



# Implementation of the Tahfidz Program at Madrasah Tsanawiyah Tahfidzul Qur'an Al-Rasyid Kartasura

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## Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pelaksanaan program tahfidz al-Qur'an di Madrasah Tsanawiyah Tahfidzul Qur'an (MTs TQ) Al-Rasyid serta faktor pendukung dan penghambat dari pelaksanaan program tahfidz al-Qur'an di sekolah tersebut. Penelitian ini menggunakan pendekatan kualitatif, dengan pendekatan studi kasus di Madrasah Tsanawiyah Tahfidzul Qur'an (MTs TQ) Al-Rasyid. Data yang diperoleh dalam penelitian ini melalui observasi, wawancara, dan studi dokumentasi. Berdasarkan data yang diperoleh tersebut peneliti menggunakan analisis deskriptif, yaitu dengan mendeskripsikan atau menggambarkan apa adanya hasil temuan di lapangan terkait pelaksanaan program tahfidz al-Qur'an di Madrasah Tsanawiyah Tahfidzul Qur'an (MTs TQ) Al-Rasyid.

Hasil penelitian menunjukkan bahwa program tahfidz al-Qur'an di MTs TQ Al Rasyid berhasil menciptakan lingkungan belajar yang kondusif melalui dukungan penuh dari sekolah, guru yang kompeten, fasilitas memadai, dan pendekatan pembelajaran yang personal. Meskipun terdapat kendala seperti kualitas pembelajaran al-Qur'an sebelumnya dan kurangnya kerja sama dari ustadz asrama, program ini mampu memberikan dampak positif bagi perkembangan spiritual dan akademik siswa. Perencanaan yang matang, pelaksanaan yang efektif, dan evaluasi berkelanjutan memastikan setiap siswa mencapai target hafalannya dengan baik, menjadikan program tahfidz ini sebagai model pendidikan yang sukses dan bermanfaat bagi masa depan siswa.

**Kata Kunci:** Program tahfidz, tahfidz Al-Qur'an, menghafal al-Qur'an

## Abstract

*The aim of this research is to determine the implementation of the tahfidz al-Qur'an program at Madrasah Tsanawiyah Tahfidzul Qur'an (MTs TQ) Al-Rasyid as well as the supporting and inhibiting factors in implementing the tahfidz al-Qur'an program at the school. This research uses a qualitative approach, with a case study approach at Madrasah Tsanawiyah Tahfidzul Qur'an (MTs TQ) Al-Rasyid. The data obtained in this research was through observation, interviews and documentation studies. Based on the data obtained, the researcher used descriptive analysis, namely by describing or illustrating the findings in the field regarding the implementation of the tahfidz al-Qur'an program at the Al-Rasyid Tsanawiyah Tahfidzul Qur'an Madrasah (MTs TQ).*

*The research results show that the tahfidz al-Qur'an program at MTs TQ Al Rasyid succeeded in creating a conducive learning environment through full support from the school, competent teachers, adequate facilities, and a personalized learning approach. Despite obstacles such as the quality of previous Al-Qur'an learning and a lack of cooperation from the dormitory chaplain, this program was able to have a positive impact on students' spiritual and academic development. Careful planning, effective implementation, and continuous evaluation ensure that each student achieves their memorization targets well, making this tahfidz program a successful educational model that is beneficial for the student's future.*

**Keywords:** Tahfidz program, tahfidz Al-Qur'an, memorize the Qur'an.

## Introduction

The Qur'an, as a book of guidance for mankind, plays a central role in the lives of

Muslims by providing guidance on morality, good and bad (Mainiyo & Sule, 2023: p. 188-205). Rasulullah SAW and his companions gave great appreciation to memorizers of the Qur'an, reinforcing the importance of memorizing and understanding the contents of the Qur'an. Maintaining authenticity and ensuring correct understanding of the Qur'an is crucial in Islamic religious education, especially of the Tahfidzhul Qur'an program at Madrasah Tsanawiyah.

However, the implementation of the Al-Qur'an tahfizh program in formal educational institutions such as MTs Al-Rasyid Kartasura is not without challenges. Some of the challenges faced include a lack of structured planning in organizing Al-Qur'an memorization programs, effective learning methods, and a lack of active support from parents in supporting the learning process at home (Ansyari et al., 2024: p. 350-356). A good evaluation of the implementation of this program is very important to identify potential improvements and innovations in learning approaches and student time management (Awidi & Paynter, 2024: p. 65-89).

Memorizing the Al-Qur'an, or Tahfizh Al-Qur'an, is a practice that is considered very noble in the Islamic religion. Essentially, Tahfizh Al-Qur'an refers to the process of internalizing each verse and parts of the holy book Al-Qur'an into one's memory through intensive repetition of reading. The main aim of Tahfizh is to ensure the purity and authenticity of the text of the Qur'an as revealed to the Prophet Muhammad SAW, as well as to safeguard this valuable spiritual heritage from generation to generation (Nawawi & Omar, 2022: p. 11-22).

In the context of Islamic law, memorizing the Qur'an is considered fardhu kifayah, namely an obligation that must be fulfilled by some Muslims to ensure that this holy text is not only preserved by Allah SWT, but also by humanity as part of their responsibility, to divine inheritance. The Qur'an is believed to be a book whose authenticity is maintained by Allah SWT, but Muslims have an important role in maintaining its integrity and correct understanding of it (Dalimunthe et al., 2024: p. 1-14).

Memorizing the Qur'an not only provides deep spiritual virtues for the individual who does it, but is also promised great rewards, the blessing of Allah SWT, as well as intercession in the after life. Rasulullah SAW emphasized that those who memorize and teach the Qur'an are the most important part of the Muslim community. Apart from spiritual benefits, memorizing the Qur'an

also has a positive impact on forming individual character and ethics, strengthening the brain, and increasing intellectual intelligence. In practical terms, the ability to memorize the Qur'an allows a person to act as an imam, participate in musabaqah (Qur'an reading competitions), and perform other forms of worship better (Jannah, n.d., 2022: p. 373-390).

In the process of memorizing the Al-Qur'an, there are things that need to be considered, such as correcting the reading according to the recitation before starting, memorizing with totality and sincere intention, and designing a thorough plan in managing time and strategy. By memorizing the Qur'an, a person not only collects rewards from each reading, but is also active in maintaining the authenticity and purity of the Qur'an, and achieves great blessings and virtues both in this world and in the afterlife (Abu Alhaija & Mahamid, 2021: p. 458-469).

The implementation of the Tahfizh Al-Qur'an program in schools is the implementation of a plan for memorizing the Al-Qur'an for all students according to established policies. This process includes memorizing each verse and meaning of the Qur'an firmly, thus enabling students to use it to overcome various problems in everyday life. The Qur'an is not only memorized to maintain its authenticity as revealed to the Prophet Muhammad SAW, but also to instill spiritual values in students' hearts on an ongoing basis.

The objectives of the Al-Qur'an Tahfizh program in schools include various aspects, such as understanding the importance of memorizing the Al-Qur'an, skills in memorizing certain verses, getting students used to remembering and reciting Al-Qur'an verses in daily activities. The role of teachers is very crucial as teachers who not only maintain the purity of the Al-Qur'an but also connect students with the legacy of talaqqi knowledge and memorization that has been passed down from generation to generation since the time of the Prophet.

Students, as the main subjects in the learning process, have the responsibility to develop their potential through the Tahfizh process. The selected teaching materials must be in accordance with the educational objectives that have been set, taking into account effective learning methods to make it easier for students to memorize the Al-Qur'an. Evaluation of the Tahfizh Al-Qur'an program is important to ensure the effectiveness and success of program

implementation, as well as to evaluate student achievement in mastering the Al-Qur'an.

Thus, the implementation of the Tahfizh Al-Qur'an program in schools is not just a routine activity, but is an in-depth effort to teach and maintain the authenticity and values contained in the Al-Qur'an to the younger generation of Muslims. This is expected to form good character and ethics as well as increase students' spirituality in facing modern life.

The implementation of the Tahfizh Al-Qur'an program in various Islamic educational institutions has received strong support from traditions that have been maintained since the time of the revelation of the Al-Qur'an until now. Many huffaz madrasas and salaf Islamic boarding schools are specifically dedicated to memorizing the Qur'an. In schools labeled Islamic, there is often a requirement for students to memorize part or all of the Qur'an, such as surah Yāsīn, Al-Mulk, Hāmīm Sajadah, Al-Waqi'ah, and Juz 'Amma.

There are several supporting factors that influence the success of the Tahfizh Al-Qur'an program. First, ideal age is an important factor, although not absolute, young people tend to be easier to absorb and remember Al-Qur'an material. Second, effective time management allows memorizers to optimize their time in memorizing and revising. Third, choosing a suitable place, such as a quiet, clean and comfortable place, also supports concentration in memorizing. On the other hand, there are also inhibiting factors that can hinder the process of memorizing the Qur'an. One of them is a lack of understanding of the makhori'ul letters and tajwid, which are the basis for the correct pronunciation of the Qur'an. Other factors include lack of patience, lack of sincerity, and lack of prayer, all of which can hinder progress in memorizing the Qur'an.

In this case, understanding and handling the supporting and inhibiting factors is important in designing and implementing the Tahfizh Al-Qur'an program in the educational environment. By maximizing supporting factors and overcoming inhibiting factors, it is hoped that this program can provide significant spiritual and educational benefits for Muslim students throughout the world (M. Jannah et al., 2023: p. 3423-3433).

Three studies were conducted examining the implementation of the tahfidz Al-Qur'an program in various Islamic educational

institutions in Indonesia using a qualitative approach. Data collection methods used include observation, interviews and documentation studies, with the aim of evaluating program implementation and analyzing supporting and inhibiting factors. Despite similar aims, each study emphasizes a different context and focus, resulting in unique and specific findings.

The first research by Putri Firda Razak at MTs Negeri 2 South Jakarta focused on the implementation of the Al-Qur'an Juz 29 tahfidz program as part of the local content curriculum regulated by the DKI Jakarta Ministry of Religion (Rosmawati, 2019). Meanwhile, Devid Dwi Erwahyudin explored the management of the tahfidz program at Pondok Tahfidz Al-Qur'an Ahmad Dahlan Ponorogo with a focus on the differences in teaching and evaluation methods used compared to formal schools (Hasanah, 2024). Muhammad Hafidz, in his research, focused on the implementation of the tahfidz program at the Ar-Riyadh 13 Ulu Islamic Boarding School, Palembang, which was implemented as an extracurricular activity (Farla, 2021). On the other hand, research at MTs Tahfidzul Qur'an Al-Rasyid in Central Java highlighted the implementation of the program as part of the local content curriculum from the Ministry of Religion, by identifying success factors and obstacles such as mastery of makhori'ul letters and students' level of patience. Overall, these studies provide a comprehensive picture of the implementation and challenges of the tahfidz Al-Qur'an program in various Islamic education environments in Indonesia.

This research focuses on the implementation of the Tahfidzul Qur'an Program at Madrasah Tsanawiyah Tahfidzhul Qur'an Al-Rasyid Kartasura, an Islamic educational institution that integrates Tahfidzhul Qur'an with the national education curriculum in Indonesia. This program has the main aim of guiding students in studying and memorizing the Qur'an, as well as preparing them to face the challenges of spiritual and academic life. The Tsanawiyah Madrasah seeks to facilitate Muslims in Central Java, providing a supportive environment for students to develop love and skills in memorizing and understanding the Qur'an.

By understanding the implementation of the Tahfidzhul Qur'an program at MTs Al-Rasyid Kartasura, this research aims to provide deeper insight into how Islamic educational institutions overcome challenges and implement innovative

strategies to improve the quality of religious education in Indonesia. Thus, this article will explore key aspects such as planning, teaching methods, support from the school and parents, and their impact on students' spiritual and academic development.

## Method

This research uses a field approach (field research) with qualitative descriptive methods. The qualitative descriptive approach aims to provide a complete and in-depth picture of social reality and phenomena that occur in society which is the subject of research. The research was carried out at Madrasah Tsanawiyah Tahfidzul Qur'an (MTsTQ) Al Rasyid, which is located in Prayan village Rt 02 Rw 01, Gumpang Village, Kartasura District, Sukoharjo Regency, starting from December 2023 until the completion of the research. Researchers are actively involved in collecting data through observation, interviews and documentation studies.

The main subject of this research is the Tahfidz teacher at MTsTQ Al Rasyid, while informants include Mudir, Madrasah Head, Head of Ketahfizhan, Tahfidz teachers, and students. Data collection techniques include observations made on the tahfidz teacher and three students to understand the implementation steps in tahfidz learning, as well as identifying obstacles that arise during the teaching and learning process and the solutions applied. In-depth interviews were conducted with the Head of the Madrasah to understand the background to the founding of MTsTQ Al Rasyid, organizational structure and infrastructure, as well as with the Head of Ketahfizhan and the tahfidz teacher regarding the implementation of the tahfidz program. Meanwhile, documentation was carried out to collect data from various archives such as a guide for students memorizing the Qur'an, a copy of the Qur'an, a guide to the science of recitation, attendance of students, and memorization notes.

To ensure the validity of the data, researchers used source triangulation techniques, which combine data from several different sources to verify its credibility. The data analysis process was carried out systematically using a qualitative descriptive method, which aims to provide a detailed and comprehensive picture of the implementation of the tahfidz program at MTsTQ Al Rasyid.

## Result and Discussion

## Result

The implementation of the tahfidz al-Qur'an program at Madrasah Tsanawiyah Tahfidzul Qur'an (MTs TQ) Al Rasyid in Kartasura has shown significant success in preparing students to memorize and understand the Al-Qur'an well. This research highlights the various aspects that make up a tahfidz program, from selecting students based on memorization ability and interest, to planning material and organizing learning.

The initial step in implementing this program is strict selection of students who demonstrate talent and interest in memorizing the Qur'an since their initial acceptance at MTs TQ Al Rasyid. Each student is tested for their ability to read, write, and memorize the Qur'an, with strict criteria for acceptance into the tahfidz program. These criteria include good ability to read and write the Al-Qur'an, having memorized initial 1-5 juz, as well as behaving well and politely.

After selection, the next step is to determine the material that will be taught to students. The assigned material varies depending on grade level. For example, in class VII, students are asked to memorize 5 juz starting from juz 30 to juz 1. Meanwhile in classes VIII and IX, students will memorize 10 and 15 juz respectively. This material is set as a minimum target that must be achieved by students, with adjustments if students are able to exceed this target.

Facilities and learning facilities are also carefully prepared. MTs TQ Al Rasyid provides special spaces such as mosques, ceremonial rooms and memorization gazebos as the main places for tahfidz activities. Apart from that, the school also provides copies of the Qur'an for students who forget to bring them, as well as a grade recap application to monitor student progress periodically. A memorization notebook is also given to each student to record their memorization progress.

Quality supervising teachers are the key to the success of this tahfidz program. All teachers at MTs TQ Al Rasyid are hafizh/hafizhah who have a background in the Al-Qur'an tahfidz Islamic boarding school. They are responsible for leading memorization groups, adjusting learning methods based on each student's abilities.

Tahfidz learning is arranged in a structured schedule which is an integral part of the school curriculum. Every day, students undergo a morning tahfidz session at the mosque, followed

by local content subjects in the hall in the morning. Evaluations are carried out periodically to measure students' attendance, tahsin abilities, and achievement of their memorization targets. This evaluation involves the tahfiz coordinator and supervising teacher to assess the effectiveness of learning and identify areas that require improvement.

The tahfiz program at MTs TQ Al Rasyid also integrates extracurricular activities such as halaqoh tahfiz, tahfiz quarantine, and rihlah ma'al-Qur'an to strengthen formal learning in the classroom. The graduation ceremony held for class nine showcased the students' achievements in memorizing the Qur'an by following a format similar to the Hafidz Indonesia television program.

In implementing the tahfidz al-Qur'an program at Madrasah Tsanawiyah Tahfidzul Qur'an (MTs TQ) Al Rasyid, there are supporting and inhibiting factors that influence its success. One of the main supporting factors is the full support of the school itself, which dedicates its vision and mission to producing a generation of skilled Qur'an scholars. This program is realized through various activities such as MHQ competitions and halaqoh tahfidz, which are an integral part of the process of learning to memorize the Qur'an.

However, it cannot be ignored that there are also inhibiting factors that need to be overcome. One of them is the challenge faced by students who have previously studied tahsin in other places with methods that may not be in accordance with correct tahsin principles. This makes it difficult for tahfidz teachers to correct incorrect habits of reading the Qur'an. The role of the dormitory ustadz is also crucial in supporting the success of this program outside school hours, however good cooperation between the school and the dormitory ustadz needs to be improved to ensure the continuity and quality of the tahfidz program.

## **Discuss**

Research on the implementation of the tahfiz al-Qur'an program at Madrasah Tsanawiyah Tahfidzul Qur'an (MTs TQ) Al Rasyid Kartasura provides an in-depth picture of how the program was planned and implemented. The research was conducted between 9 October and 4 November 2023 using observation, documentation and structured interviews with various parties such as the head of the madrasah,

head of the tahfiz department and students. The research results show that the implementation of the tahfiz program at MTs TQ Al Rasyid involves careful planning stages and concrete steps to ensure the success of the program.

The initial stages of implementing the tahfiz program begin with selecting students' interests and talents from the stage of accepting new students. This selection aims to ensure that accepted students have good basic skills in reading and writing the Qur'an and have memorized at least one to five juz, accompanied by good, polite and courteous behavior. This selection process shows that MTs TQ Al Rasyid is very selective in accepting students to ensure their success in participating in the tahfiz program.

Next, the school determines the memorization material that will be taught to students based on their respective classes (Ilham et al., 2022: p. 86-98). This memorization material is adapted to students' abilities, with specific targets such as memorizing five juz for class VII, ten juz for class VIII, and fifteen juz for class IX. The school also provides a special place for tahfiz activities, including a mosque room, a ceremonial room in the hall for female students, and a memorization gazebo that facilitates students in their memorization process.

Other supports are the provision of Al-Qur'an Mushafs in mosques and school libraries to anticipate students who forget to bring their own Mushafs, as well as the creation of memorization notebooks that are updated every school year. Apart from that, tahfiz teachers are equipped with a grade recap application to monitor students' memorization progress more efficiently (Suharyat et al., 2022: p. 82-92).

However, during its implementation, the tahfiz program at MTs TQ Al Rasyid also faced several challenges. One of them is the quality of previous learning of the Qur'an which varies among students, which affects their ability to participate in tahfiz learning at school. Another obstacle is the lack of support from the dormitory guidance counselor for the tahfiz program, which can affect the consistency and effectiveness of guidance outside school hours.

## **Conclusion**

1. Implementation of the Tahfiz Program

MTs TQ Al Rasyid has succeeded in creating a learning environment that is conducive to learning tahfizh al-Qur'an, with support from competent teachers, adequate facilities, and a personalized learning approach. Continuous evaluation ensures that each student can achieve their memorization targets well. This tahfizh program not only helps students memorize the Qur'an but also provides valuable provisions for their future. With careful preparation and detailed implementation steps, MTs TQ Al Rasyid was able to create an effective and efficient tahfizh al-Qur'an program, providing a positive impact on students' spiritual and academic development. This research shows the importance of structured planning and implementation in creating successful educational programs.

## 2. Inhibiting and Supporting Factors

The successful implementation of the tahfizh al-Qur'an program at MTs TQ Al Rasyid

was greatly influenced by a combination of strong supporting factors, including full support from the school, halaqoh tahfizh activities, and a well-structured tahfizh camp. However, challenges stemming from the quality of previous Qur'an learning and a lack of cooperation from the dormitory chaplains indicate that this program requires a holistic and collaborative approach. Despite facing various obstacles, with careful planning, effective implementation, and continuous evaluation, MTs TQ Al Rasyid has demonstrated the ability to create a conducive learning environment and support the achievement of students' targets for memorizing the Qur'an. By paying attention to and overcoming inhibiting factors, as well as maximizing supporting factors, the tahfizh al-Qur'an program at MTs TQ Al Rasyid can continue to develop and provide great benefits for students' spiritual and academic development.

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### Curriculum Vitae

Jamaludin Al Hussein is the name of the author of this thesis. The author was born to H. Kasimin, M.Pd. and Mrs. Hj. Rahayu is the second child of 3 siblings. The author was born in Sukoharjo on April 15 1994. The author's address is Wirocanan Village, RT03/RW04 Kertonatan Village, Kartasura District, Sukoharjo Regency, Central Java Province.

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started formal education at Ta'mirul Islam Surakarta (2001-2007), SMP Al Islam 1 Surakarta (2007-2010), MA Tahfizhul Qur'an Iys Karima (2010-2014). After completing upper secondary education, the author continued his undergraduate education (S1) in the Islamic Religious Education Study Program, Tarbiyah Faculty, Mamba'ul Ulum Islamic Institute, Surakarta (2018-2023). With perseverance, high motivation to continue learning, trying and praying to complete Bachelor's Degree (S1) education, the author succeeded in completing the study program he was pursuing in 2024, with the thesis title "Implementation of the Tahfizh Program at Madrasah Tsanawiyah Tahfizhul Qur'an Al Rasyid Kartasura by the Library at the Mamba'ul Ulum Islamic Institute Library, Surakarta." We hope that by writing this final thesis assignment we will be able to make a positive contribution to the world of education and add to the treasures of knowledge and be useful and helpful to others.