their teaching methods according to the needs of each student. According to the caregiver and the *ustadz* at Al-Misbah Islamic Boarding School, many students are slow to grasp lessons due to their lack of commitment to reviewing the material at the boarding school. Repetition of the material is the key to strengthening memorization and understanding, and without consistent efforts by students to review and practice, the learning process becomes less effective. Observations indicate that the frequency of memorization and the supervision provided by the *ustadz* play important roles in determining students' intellectual development and progress. Students who memorize frequently and receive proper supervision from the *ustadz* tend to demonstrate better progress.

Overall, the internal factors influencing the learning process at Al-Misbah Islamic Boarding School include teaching quality, students' commitment, the attendance of *ustadz*, differences in students' intellectual abilities, and the frequency of reviewing learning materials. Each of these factors has a significant impact on the effectiveness of the learning process, and success in overcoming these challenges largely depends on collaboration between teachers and students, as well as the commitment of both parties to achieving the boarding school's educational goals. The research findings indicate that internal factors such as interest, motivation, and attention, as well as external factors such as teaching methods, learning media, and the social environment, influence learning outcomes in the TLDO subject, with motivation being the most dominant factor (Kurniawan et al., 2017).

External inhibiting factors at Al-Misbah Islamic Boarding School involve several important aspects that affect students' learning process. These factors include difficulties in reading the Qur'an, violations of boarding school regulations by students, and parents' educational backgrounds, all of which contribute to the challenges encountered in the educational process at the boarding school. One external inhibiting factor is the presence of students who are not yet fluent in reading the Qur'an. The ability to read the Qur'an proficiently is a fundamental requirement in the process of memorizing and understanding Islamic teachings. Students who have not mastered Qur'anic reading fluently will experience difficulties in memorizing and understanding the sacred texts. This challenge requires special attention from the *ustadz* and effective teaching strategies to help students overcome these obstacles and improve their reading abilities.

Violations of boarding school regulations by students also constitute a significant inhibiting factor. Boarding school regulations, such as discipline regarding time management and learning procedures, are designed to create an environment conducive to learning. When students violate these regulations, such as failing to follow the established study schedule or disregarding the rules, it can disrupt the learning process and negatively affect overall learning outcomes. The enforcement of regulations and the implementation of appropriate consequences for violations need to be carried out firmly to ensure that all students comply with the rules and remain focused on their learning. Parents' educational backgrounds also play a role in students' learning process. Parents with higher educational backgrounds often have high expectations regarding their children's education; however, they tend not to review learning materials with their children at home. This may be due to various reasons, including busy schedules or the belief that education provided at the boarding school is sufficient. Meanwhile, parents from lower-middle-income families often experience difficulties in monitoring their children's homework because of limited time and resources. Parents who are occupied with their work may pay less attention to their children's education, resulting in children not receiving the support needed to review and understand the lessons taught at the boarding school.

Observations indicate that many parents are more focused on their work and show limited concern for their children's education. As a result, children do not receive the encouragement or support necessary to review lessons and deepen their understanding. The lack of parental involvement in their children's educational process can hinder learning effectiveness and the achievement of the desired educational outcomes at the boarding school. In conclusion, the role of parents in educating their children at home is essential and should complement the guidance provided by the *ustadz* at the boarding school. Cooperation between parents and *ustadz* is necessary to ensure that students receive comprehensive support both at the boarding school and at home. However, parents often show little concern or are reluctant to cooperate with the boarding school, thereby reducing the effectiveness of the learning process. To address this issue, it is important for the boarding school to establish effective communication with parents and develop strategies to increase their involvement in their children's education.

CONCLUSION

The findings demonstrate that the learning strategies implemented at Al-Misbah Islamic Boarding School play a significant role in developing students into competent memorizers of the Qur'an (*hafidz*). The institution integrates motivational, instructional, and spiritual approaches through reward systems, regular memorization submission, listening to *Murotal*, teacher role modeling, and the application of the Asm-Syafawiyah method, which emphasizes listening and oral repetition. In addition, the tahfidz program incorporates established memorization methods, including *wahdah*, *sima'i*, *jama'*, *talaqqi*, *muraja'ah*, and *tajwid*, creating a comprehensive learning framework that strengthens memorization accuracy and retention. Students are also encouraged to complete the recitation of the Qur'an weekly and develop fluency by reading one *juz* within 15–20 minutes, fostering discipline and consistency in their memorization practices. The study further reveals that supportive environmental conditions, collaboration between teachers and parents, a strategically located learning environment, and the availability of appropriate learning resources, such as translated Qur'ans and *Murotal* recordings, positively influence learning outcomes. Conversely, differences in students' intellectual abilities and educational backgrounds remain challenges that require individualized instructional approaches. Overall, the integration of effective

pedagogical methods, motivational strategies, and institutional support contributes substantially to the success of Qur'an memorization at Al-Misbah Islamic Boarding School.

This study contributes to the literature on Qur'an memorization education by providing empirical evidence regarding the integration of motivational strategies, oral learning methods, and teacher role modeling within the Asm-Syafawiyah approach. The findings offer practical guidance for Islamic boarding schools in designing effective tahfidz programs while highlighting the importance of collaboration among teachers, parents, and the learning environment to improve students' memorization achievement. This study was conducted in a single Islamic boarding school, limiting the generalizability of its findings. In addition, the qualitative approach emphasizes participants' experiences and institutional practices without quantitatively measuring the effectiveness of each memorization strategy or comparing outcomes across different educational settings.

Future studies should involve multiple Islamic boarding schools and employ mixed-method or experimental designs to compare memorization strategies. Quantitative analysis may also examine the influence of motivation, parental involvement, and instructional methods on students' memorization performance. Effective Qur'an memorization requires a balanced combination of appropriate instructional strategies, strong motivation, supportive environments, and continuous collaboration among teachers, students, and parents to achieve sustainable learning outcomes.

ACKNOWLEDGMENTS

The authors sincerely express their gratitude to the management, teachers, students, and staff of Al-Misbah Islamic Boarding School for their valuable cooperation and support throughout this research. Appreciation is also extended to all participants who willingly shared their experiences and insights, making this study possible. This research was conducted to examine the learning strategies employed in the Qur'an memorization program and to identify the supporting and inhibiting factors affecting students' achievement as *hafidz*. It is expected that the findings will contribute to the improvement of tahfidz education practices and serve as a useful reference for Islamic educational institutions, researchers, and policymakers in developing effective memorization strategies. The authors also acknowledge the constructive feedback provided by colleagues during the preparation of this manuscript. Artificial intelligence (AI) tools were used solely to assist with language editing, grammar refinement, and improving the clarity of the English writing. All research design, data collection, data analysis, interpretation of findings, and final manuscript approval were conducted exclusively by the authors, who accept full responsibility for the content of this publication.

AUTHOR CONTRIBUTIONS

- Author 1 : Conceptualization, methodology, investigation, formal analysis, writing original draft, and project administration.
- Author 2 : Data collection, validation, resources, supervision, and writing review and editing.
- Author 3 : Data analysis, interpretation of findings, visualization, and manuscript revision.
- Author 4 : Supervision, funding acquisition (if applicable), critical review, editing, and final approval of the manuscript.

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