IMPLEMENTATION OF THE TAHFIDZ QUR'AN PROGRAM AT THE DARUT TAUHID TANJUNGSARI-KREJENGAN ISLAMIC BOARDING SCHOOL

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ABSTRACT

This study aims to analyze the implementation of the Tahfidz Qur'an program at Pondok Pesantren Darut Tauhid Tanjungsari-Krejengan and to identify the supporting and inhibiting factors of its success. The main issues examined include how the program is carried out and the factors that influence its effectiveness. This research uses a descriptive qualitative approach with data collection techniques such as observation, in-depth interviews, and documentation. The findings reveal that the program is implemented systematically through structured memorization methods, and regular evaluations. Supporting factors include students' internal motivation, teacher competence, and a conducive environment. Meanwhile, inhibiting factors include limited time, students' busy schedules, and a lack of understanding of proper articulation (makharijul huruf) and tajweed. These findings are expected to contribute to improving the effectiveness of Tahfidz programs in Islamic boarding schools.

Keywords: *Qur'an memorization; Implementation; Supporting factors; Inhibiting factors*

INTRODUCTION

The Qur'an is the holy book revealed to the Prophet Muhammad SAW as a guide for Muslims in living life, both from the aspects of faith, worship, social, to morals. Memorizing the Qur'an (tahfidz) is a tangible form of a Muslim's love and commitment to his holy book. In addition, memorizing the Qur'an is also a form of effort to get closer to Allah SWT which has the value of worship if done with sincere intentions for Him and aims to gain His pleasure (Mashuri et al., 2022). Memorizing the Quran is not only a form of worship, but also a means of forming a religious and noble personality. The tahfidz process plays an important role in fostering the younger generation, especially in the face of the swift flow of globalization which often brings influences that are not in accordance with Islamic values. Therefore, the existence of Islamic educational institutions such as Islamic boarding schools is vital in fostering memorizers of the Qur'an who have a spiritually strong and highly moral personality. Islamic boarding schools are effective platforms in instilling Islamic values, including through systematic and planned tahfidz programs.

As a traditional Islamic education institution in Indonesia, Islamic boarding schools have a strategic position in running Islamic-based programs, including tahfidz Al-Qur'an. Islamic boarding schools have an important role not only as religious education institutions, but also have a strategic role in fostering morals, noble character, and spirituality of students. Darut Tauhid Islamic Boarding School located in Tanjungsari Krejengan Probolinggo is one of the educational institutions that focuses its education on tahfidz Al-Qur'an. The tahfidz program in this pesantren is designed as an integral part of the santri development system, with the aim of forming Muslim individuals who are knowledgeable, moral, and have a high commitment to the teachings of Islam. The students are not only taught to memorize the verses of the Qur'an, but also to explore its meaning and practice it in real life. This approach reflects a comprehensive vision of Islamic education (kaffah), which includes cognitive, affective, and psychomotor aspects in a balanced manner.

As affirmed in the word of Allah SWT.

إِنَّا نَحْنُ نَزَّلْنَا الْقُرْآنَ وَإِنَّا لَهُ لَحَافِظُونَ

"Surely it is We who have revealed the Qur'an, and surely we have preserved it." (QS. Al-Hijr: 9)

The verse emphasizes that the maintenance of the Qur'an is a direct guarantee from Allah SWT. One of the ways of maintenance is through memorizers who maintain the integrity of the lafadz and meaning of the Qur'an. Thus, the tahfidz program carried out at Darut Tauhid Islamic Boarding School is part of the realization of the collective responsibility of the people in maintaining the legacy of revelation. Strengthening the commitment of students in memorizing and understanding the Qur'an is part of the implementation of faith values that must continue to be nurtured through a structured education system.

The implementation of the tahfidz program at Pondok Pesantren Darut Tauhid Tanjungsari-Krejengan Probolinggo is carried out in a structured manner through three main stages, namely planning, implementation and evaluation. In the planning stage, the pesantren caregivers set memorization targets, learning strategies and methods that will be used according to the characteristics of the students. The implementation stage is carried out through daily routine activities that have been scheduled in a disciplined manner, including the process of memorizing new verses, murajaah (repeating old memorization), and depositing memorization to the supervising teacher. Meanwhile, evaluation is carried out periodically to measure the progress of students both in terms of the quantity of verses memorized, the quality of reading, the fluency of reading, and the accuracy of tajweed. All of these stages are carried out in an integrated manner to create an effective and efficient memorization process.

To support the success of the program, Pondok Pesantren Darut Tauhid Tanjungsari Krejengan Probolinggo applies various tahfidz methods that have been proven effective, such as the talaqqi method (reading directly in front of the teacher), the sima'i method (depositing memorization to the mentor), the bin nadzor method (reading by looking at the mushaf), the wahdah method (verse by verse), and murajaah (repeating memorization). The selection of methods is adjusted to the abilities of each student so that each individual gets the most appropriate approach. This diverse learning approach aims to make the memorization process not feel monotonous and can increase student motivation. In this process, the active

involvement of teachers is very important because they act as facilitators, motivators, as well as spiritual companions who help students undergo the memorization process with enthusiasm and awareness.

However, the implementation of the tahfidz program is inseparable from various obstacles. There are various challenges faced by students and pesantren, both in terms of time, psychological conditions, and environmental factors. The dense activities of santri in pesantren such as: formal schools, yellow book studies, and other diniyah activities often take up time, making special time for memorization limited. In addition, internal challenges such as boredom, laziness, not being able to manage time, and decreased motivation are also obstacles that cannot be ignored. For this reason, pesantren need to implement time management strategies and the right psychological approach so that students remain enthusiastic in participating in the Qur'an memorization program consistently.

In overcoming these challenges, the role of tahfidz teachers, musyrif, and Pondok caregivers is very important. They not only act as teachers, but also as spiritual companions who provide motivation and direction in the memorization process. The harmonious relationship between teachers and students can form a conducive learning atmosphere, so that students feel they are getting good assistance and are encouraged to achieve their memorization targets. In addition, the evaluation system that is carried out regularly contributes to the students' memorization to identify the progress of the students' memorization as well as provide development-oriented feedback. As mentioned by Anaya et al. (2023), the implementation of regular daily, weekly, and monthly evaluations can maintain memorization consistency and increase students' motivation to achieve targets.

The religious and disciplined pesantren environment is the main means in developing the character of students who are istiqomah in memorizing and practicing the values of the Qur'an. This is confirmed by the research of Mubarok et al. in Anaya et al. (2023), which states that the tahfidz program is able to form a disciplined character through a system that is designed in an integrated manner between memorization and habituation of Islamic behavior.

Thus, the success of the tahfidz program does not only depend on the curriculum structure and learning methods applied, but is also influenced by the spiritual awareness and sincerity of intention of the students. The understanding that memorizing the Qur'an is a high-value worship must be instilled from the beginning through intensive coaching and examples from teachers. Pondok Pesantren Darut Tauhid Tanjungsari Krejengan Probolinggo tries to instill these spiritual values through habituation of worship, moral development, and the cultivation of overall religious awareness. Thus, the tahfidz program is not only an academic activity, but also part of a comprehensive Islamic character building process, as the main provision for facing life in this world and the hereafter.

This study aims to describe the implementation of the Qur'an tahfidz program at Darut Tauhid Tanjungsari-Krejengan Islamic Boarding School in Probolinggo. The main focus of this research includes the stages of planning, implementation and evaluation of the program, as well as identifying supporting and inhibiting factors in the implementation of the tahfidz program. The results of this study are expected to provide theoretical and practical contributions for educators and managers of tahfidz Qur'an institutions in developing effective and sustainable program implementation strategies.

RESEARCH METHODS

This research uses a descriptive qualitative approach with the aim of obtaining an in-depth understanding of the implementation of the Tahfidz Qur'an program at Darut Tauhid Tanjungsari-Krejengan Islamic Boarding School. This approach was chosen because it is considered the most suitable for describing social realities and educational dynamics in a contextual, natural and comprehensive manner. In accordance with Sugiyono's opinion (2019), this approach is very relevant for examining complex social phenomena, especially in the fields of education and religion.

This series of research activities includes three main stages, namely initial observation, data collection in the field, and data analysis in stages and continuously. All activities were carried out directly at the research location so that the information obtained was objective and factual. This research took place for three months, from February to April 2025, at the Darut Tauhid Islamic Boarding School, Tanjungsari Village, Krejengan District, Probolinggo Regency, East Java.

The scope of the study covers the entire process of the tahfidz program, starting from planning, memorization implementation, to the evaluation stage. The main focus is on the implementation of the program, the supporting and inhibiting factors, and the evaluation strategies applied. The tools or materials used in this study consisted of interview guidelines, stationery, voice recorders, and documentation cameras. Data collection techniques were carried out through three main methods, namely participatory observation, in-depth interviews, and documentation in the form of activity schedules and memorization records.

The operational definitions of the variables in this study include:

1. **Implementation of the Qur'an Tahfidz Program**
   This is the whole process of implementing the program which consists of three stages: planning (preparation of schedules, memorization targets, and selection of methods), implementation (memorization process, memorization deposit, and muraja'ah), and evaluation (routine assessments such as tasmi' and recording memorization progress).
2. **Supporting Factors**
   i.e. all elements that help the success of the program, both from the internal and external sides. Internally, this includes students' motivation and enthusiasm for learning, discipline, and ability to manage time. Externally, it includes teacher competence in guiding memorization, a supportive learning environment, good pesantren management, and family support.
3. **Inhibiting Factors**
   The internal factors include boredom, low motivation, time constraints, and difficulty understanding tajweed. Internal factors include boredom, low motivation, time constraints, and difficulty understanding tajweed. External factors include the busy activities of the pesantren, as well as learning methods that are not in accordance with the character of the students.

Data analysis was conducted following the interactive model developed by Miles and Huberman (1994), which includes three main stages, namely data reduction, data presentation, and conclusion drawing and verification. In the data reduction stage, important information was filtered and organized so that it was more focused and concise, then the results were arranged systematically in a narrative. Conclusions

were drawn inductively, by interpreting the substantive meaning of the data that had been analyzed.

Through these approaches and techniques, this research is expected to be able to provide a complete and in-depth picture of the implementation of the Tahfidz Qur'an program at Darut Tauhid Islamic Boarding School, as well as contribute to the development of Islamic education studies, especially in the field of tahfidz in the pesantren environment.

RESULTS AND DISCUSSION

Implementation of the Qur'an Tahfidz Program

The results showed that the implementation of the Qur'an Tahfidz program at Pondok Pesantren Darut Tauhid Tanjungsari-Krejengan Probolinggo took place systematically and planned. The implementation of this program starts from the planning stage which is prepared by considering the level of education and memorization ability of each student. In the initial stage, beginner students are directed to memorize *Juz 'Amma* as an initial foundation before continuing to the next juz. Meanwhile, students who are already in the advanced stage are targeted to memorize one glass or more every day depending on their individual capacity. This process shows that the Tahfidz program is not uniform, but adapts to the individual development of the students in order to achieve optimal results.

The implementation of this program is divided into several time sessions that are strictly determined and routine every day. The division of the Tahfidz program implementation hours consists of three main times, namely:

1. Morning (04.30-07.30)
   This session is held after the morning prayer and is focused on new memorization (ziyadah). The selection of this time is based on the physical and psychological condition of the students who are still fresh and high concentration, so it is considered effective for adding new memorization.
2. Afternoon (15.30-17.00)
   Used for murajaah activities or repetition of memorization that has been obtained previously. This activity aims to strengthen memorization so that it is maintained and not easily forgotten.
3. Night time (22.00-23.00)
   The main focus of the evening activities is intensive murajaah and memorization. Students usually repeat memorization with peers (musyarakah) or independently in a quieter and more conducive atmosphere. Night time is also used to deepen the recitation so that they are ready to deposit the memorization the next day.

In addition to this time division, the Qur'an Tahfidz program in this pesantren is integrated into the santri's daily activity system. Scheduling is compiled thoroughly so that it is balanced with formal education activities, diniyah learning, and social activities of students. This time division refers to the principle of time management in pesantren education which states that the effectiveness of the santri program can be achieved if there is a balance between academic, spiritual, and social aspects.

In the implementation of the program, the selection of tahfidz teachers is also carried out by considering two main aspects, namely mastery of Qur'anic knowledge and pedagogical skills. A competent tahfidz teacher is not only able to teach the memorization of the Qur'an well, but is also able to understand the learning character

of the students and apply the appropriate approach. With an organized system, this program aims to create an effective and sustainable memorization process.

In the process of memorizing the Qur'an, the use of methods that are in accordance with the character and needs of the memorizer is very important to achieve the expected results. According to Mashuri et al. (2022), choosing the right method can help students be more focused and consistent in memorizing. Learning methods have a major contribution in the process of memorizing the Qur'an, because success in maintaining memorization is greatly influenced by the methods used (Ritonga & Lubis, 2018). The memorization methods applied at the Darut Tauhid Tanjungsari-Krejengan Islamic Boarding School include: *talaqqi* method (reading directly in front of the teacher), *sima'i* method (depositing memorization to the mentor), *bin nadzor* method (reading by looking at the Mushaf), *wahdah* method (verse by verse), and *murajaah* (repeating memorization). This method is adjusted to the learning character of each student.

The tahfidz program is also equipped with a structured evaluation system. Evaluation is carried out regularly, including daily, weekly, and monthly evaluations. Daily evaluations focus on the deposit of new memorization and muraja'ah, and are carried out directly by the ustadz or ustadzah who guides. Weekly and monthly evaluations are usually carried out through tasmi' activities, where students deposit their full memorization in front of the teacher and other students. This evaluation serves not only as a measuring tool for memorization achievement, but also a means of coaching and increasing motivation. Students who show progress are usually given appreciation, while those who are still experiencing difficulties are given additional personal guidance, so that they remain motivated to achieve the memorization target.

Supporting Factors for the Qur'an Tahfidz Program

The success of the Qur'an Tahfidz program at Pondok Pesantren Darut Tauhid Tanjungsari-Krejengan, Probolinggo, cannot be separated from various supporting factors, both internal and external.

1. Internal Factors
   a. The spirit and intention of the students

      The spirit and intention of the students is the main foundation in the success of the tahfidz program. Sincerity of intention because Allah SWT will foster perseverance in memorizing the Qur'an despite facing various obstacles. Students who have high enthusiasm tend to be able to motivate themselves to continue memorizing and muraja'ah their memorization regularly. This is because they realize the virtues of being a hafidz, both in terms of religion and social respect.

      The spirit that continues to burn also strengthens the mental endurance of students in the face of boredom. This is in line with previous research which states that, santri need to have sincere intentions because memorizing the Qur'an is a spiritual mandate that requires sincerity (Khoirullah et al., 2023 in Rozzaq & Khoir, 2025).

   b. Discipline and organization

      Discipline and the ability to manage time effectively are important aspects that support the success of students in memorizing the Qur'an systematically. Students who can balance their time between formal learning, boarding activities, and memorization sessions tend to show higher productivity.

Proper scheduling allows students to undergo activities without excessive pressure, so that mental and physical health is maintained.

c. Intelligence and memory

The level of intelligence and memory of santri does vary, but this remains an important aspect in supporting the success of memorizing the Qur'an. Intellectual ability or intelligence level (IQ) has a role in memorizing the Qur'an (Wildan 2023). Students with a sharp memory are usually faster in memorizing and maintaining it. Even so, the pesantren still provides guidance according to the ability of each student so that all can develop optimally. Routine and regular memorization exercises also play a major role in improving memory, including for students who initially have difficulty.

2. External Factors

a. Tahfidz teacher competence

The role of tahfidz teachers as motivators and mentors is very influential on the perseverance of students in memorizing. Patient and painstaking teachers are able to create a conducive learning atmosphere and arouse the enthusiasm of students (Keswara, 2017).

In addition, teachers who master the science of tajweed, makharijul huruf, and effective memorization methods can also help students avoid mistakes in memorization.

b. Time management by Pesantren

Good time management from the pesantren is one of the external aspects that support the success of the tahfidz program. The daily schedule is arranged in such a way that students have enough time to focus on memorizing and doing muraja'ah. For example, students are given special time in the morning and evening that is not interrupted by other activities. With this precise division of time, students can be more focused and consistent in carrying out the tahfidz process continuously.

c. Family and parental support

Family support, especially parents, plays an important role in providing moral support for students. Parents who pray for, encourage, and understand children's difficulties during the memorization process can foster a sense of appreciation. When the spirit decreases, a message or visit from parents is a great source of motivation. A family environment that has a positive impact on memorization development. With this support, children feel cared for and valued, so their motivation to learn increases and encourages maximum achievement (Malwa 2018).

Inhibiting Factors of the Qur'an Tahfidz Program

Although the Qur'an Tahfidz program at Pondok Pesantren Darut Tauhid Tanjungsari-Krejengan, Probolinggo has been designed and implemented well, there are still some obstacles, both internal and external.

1. Internal Factors

a. Laziness, boredom

Laziness and boredom are the main challenges that students often face in undergoing the tahfidz program. The same routine every day can lead to boredom, especially if it is not balanced with a variety of methods or other encouraging activities. This boredom can cause students to lose interest and enthusiasm for memorization.

b. Difficulty in managing time

Some students have difficulty in managing their time effectively, especially in dividing between formal school, yellow book studies, diniyah school and memorization time. This irregularity in time management has the potential to cause delays in achieving memorization targets and lack of time for muraja'ah.

c. Not mastering makharijul huruf and tajweed

Not all students have the ability to recite the Qur'an according to the correct tajweed rules. Errors in this aspect become an inhibiting factor because the quality of memorization depends on the accuracy of the reading. Without adequate mastery of tajweed, students will experience obstacles in maintaining and improving their memorization.

d. Low motivation and consistency

The lack of enthusiasm and inconsistency of students in maintaining memorization is also a major challenge. Students who do not have strong motivation tend to give up easily when facing difficulties, so that memorization progress is delayed.

2. External Factors

a. Busy schedule of activities

A busy schedule of activities is often a barrier in the tahfidz program. When students participate in too many non-tahfidz activities, the time that should be used for memorization and repetition becomes very limited. This causes a decrease in focus and effectiveness in memorization activities.

b. Inappropriate teaching methods

One of the obstacles in the implementation of the Qur'an memorization program lies in the inappropriate teaching methods used, which are not in accordance with the learning style of the students. If the ustadz or ustadzah uses methods that are too fast, less varied, or do not involve students actively, the memorization process becomes less effective. The low understanding of educators of tahfidz learning methods can cause students to have difficulty in determining the appropriate memorization strategy, so that the results achieved are not optimal and the enthusiasm for learning tends to decrease (Sahfitri et al., 2023).

CONCLUSION

Based on the research findings, it can be concluded that the Qur'an Tahfidz program at Pondok Pesantren Darut Tauhid Tanjungsari-Krejengan Probolinggo has been implemented systematically and structured through flexible curriculum planning, the application of various memorization methods according to the characteristics of the students, and periodic evaluations. The success of the program is supported by the internal motivation of the students, the competence of the teachers, and the religious and conducive environment of the pesantren. However, some challenges are still faced, such as time constraints, the busy activities of the students, as well as the lack of mastery of tajweed and makharijul letters and the lack of motivation and discipline. Therefore, it is necessary to strengthen time management, strengthen the capacity of supervising teachers, and adjust learning methods to improve the overall effectiveness of the program.

This research is expected to be a useful reference source in developing tahfidz education models that not only focus on the quantity of memorization, but also on the quality of character and spirituality of students.

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