

Improving the Ability to Memorize the Qur'an Through the Tahfidz Program

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ARTICLE INFO

Keywords:

Tahfidz Program; The ability to memorize the Qur'an; Islamic Education

Article history:

Received 2025-08-14

Revised 2025-10-12

Accepted 2026-01-21

ABSTRACT

The Tahfidz Al-Qur'an program is one of the school's strategic efforts to improve the ability to memorize the Qur'an while instilling religious values in students. This study aims to describe the implementation of the Tahfidz program and its impact on improving the ability to memorize the Qur'an of students at Al Islam Kartasura Junior High School, Sukoharjo Regency. This study uses a qualitative descriptive approach with data collection techniques in the form of observation, interviews, and documentation. Data analysis is carried out through the stages of data reduction, data presentation, and conclusion drawn, while the validity of the data is obtained through triangulation techniques. The results of the study show that the Tahfidz program is carried out in a structured manner through the deposit and muroja'ah methods with a target of memorization of at least three lines per meeting and one juz every year. This program has been proven to be able to improve students' Qur'an memorization skills, although they are still faced with the constraints of differences in basic Qur'an reading skills and lack of parental support. Efforts made by the school to overcome these obstacles include intensive mentoring by Tahfidz teachers, the application of methods adapted to the student's conditions, and cooperation with parents to support the success of the program.

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INTRODUCTION

Tahfidz learning is one of the approaches to strengthening character education that focuses on the development of students' morals and spirituality so that they grow into disciplined, diligent, and noble individuals. The tahfidz program plays an important role in shaping the Qur'anic generation, who not only memorize the Qur'an but also live and practice its teachings in their daily activities (Saiful, 2021). In addition, tahfidz activities can improve students' ability to memorize the verses of the Qur'an and foster religious awareness and love for the Islamic teachings contained in it. With this, the tahfidz program is a strategic step in building a generation that has a Qur'anic spirit and is committed to Islamic values (Azizah et al., 2024).

Various Islamic educational institutions prioritize learning the Qur'an through the tahfidz program. These programs are not only complementary activities, but have become an important part of the Islamic education system. These institutions seek to integrate memorization programs into their curriculum as a means of building morals and discipline (Hidayat, Syafii, Agustian, & Alam, 2023). This effort can be seen from the preparation of a regular memorization schedule, the existence of routine muroja'ah activities, and intensive assistance from supervisors who are competent in the

field of tahfidz. In addition, most Islamic schools such as Al Islam Kartasura Junior High School have now made tahfidz a flagship program supported by structured management from the planning, implementation, to evaluation of student memorization results. This proves that Islamic educational institutions respond seriously to the moral and spiritual challenges of the younger generation through the development of tahfidz Al-Qur'an, as an effort to produce students who are not only academically intelligent but also strong in the values of faith and morals.

The tahfidz program has received a positive response from parents and the community because of its positive impact on students. The program can also develop the character of the Qur'an through the habit of studying and memorizing the Qur'an, which will naturally form such character in the students (From Bambang Triawan, 2022). Because it has various advantages and privileges, the Tahfidz Qur'an Program is now widely found in various regions of Indonesia (Hartono Syaeful, Nasrullah M. Mukhlis Nasrullah, 2024). Therefore, it is very clear that when the program of memorizing the Qur'an in schools, it can improve the quality of student memorization, because students learn to learn the Qur'an.

Al Islam Kartasura Junior High School is a school that also implements the Tahfidz program to support the potential of students. The implementation process is every day except Saturday, because the program is only applied to grades 7 and 9, then for the morning hours of the 9th grade schedule, the final hour for 7th grade, with the target of each meeting to deposit at least 3 lines. Students focus on memorization using the deposit and muroja'ah method, which every month a tahfidz exam is held on Saturday with a minimum of 5 pages of memorization as a form of memorization test and every juz increase is held an exam. The memorization target for each year is at least 1 juz, so in 3 years participating in the tahfidz program you can get 3 juz memorization starting from 30, 29, 28 juz. (Azra, 2002) However, students at Al Islam Kartasura Junior High School are not all basic graduates from MI, but there are also State Elementary School graduates who have never been introduced to memorizing the Qur'an or often called Tahfidz and these students are new to Iqro', so this is one of the obstacles to implementing the tahfidz program at Al Islam Kartasura Junior High School.

From the process of implementing the tahfidz program, it is necessary to improve the ability to memorize the Qur'an. Improving the ability to memorize the Qur'an is a process to improve students' ability to absorb, remember, and maintain the memorization of Qur'anic verses (Haliza Mey Nur, Inayati Nurul Latifatul, 2022) so that it can be recited properly without looking at the mushaf. The success of improving memorization skills is inseparable from two main factors, namely internal and external factors. Internal factors consist of psychological conditions or mental health (Nur Fazrah Hasibuan, Handayani, & Islam, 2025), sincere intentions and interests, as well as memorization ability or memory skills greatly determine the success of memorization (Dzulkifli, Abdul Rahman, Badhier Badi, & Hussain Solihu, 2016). Meanwhile, external factors include a conducive learning environment (Nafi'ah & Zaini, 2024b), support from parents and teachers, adequate facilities, appropriate memorization methods (Busra Febriyarni & Iswanto, 2022), structured tahfidz management (Busra Febriyarni & Iswanto, 2022), facilities and infrastructure, as well as teachers' competence in mastering the reading of the Qur'an and tajweed (Nur Fazrah Hasibuan et al., 2025) play a very important role in supporting the smooth and successful process of memorizing the Qur'an so that the achievement of memorization can be achieved optimally.

Several previous studies have shown that the Tahfidz Al-Qur'an program has an important role in improving students' memorization skills. Komarodin's research revealed that the application of the *Tashili* which is carried out in a structured manner with the support of facilities, planning, and parental involvement can help students achieve or exceed memorization targets, although there are still obstacles to student motivation (Komarodin, 2023). Meanwhile, research by Mey Nur Haliza et al. shows that the application of the Tilawah, Tahfidz, and Muroja'ah (TTM) program with the *at-tartil*, *Talaqqi*, and *Scarlet Witch* at the junior high school level is effective in improving students'

reading and memorization of the Qur'an, but still faces obstacles such as discipline, time management, and lack of memorization repetition (Haliza Mey Nur, Inayati Nurul Latifatul, 2022). Based on the observations that have been made, the researcher chose the title Improving the ability to memorize the Qur'an through the tahfidz program at Al Islam Kartasura Junior High School which aims to describe the implementation of the Tahfidz Program implemented in the school as well as the results of the tahfidz program that can improve students' memorization skills. The urgency of this research lies in the need for Islamic-based junior high schools to have a Tahfidz program model that is not only oriented to memorization targets, but also able to accommodate differences in students' initial abilities and limited family environmental support. In practice, many Tahfidz programs in schools have not been fully managed in an adaptive and structured manner, so that students' memorization achievement has not been optimal and has the potential to cause a gap in abilities between students. Therefore, this research is important as an evaluative effort for the implementation of the Tahfidz program in formal schools.

The novelty of this research lies in the in-depth disclosure of the implementation of the Tahfidz program at the junior high school level which is optional, with a focus on strategies to improve memorization skills through a combination of deposit methods, muroja'ah, and the development of new methods that are tailored to the psychological conditions and initial abilities of students. This research also highlights the role of teacher mentoring and parental involvement as key factors for the success of the Tahfidz program in the context of junior high school. Thus, this research is expected to make a practical contribution to the management of the Tahfidz program in schools and enrich the empirical study of the learning of Tahfidz Al-Qur'an in formal educational institutions.

METHODS

This research is a field research (*field research*) (Isnawati Nani, 2024) by using a qualitative descriptive approach (Luthfi Alqori, 2022) which was held at Al Islam Kartasura Junior High School. The research data sources consist of primary data obtained through the interview process with research informants Guru Tahfidz, Vice Principal for Student Affairs, and Principals, as well as secondary data in the form of relevant books and journals. Data collection techniques include observation, which is a method of data collection by observing and recording phenomena or symptoms in the research object in a structured manner, the record contains facts that are seen and heard by the researcher, interviews, which are the process of questioning and answering to the source directly to obtain data. According to Lexy J. Moleong, interviews serve as a means of interaction to achieve certain goals (Yuhana, 2019), and documentation, which is a collection of information that can take various forms, such as images and photographs (Isnawati Nani, 2024). Data analysis was carried out by applying the Miles and Huberman model through the stages of data reduction, data presentation, and withdrawal Conclusion (Ayu Sarita Ajeng, 2022), while the validity of the data is maintained through technical triangulation. (Scott, 2021)

FINDINGS AND DISCUSSION

1. History of Al Islam Kartasura Junior High School

Al Islam Kartasura Junior High School was established and began operating in 1970, the school has the status of a Foundation, with the name of the Al Islam Kartasura Branch Educational Foundation, with the last accreditation level A. Al Islam Kartasura Junior High School is located at Jalan Jend. Sudirman Kartasura Postal Code 57167 Sukoharjo. Vision, Mission, and Goals of the school are VISION: The upholding of monotheism to achieve happiness in life in this world and in the hereafter based on the Qur'an and As-Sunnah, as well as with a science and technology perspective, MISSION: Practicing and upholding Islamic teachings based on the Qur'an and As-Sunnah in all life, in accordance with the theoretical study that improving memorization ability

is a process that has the purpose of improving students' proficiency in the process of absorbing and remembering the verses of the Qur'an, So the tahfidz program is a form of implementing the visions and missions of Al-Islam Kartasura Junior High School. OBJECTIVES: 1. Forming people who believe and fear Allah 2. Develop responsible intellectual, intellect, thinking, and reasoning abilities 3. Building a civilized and moral social life on the basis of brotherhood and friendship so that it becomes a blessing for the whole world (rahmatan lil 'alamin) Documentation, "Archives of SMP Al Islam Kartasura," April 28, 2025..

2. Improvement of the tahfidz program at Al Islam Kartasura Junior High School

The implementation of the Tahfidz Program at Al Islam Kartasura Junior High School aims to support the potential of students in memorizing the Qur'an. The program was first proposed by the Principal and the process of implementing the tahfidz program began in 2021 until now Interview, "Principal," April 28, 2025 at Al Islam Kartasura Junior High School. (Komarodin, 2023) For the implementation process, the program takes place every day except Saturday, because the program is only applied to grades 7 and 9, then for the morning hours of the 9th grade schedule, the final hour for the 7th grade, the program applies only to grades 7 and 9 because the program is optional, so at that time there is 1 batch that does not choose the tahfidz program, namely grade 8, So the need for intention and interest, that before students choose a program, they should have a strong intention and interest in their hearts to participate in the program, so that there is no coercion in students, with which the program can be followed properly and easily. (Hidayat et al., 2023)

With the target of tahfidz at each meeting depositing at least 3 lines, which are adjusted to the memory ability of each student, considering the differences in abilities in each student, some have already memorized/just repeated, some are really memorizing for the first time. Students focus on memorizing the Qur'an, there apply the deposit method and muroja'ah, deposits are made directly with the tahfidz teacher or can be done with other friends, namely by listening to each other, and muroja'ah is done before depositing to the tahfidz teacher so that they are better prepared and intend to repeat the verses or letters that have been memorized before (Observation, 2025), for this reason, memorization methods need to be considered so that the process of memorizing students becomes easier, for example, with the application of the muroja'ah method and deposit can make it easier for students in the memorization process because the muroja'ah and deposit methods are among the methods that are widely applied in various schools. (Saiful, 2021)

Every month a tahfidz exam is held, which coincides on Saturday with students memorizing at least 5 pages as a form of memorization test and at each juz increase an exam is also held, the exam is held to see the extent of students' memorization ability after the memorization process takes place every week, which is in accordance with the study of the theory of memorization ability that students are not only able to remember verses of the Qur'an but can reread without seeing The Qur'an is everywhere and anytime. The target of student memorization per year is to be able to memorize at least 1 juz, so in 3 years of participating in the tahfidz program, it is hoped that students can get 3 juz memorization starting from juz 30, 29, 28. (Dzulkifli et al., 2016) With the implementation of the tahfidz program that runs smoothly according to the plan and of course this program is able to bring a positive impact on students, also of course the school can look superior and dare to compete with other schools because the program can add to the attractiveness of the surrounding community Interview, "Guru Tahfidz," April 21, 2025 at Al Islam Kartasura Junior High School.

From the implementation of the tahfidz program, graduates who take part in the tahfidz program have not had the maximum results, so a strategy is needed for tahfidz teachers as a form of improving the tahfidz program at Al Islam Kartasura Junior High School. (Slameto, 2015) The tahfidz teacher should be able to know one by one the psychological condition of the students, so

that before the start of the memorization process the teacher already knows that the student is easy to memorize or needs a little extra assistance in the memorization process, because of course each student has a different psychological condition, so as the teacher needs to know this and immediately be given a solution that suits his condition. (Haliza & Inayati, 2022) Currently, Al Islam Kartasura Junior High School has begun to implement a new tahfidz method, namely the 'Ali bersanad method, as a form of strategy to improve the tahfidz program there, which previously applied the deposit and muroja'ah method. This method is expected to be able to present a pleasant and easy impression for students, with which the memorization process can run according to the target. Because 'Ali's method has the advantage of provides a way to learn to read the Qur'an that is designed simply, also certainly fun so that it is very helpful for students in reading the Qur'an properly and correctly. (Febriyarni & Iswanto, 2022) With this method, students can also immediately practice reading the Qur'an correctly without having to learn the theory about tajweed in detail beforehand (Fajar Shodiqin & Fatimah, 2023).

The tahfidz program is usually held 5 times a week, except on Saturdays. In 1 meeting, the tahfidz program was carried out for 2 hours of lessons, which were divided into two sessions, namely morning classes and afternoon classes. Interview, "Deputy Head of Student Affairs," December 3, 2025 at Al Islam Kartasura Junior High School. (Triawan, 2022) With the implementation of new methods and increasing hours in the process of implementing the tahfidz program, the school hopes that students can participate happily, comfortably, and be able to achieve the targets that the teacher has given, so that the tahfidz program is able to improve students' memorization skills and become an attraction for the community to enroll their children in Al Islam Kartasura Junior High School. (Azizah et al., 2024) Several improvement strategies that have been implemented are expected to be able to improve the memorization ability of students who participate in the tahfidz program by providing convenience, the right method, structured management, adequate facilities, tahfidz teachers who master tajweed and makharijul letters, as well as motivation as a form of encouragement in the memorization process to produce graduates of the tahfidz program who are maximum and meet the target and can certainly increase interest for candidates students to register themselves at Al Islam Kartasura Junior High School, based on the results of the tahfidz program that has been shown to the surrounding community. (Miles & Huberman, 2014) This can be seen that there are several internal factors in the implementation of the tahfidz program at Al Islam Kartasura Junior High School including, factors from teachers, learning methods used, facilities, facilities and infrastructure, parental support, and implementation management, some of these factors certainly need to be applied and adjusted to how the tahfidz program implementation process is carried out there, because if it is not in accordance with the implementation process, it will be Impact on students' memorization targets cannot be achieved and can cause obstacles in the memorization process. (N F Hasibuan & Handayani, 2025)

3. Obstacles and Solutions in the Implementation of the Tahfidz Program

The process of implementing the tahfidz program at Al Islam Kartasura Junior High School has several obstacles and solutions, including:

- a. Not all students graduate from Madrasah Ibtidaiyah or have memorized skills
Students who come from Madrasah Ibtidaiyah have a high probability of having memorized the Qur'an, only there are still few, but students who really come from graduates other than Madrasah Ibtidaiyah are most likely not proficient in reading the Qur'an, because that is why the origin of student graduates is one of the factors hindering the implementation of the tahfidz program. (Moleong, 2019) The solution that can be taken is to slowly teach the students how to read the Qur'an correctly, then students are guided to slowly memorize short letters, if they are used to it, it will be easier for students to memorize it. This can be seen that the ability to memorize is an internal factor of students, there are students who already have the ability to memorize from the previous school/Madrasah Ibtidaiyah which certainly makes the

memorization process easier, but there are students who are indeed following the process of memorizing the Qur'an for the first time, therefore professional teachers are also needed to accompany students, namely teachers who master tajwid and makharijul letters and the teacher can adjust the right method used in the memorization process according to the condition of the student. (Shodiqin & Fatimah, 2023)

b. Students for the first time to get to know iqro'

At Al Islam Kartasura Junior High School, there are students who are getting to know iqro' for the first time from the beginning, this is also an obstacle to running the tahfidz program. One of the solutions that tahfidz teachers can do is to teach iqro' to the student from the beginning until the iqro' is finished, after which they are directed to enter the juz amma or short letter to get to know the Qur'an a little, then help to memorize it little by little. (Nafi'ah & Zaini, 2024a) For this reason, teacher assistance is very necessary, because teachers play a big role in the memorization process, besides that teachers should be able to apply methods that are interesting to students, so that students who are new to iqro' or the Qur'an become more enthusiastic about learning and have a great enthusiasm to be able to achieve the targets given by the school, with that students who are a little behind can catch up and memorization targets can be achieved. (Hartono & Nasrullah, 2024)

c. Parents lack support

Some parents of each student do not fully accompany their children when the process of memorizing the Qur'an takes place, many parents submit everything related to their children's tahfidz to school, this is one of the factors that hinder the implementation of the tahfidz program at Al Islam Kartasura Junior High School. Interview, "Guru Tahfidz," April 21, 2025 at Al Islam Kartasura Junior High School. (Isnawati, 2024) Support from parents/families is very necessary for students, in accordance with the theory of support can provide encouragement and motivation to students to carry out the tahfidz program, because if the student's family experiences *broken home* or *bullying* From the surrounding environment, this will make students stressed and depressed, so that it greatly hinders the process of memorizing. The solution that schools can take is to hold a meeting every month as a form of program evaluation by inviting all parents whose children participate in the tahfidz program, so that parents know where their children's development is. (Luthfi & Wahyuni, 2022) With this solution, it is hoped that each parent of the student will be more enthusiastic to accompany, guide, and direct their children in the process of memorizing at home, because it can provide maximum results for students in the process of memorizing the Qur'an. For this reason, management is very necessary in the process of implementing the tahfidz program, so that starting from planning to evaluation can be well structured, planning as a form of preparation before the program takes place, evaluation as a form of improvement after the program takes place, both have a good impact on the implementation of the tahfidz program.

CONCLUSION

The Tahfidz Al-Qur'an program at Al Islam Kartasura Junior High School is the school's effort to improve the ability to memorize the Qur'an as well as form the Islamic character of students. The findings of the study show that the implementation of the Tahfidz program using the deposit method, muroja'ah, and the development of the Ali bersanad method is able to gradually improve students' memorization skills. This increase can be seen from the consistency of students in depositing memorization, the habit of doing muroja'ah, and the achievement of memorization targets according to school regulations. However, this study also found several obstacles, namely differences in basic Qur'an reading skills between students, the existence of students who are new to iqro', and the lack of parental support, which affects the optimization of memorization results.

As a follow-up, the school provides intensive assistance by competent tahfidz teachers, adjustments to learning methods according to the psychological conditions and initial abilities of students, and strengthens cooperation with parents through routine evaluations. Further research is recommended to examine the effectiveness of the Ali bersanad method in more depth and compare

it with other tahfidz methods, as well as examine the influence of parental involvement on students' memorization success quantitatively. Thus, the development of the Tahfidz program in formal schools is expected to be more adaptive, structured, and sustainable.

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