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The Role of Tahfidz Teachers in Improving the Quality of Qur'an Memorization Among Students at Huffadz Qur'an School Taman Sari Persada

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Abstract

This study is motivated by the growing demand for quality Qur'an memorization (tahfidz) education, despite the persistent challenges of low memorization retention and student motivation at Sekolah Huffadz Qur'an Taman Sari Persada. The aim of this research is to explore the role of tahfidz teachers in improving the quality of students' Qur'an memorization. A qualitative approach with a case study design was employed. Data were collected through observation, interviews, and documentation. The findings indicate that tahfidz teachers serve as motivators, guides, innovators, and evaluators. The applied methods include talaqqi, wahdah, kitabah, sima'i, tashih, and muroja'ah, all tailored to the students' individual characteristics. The quality of memorization improved with personal mentoring and consistent instruction. Students expressed positive perceptions of their tahfidz teachers, especially regarding discipline and role-modeling. The study concludes that the effectiveness of tahfidz teachers depends on their ability to adapt teaching strategies and collaborate with parents. Recommendations include enhancing teacher competencies, implementing more flexible halaqah schedules, and providing supportive learning facilities. This study is expected to serve as a reference for educational institutions and future researchers in developing effective and contextual tahfidz strategies in the modern era.

Keywords: Tahfidz Teacher, Qur'an Memorization, Teaching Methods, Learning Motivation.

INTRODUCTION

The effort to form a Qur'anic generation that is not only able to read, but also memorize the Qur'an properly and correctly, is an integral part of the main goal of Islamic education. This does not only emphasize technical skills in reciting holy verses, but also includes aspects of strengthening spirituality, discipline, and the formation of Islamic character. Taman Sari Persada Huffadz Qur'an School is present as one of the educational institutions that specifically focuses on the mission of producing a generation of memorizers of the Qur'an. However, in its implementation, there are still a number of challenges faced. Based on observations in the field, around 30% of students have difficulty in maintaining the quality of memorization, especially in terms of pronunciation that is not yet correct, weak muroja'ah routines (memorization repetition), and unstable memory. These problems have an impact on the sustainability of the tahfidz process and are a challenge for tahfidz teachers in carrying out their roles optimally.

This phenomenon indicates that success in memorizing the Qur'an does not solely depend on the individual abilities of students, but is largely determined by the active role, pedagogical approach, and learning strategies applied by teachers. In this context, tahfidz teachers are required to play a broader role, not only as a material deliverer, but also as an inspiring spiritual motivator, a moral guide who educates by example, and an innovator who is able to develop creative and varied learning methods. However, a number of teachers are still found to face obstacles in adjusting their approach to the diversity of student characteristics. Several inhibiting factors that arise include limited time for halaqah, even though intensity and continuity are very important in memorizing, and the minimal variation in teaching methods used, which has the potential to cause boredom and decrease student motivation. Therefore, serious and ongoing efforts are needed to strengthen the capacity of tahfidz teachers through training, method development, and closer collaboration between teachers, students, and the family environment.

Research by S. Fitriani and A. Rahman, "The Impact of Using Digital Media on Students' Learning Concentration in Al-Qur'an Memorization Education," *Journal of Islamic Education* 12, no. 2, revealed that the development of digital technology brings significant challenges in learning to memorize the Qur'an. Excessive exposure to digital media such as gadgets, social media, and entertainment content causes a decrease in students' concentration and motivation to memorize the Qur'an. This has an impact on decreasing students' focus, consistency, and enthusiasm in undergoing the tahfidz process which ideally requires calm and a stable routine. In addition, obstacles such as the lack of creativity of educators and internet signal interference also exacerbate this problem. To overcome this, teachers are advised to increase self-motivation, take training, develop creativity in learning, and apply good time management so that tahfidz learning remains effective in the digital era.¹ Al-Khatib Dalam, "Implementation of teacher certification in building Islamic educational institutions," *Tawazun: Journal of Islamic Education* 15, no. 1 (2022): 109–16., explained that in reality teachers are basic and crucial human resources in teaching and learning activities, likewise the professionalism of a teacher can also be a reflection of the quality of an educational institution.² And a number of previous studies

¹ Fitriani, S., and A. Rahman. 2021. "The Impact of Using Digital Media on Students' Learning Concentration in Al-Qur'an Memorization Education." *Journal of Islamic Education* 12 (2): 145–60

² Al-Khatib, I. 2022. "Implementation of teacher certification in building Islamic educational institutions." *Tawazun: Journal of Islamic Education* 15 (1): 109–16.

have discussed the role of teachers in education, especially in the field of memorizing the Qur'an. M.A. Khafidz, *The role of teachers as motivators in tahfidz learning* (Qurrota A'yun Islamic Boarding School, 2021).³, for example, emphasizes the motivational factor of students in the memorization process, while Lu'luatul Mamtuhah, *Teacher methods and adaptations in the tahfidz program*.⁴, explores the tahfidz learning methods applied in formal madrasah environments. Although these studies provide important contributions, most of them are still partial and have not fully touched on the relationship between several key aspects, such as the role of teachers, learning strategies, students' internal motivation, and their impact on the quality of Qur'an memorization. Moreover, this kind of study is still very limited in non-formal tahfidz institutions that have different dynamics from formal education, as seen in the Taman Sari Persada Huffadz Qur'an School.

It is in this context that this research takes a strategic position to fill the gap (*research gap*) that exist. This study attempts to present a more integrative and contextual approach, taking into account the interaction between teachers and students, the diversity of teaching methods, and the challenges that arise in the digital era. The goal is to gain a more complete understanding of the factors that influence the success of memorizing the Qur'an, while also providing relevant recommendations for the development of tahfidz education in similar institutions.

The status of this research is not to correct previous studies, but rather to enrich and support the development of tahfidz education science by providing a more applicable approach. The novelty of this research lies in its focus on examining the role of tahfidz teachers in improving the quality of memorization through various methodological approaches, student perceptions, and challenges and potentials faced in non-formal education environments.

Thus, this study aims to explore the role of tahfidz teachers in improving the quality of memorization of the Al-Qur'an of students at the Huffadz Qur'an School Taman Sari Persada, both in terms of teaching methods, weaknesses and strengths of the methods used and students' perceptions of the role of tahfidz teachers. The results of this study are expected to provide theoretical contributions in the development of tahfidz education models and practically can be a reference for teachers and institutions in designing effective, inspiring, and adaptive learning strategies to the needs of students in the modern era.

RESEARCH METHODS

This study uses a qualitative research method with a case study design. This approach was chosen because it is able to describe and understand in depth the phenomena that occur in the field, especially related to the role of tahfidz teachers in improving the quality of memorization of the Al-Qur'an of students at the Huffadz Qur'an Taman Sari Persada School. According to Sugiyono, *Quantitative, Qualitative and R&D Research Methods*. (CV. Alfabeta, 2024)., Qualitative research methods are used to examine objects in natural conditions, where researchers act as key instruments. The data collection process is carried out triangulating (through observation, interviews, and documentation), while data analysis is inductive and emphasizes the meaning of the findings rather than the

³ Khafidz, M.A. 2021. *The role of teachers as motivators in tahfidz learning*. Qurrota A'yun Islamic Boarding School

⁴ Mamtuhah, Lu'luatul. 2021. *Teacher methods and adaptations in the tahfidz program*. Journal of Islamic Education.

generalization aspect. This allows researchers to capture the dynamics of the teacher's role as a whole in the context of tahfidz learning in non-formal institutions.⁵

This view is reinforced by A. Anggito and Evi D., *Qualitative Research Methodology* in the book *Qualitative Research Methods*, which states that qualitative methods aim to interpret various social phenomena through the use of various data collection techniques that enable researchers to explore participants' meanings, experiences, and perspectives in depth.⁶ In the context of this study, the approach provides space to explore various dimensions of the role of the tahfidz teacher, including learning strategies, the strengths and weaknesses of the methods used, and how students interpret the role of the teacher in the process of memorizing the Qur'an. The case study design was chosen because it provides a special focus on one real and limited context, namely the Taman Sari Persada Huffadz Qur'an School. According to Creswell, as quoted in the *Research Method* written by Muhyani, *Research Methodology Easy Ways to Conduct Research* (Bogor: UIKA Press, 2019), through his book *Research Methods: Easy Ways to Conduct Research*, case study is one form of design in qualitative research that not only becomes an analytical framework, but also produces contextual and in-depth findings. Case studies allow researchers to investigate an issue or problem in detail within the boundaries of a particular social system that is clear, and provide a comprehensive understanding of the reality being studied.⁷ Thus, this approach is considered the most appropriate to describe in detail the contribution of tahfidz teachers to improving the quality of Al-Qur'an memorization in non-formal tahfidz institutions, which have their own characteristics and challenges.

RESULTS AND DISCUSSION

The role and position of tahfidz teachers in everyday life is very important because they are part of a wider social system. Zulfah Uswatun Khoiriyah, "The Role of Tahfidz Teachers in Improving the Quality of Al-Qur'an Memorization of Students at the Tathmainul Qulub Sendangdalem Padureso Kebumen Tahfidz Islamic Boarding School", stated that the task of a tahfidz teacher is not only limited to personal work, but also involves relationships with others and responsibility to society. In carrying out their duties, tahfidz teachers have social rights and obligations, including educating and guiding students to become good and responsible individuals.⁸ Al-Ghazali's view also supports this, where he stated that teachers are a profession that is greatly needed by society. Teachers have a big task to shape the attitudes and mindsets of their students so that they become individuals who believe and fear Allah SWT. According to Al-Ghazali, becoming a teacher is a very noble life choice. Therefore, a teacher must maintain his attitude, carry out his duties well, and continue to learn and improve his abilities..⁹

⁵ 2024. *Quantitative, Qualitative and R&D Research Methods*. resume Alphabetical.

⁶ Anggito, A., and Evi D. 2018. *Qualitative Research Methodology*. Yogyakarta: CV. Jejak Lestari.

⁷ Muhyani. 2019. *Research Methodology Easy Ways to Conduct Research*. Bogor: UIKA Press

⁸ Khoiriyah, Zulfah Uswatun. 2023. "The Role of Tahfidz Teachers in Improving the Quality of Al-Qur'an Memorization of Students at the Tathmainul Qulub Sendangdalem Padureso Kebumen Tahfidz Islamic Boarding School." PhD Thesis, IAINU Kebumen. <https://eprints.iainu-kebumen.ac.id/id/eprint/911/>.

⁹ Z. Widad and M. Syauqillah, "The ideal teacher concept of Al-Ghazali's perspective in Kitab Ihya' Ulumuddin," *Journal of Islamic Education* 4, no. 2 (2023): 100–101

In learning to memorize the Qur'an, the role of the teacher greatly determines the quality of the memorization of students. Tahfidz teachers not only teach memorization, but also accompany and provide motivation so that students can memorize well and correctly. The quality of memorization of the Qur'an can be seen from the extent to which someone is able to read the Qur'an fluently, without mistakes, and in accordance with the correct rules of tajwid. Improving the quality of memorization means trying to keep the memorization strong in the memory, as well as reading it correctly in terms of pronunciation, tajwid, and makhraj letters.¹⁰ Therefore, tahfidz teachers have an important role in ensuring that the memorization process runs well and produces maximum results, both in terms of reading techniques and religious values.

The Role of Tahfidz Teachers in Improving the Quality of Al-Qur'an Memorization of Students at the Huffadz Qur'an School, Taman Sari Persada

The results of the study show that the role of tahfidz teachers at the Huffadz Qur'an School (SHQ) Taman Sari Persada is very influential in helping students improve the quality of their memorization of the Qur'an. Teachers do not only teach, but also carry out many important roles simultaneously. As a guide, as an innovator, as a motivator, as an evaluator, teachers also check and assess the extent to which students' memorization is in accordance with the rules of tajwid and correct pronunciation. All of these roles are carried out simultaneously and adjusted to the needs of each student, so that the learning process becomes more flexible and on target. Here are some of the roles of tahfidz Qur'an teachers in improving the quality of students' memorization of the Qur'an: 1) The role of tahfidz teachers as guides. Reflected in the intensive mentoring carried out in halaqah activities. Teachers at the Huffadz Qur'an School Taman Sari Persada use the talaqqi method, which is to listen to the reading of the Qur'an directly so that students can imitate it correctly. In addition, teachers also provide direct corrections to the reading of tajwid and makhraj letters. Not only focusing on technical aspects, teachers also guide from the spiritual and emotional side.

The teacher's exemplary behavior in reading the Qur'an properly and correctly becomes a real example for students, thus fostering the spirit to continue to improve and maintain memorization. By seeing the attitude and reading of their teacher directly, students feel more motivated to emulate and love the Qur'an; 2) As an innovator. Tahfidz teachers at the Huffadz Qur'an School Taman Sari Persada apply various memorization methods such as wahdah (memorizing verse by verse), sima'an (listening to student reading), kitabah (writing verses), tiktir (repetition), tashih (improving reading), and muroja'ah (repeating memorization). Teachers choose methods that suit the character and needs of each student. This diverse approach shows that teachers are able to adapt and be flexible in the learning process. By using various strategies, the memorization process becomes more interesting, not boring, and increases students' absorption in memorizing the Qur'an; 3) Role as a motivator.

Tahfidz teachers at the Huffadz Qur'an School Taman Sari Persada provide emotional support by giving praise, words of encouragement, and small gifts as a form of appreciation for students' efforts. Teachers at the Huffadz Qur'an School Taman Sari Persada also create a relaxed and enjoyable learning atmosphere, so that students do not

¹⁰ Khoiriyah, "The Role of Tahfidz Teachers in Improving the Quality of Al-Qur'an Memorization of Students at the Tathmainul Qulub Sendangdalem Padureso Kebumen Tahfidz Islamic Boarding School.

feel pressured or burdened in the memorization process. This affective approach has been proven to maintain students' enthusiasm and consistency in repeating and strengthening memorization. Teachers not only motivate verbally, but also create a positive environment, where students feel appreciated and motivated to continue trying; 4) Role as an evaluator. Tahfidz teachers at the Huffadz Qur'an School Taman Sari Persada conduct regular and structured assessments of students' memorization every day. The results of the assessment are recorded in the Student Progress Report (LPS) which can also be accessed by parents. In this way, parents can monitor the development of their children's memorization and provide support at home. This evaluation forms a good cooperation between the school and the family. In addition, the school also holds an annual tahfidz graduation as a form of final evaluation and award for students who have achieved certain memorization targets. This award is one way to increase students' enthusiasm for learning. This finding is in line with Arba's research which emphasizes the importance of contextual evaluation and giving appreciation in the process of learning to memorize the Al-Qur'an.¹¹

Used by Tahfidz Teachers to Improve the Quality of Al-Qur'an Memorization of Students at the Huffadz Qur'an School Taman Sari Persada

The methods used by tahfidz teachers to improve the quality of Al-Qur'an memorization of students at the Huffadz Qur'an School (SHQ) Taman Sari Persada are very diverse and are designed to suit the abilities, learning styles, and needs of each student. Tahfidz teachers do not only apply a single method, but combine several approaches flexibly so that the memorization process becomes more effective and enjoyable. Some of the methods used include: 1) Talaqqi method, a method that emphasizes the process of directly listening to the reading of the Al-Qur'an from a teacher or tutor, then followed by repeated imitation by students.¹² This technique not only serves as a means of introducing correct pronunciation, but is also very effective in shaping students' phonetic abilities from an early stage. Through this method, students obtain concrete examples in pronouncing hijaiyah letters according to their makhraj, while understanding the practical application of tajwid rules.

Direct interaction between teachers and students in the talaqqi process also allows spontaneous correction of reading errors, so that potential errors can be minimized as early as possible. Thus, this method becomes an important foundation in learning the Qur'an, especially in terms of pronunciation and mastery of precise reading rules; 2) The tikkar method, also known as the technique of intensive and continuous reading repetition, is a very effective strategy in strengthening memory, especially in the context of learning to memorize the Qur'an. By repeating verses consistently, students can stimulate long-term memory, so that the memorized information becomes more stable and not easily forgotten.¹³

¹¹ I.A. Arba, I. Bening, and A. Musyarofi, in *Evaluation of the Al-Qur'an Memorization Program Using the Countenance Stake Model at SDIT Al Iman*, 2025.

¹² nia Ocktavia Afika Fitri, "Implementation of the Talqin Method in Memorizing the Qur'an for Students of Ra Al-Huda Bandungrejo Group B, Bantur District, Malang Regency, Academic Year 2023/2024" (Phd Thesis, Pemasang Islamic Institute (INSIP) Central Java, 2024), <http://repository.stitpemasang.ac.id/id/eprint/96/>.

¹³ Samudra Hilmi and Mochammad Syafiuddin Shobirin, "Application of the Talaqqi Method in Memorizing the Qur'an at Pptq An Nawawiy Sooko," *Al-Furqan: Journal of Religion, Social, and Culture* 4, no. 3 (2025): 778–94.

This repetition serves not only as a mechanism for strengthening memory, but also as a means of internalizing meaning and increasing fluency in pronunciation. In addition, the *tikrar* method allows for simultaneous auditory and visual repetition, which according to various cognitive studies, can increase the effectiveness of information retention. In practice, this method is often combined with other techniques such as *talaqqi* or *muraja'ah* to optimize the results of learning the Qur'an comprehensively; 3) The *sima'an* method, is an evaluative approach in learning the Qur'an which is carried out by listening carefully to the memorization read by students in front of the teacher. Through this process, teachers can directly assess the accuracy of the reading, including accuracy in pronunciation, appropriateness of *makhraj*, and application of *tajwid* rules. More than just listening, the *sima'an* method provides space for teachers to identify parts that still need to be improved, both in terms of fluency of memorization and consistency of students' memories. This evaluation is important to ensure that the memorization process is not only mechanical, but also reflects a deep understanding and mastery of the memorized text. In addition, *sima'an* can also build students' confidence in reading their memorization openly, which in turn strengthens their motivation to learn in the long term; 4) The *muroja'ah* method, refers to the activity of repeating previously mastered memorizations of the Qur'an with the main aim of maintaining the quality and durability of memorization in long-term memory. This practice is an essential part of the memorization process, because without systematic and consistent repetition, the memorization that has been obtained is very susceptible to memory decay. *Muroja'ah* is usually carried out routinely and on a schedule, both individually and under the guidance of a teacher, to ensure that all parts of the memorization remain intact and are read properly according to the rules of *tajwid* and *tartil*. In addition to maintaining the stability of memorization, this method also provides an opportunity for students to correct minor mistakes that may have been missed during the first memorization process. Thus, *muroja'ah* not only acts as a memory enhancer, but also as a means of perfecting reading and internal evaluation of the achievements that have been obtained; 5) *Tashih* method, is a learning strategy that focuses on direct correction of errors in reading the Qur'an made by students, covering crucial aspects such as *tajwid*, *makhraj* letters, and accuracy of pronunciation.¹⁴In practice, this method involves immediate correction by the teacher when there is a mispronunciation or inappropriate application of the rules, so that students can clearly know and understand the location of the error. This approach is very important in maintaining the purity of the reading and ensuring that each letter is read correctly according to its phonetic characteristics. In addition, *tashih* also plays a role in forming students' phonological awareness of pronunciation details that are often overlooked, so that the quality of reading can be significantly improved.

Through a repetitive and directed correction process, students are not only able to correct mistakes, but also gain a deeper understanding of the structure of the language of the Qur'an. Thus, this method is one of the key components in creating fluent, precise, and standard *qira'ah* reading; 6) The *wahdah* method, is a memorization technique that is carried out by focusing on one verse or a certain part of the verse in one learning session. This approach is very suitable for students who are just starting the *tahfidz* process or who have limited concentration levels, because it provides space for more

¹⁴Faisya Nasywa Adelia, "Implementation of the Ummi Method in Memorizing the Qur'an at Mi Istiqomah Sambas," 2025, https://repository.uinsaizu.ac.id/31008/1/214110402249_Faisya%20Nasywa%20Adelia.pdf.

intensive focus on one part of the Qur'anic text.¹⁵By dividing memorization into small units, students can more easily understand the language structure, pay attention to the correct pronunciation, and absorb the meaning of the verses slowly but deeply. In addition, this method also minimizes the cognitive load that usually occurs in the process of memorizing large amounts at once, thereby increasing the effectiveness of internalizing memorization. In the long term, *wahdah* can build a strong and structured foundation for memorization, which will later make it easier for students to connect the following verses more systematically and continuously; 7) The *kitabah* method, or the method of writing the verses of the Qur'an manually, is a visual-kinesthetic learning approach that is very effective in strengthening memory, especially for students who tend to learn through motor and visual activities. By writing the verses directly, students not only activate the cognitive aspect in the memorization process, but also involve hand and eye coordination, which has been scientifically proven to increase long-term memory retention. This writing activity allows students to pay more attention to sentence structure, letter shapes, and the order of words, so that a deeper internalization process occurs compared to the auditory method alone. In addition, the *kitabah* method can also function as a reflective medium, where students are aware of the parts that are still weak in their memorization and improve them independently. Thus, *kitabah* is the right alternative to complement other memorization methods, as well as providing a multisensory approach that supports the diversity of student learning styles.

All of these methods complement each other and are applied adaptively depending on the development and abilities of each student. With a varied and personally tailored approach, the memorization process not only becomes easier to understand, but also more enjoyable and meaningful for students. This shows that *tahfidz* teachers at SHQ do not only focus on results, but also pay attention to the learning process so that each student can develop optimally.

Advantages and Disadvantages of the Methods Used by Tahfidz Teachers in Improving the Quality of Al-Qur'an Memorization of Students at the Huffadz Qur'an School, Taman Sari Persada

The advantages and disadvantages of the methods used by *tahfidz* teachers in improving the quality of Al-Qur'an memorization of students at the Huffadz Qur'an School (SHQ) Taman Sari Persada reflect serious efforts in creating an effective and adaptive learning process. One of the main advantages of the approach at the Huffadz Qur'an School (SHQ) is the diversity of methods used in the memorization process, such as *talaqqi*, *tikrar*, *sima'an*, *muroja'ah*, *tashih*, *wahdah*, and *kitabah*. This diversity allows teachers to adjust the method to the characteristics and needs of each student, so that learning feels more personal and not monotonous. In addition, the flexibility of teachers in choosing the most appropriate method is also a strength in itself. Teachers are not only fixated on one method, but are able to evaluate and change the approach according to the conditions of students, both in terms of memorization ability, concentration level, and enthusiasm for learning.

However, challenges remain. One of the obstacles faced is the decline in student motivation and boredom, especially when they start to face longer or more difficult memorization sections. This boredom can have an impact on the decline in the quality of memorization and consistency in learning. To overcome this, schools and teachers

¹⁵Nisa Ali, "Implementation of the Tahfidz Center Learning Model as an Effective Strategy in Developing the Memorization Skills of Early Childhood at Al-Kautsar Jagakarsa Kindergarten, South Jakarta," 2024, <https://repository.iiq.ac.id/handle/123456789/4087>.

implement several solution strategies. Among them is by taking a personal approach, namely teachers pay more attention to the emotional needs of students individually, listen to their complaints, and provide direct guidance. In addition, giving small rewards or awards such as praise, stickers, simple gifts, or certificates is also used to increase students' enthusiasm for learning. Teachers also maintain intensive communication with families, so that parents can help build their children's motivation at home.

Overall, the methods applied at the Huffadz Qur'an School (SHQ) show that success in memorizing the Qur'an is not only determined by learning techniques alone, but also by a holistic approach that pays attention to the emotional, social, and environmental support aspects of students. With this combination of strengths, the tahfidz process becomes more meaningful and sustainable.

Students' Perspectives on the Role of Tahfidz Teachers in Improving the Quality of Students' Memorizing the Qur'an at the Huffadz Qur'an School, Taman Sari Persada

Students' perspectives on the role of tahfidz teachers in improving the quality of Al-Qur'an memorization at Huffadz Qur'an School (SHQ) Taman Sari Persada show that the presence of teachers greatly influences their success in memorizing. From the results of interviews and observations, students said that the guidance provided by teachers not only helped them in the technical aspects of memorization, but also provided mental and emotional encouragement. Students felt more motivated to memorize because teachers provided clear directions, were patient in guiding, and were able to create a comfortable and non-pressuring learning atmosphere. This positive atmosphere made students feel more confident and sure of their ability to complete memorization targets.

In addition, the personal approach taken by teachers, such as paying attention to the needs of each student, listening to their complaints, and providing moral encouragement, makes the relationship between teachers and students feel close and supportive. The students admit that the presence of teachers as companions not only provides knowledge, but also becomes a source of enthusiasm and inspiration in their journey to memorize the Qur'an. This is in line with Khoiriyah's findings, "The Role of Tahfidz Teachers in Improving the Quality of Al-Qur'an Memorization of Students at the Tathmainul Qulub Sendangdalem Padureso Kebumen Tahfidz Islamic Boarding School.", which states that the role of tahfidz teachers as spiritual and academic companions has a major influence on the process of tahfidzul Qur'an. Teachers are considered not only as teachers, but also as role models who guide with their hearts and encourage students to love the Qur'an more.

Thus, it can be concluded that the positive perception of students towards the role of tahfidz teachers is one of the important factors in creating an effective, enjoyable, and meaningful memorization process. The comprehensive role of teachers combining aspects of learning, motivation, and character building has formed a conducive learning environment for the growth of the spirit of memorization in students.

Overall, the role of tahfidz teachers at the Huffadz Qur'an School (SHQ) Taman Sari Persada has been proven to contribute greatly to improving the quality of students' memorization. By strengthening their functions as guides, innovators, motivators, and evaluators, teachers are able to create a learning system that is not only effective but also adaptive to students' needs. Consistency in guiding, the ability to innovate in methods, and emotional closeness to students are the keys to the success of the tahfidz process in this school environment. Comprehensive teacher support makes students more focused, confident, and motivated in maintaining and improving their memorization.

CONCLUSION

Based on the results of research conducted at the Huffadz Qur'an School (SHQ) Taman Sari Persada, it can be concluded that tahfidz teachers play a very strategic role in improving the quality of students' memorization. They not only act as guides who foster the memorization and murojaah process, but also as innovators in teaching by choosing methods that are in accordance with the character of the students. In addition, tahfidz teachers also act as motivators who provide spiritual and emotional encouragement, as well as evaluators who check the accuracy and fluency of memorization and provide feedback so that the quality of memorization is maintained and continues to increase, in practice, tahfidz teachers at the Huffadz Qur'an School apply various methods that are varied and flexible, adjusted to the abilities and needs of students. The methods used include talaqqi (reading directly in front of the teacher), tiktirar (repetition), murojaah (repeating old memorization), tashih (rectifying reading), wahdah (memorizing verse by verse), sima'an (listening to the teacher or in a group), and kitabah (writing memorized verses). This varied method approach helps create a learning atmosphere that is easier, more effective and enjoyable for students.

The advantages of the methods applied by tahfidz teachers lie in their flexibility and adjustment to the character and needs of students. This has a positive impact on improving the quality of memorization, both in terms of accuracy, fluency, and memory. Variations in methods such as talaqqi, murojaah, and sima'an can also reduce boredom in the memorization process. However, there are still several obstacles faced, such as time constraints, student boredom, and lack of support from the home environment. To overcome this, tahfidz teachers take a personal approach, provide motivation, conduct periodic evaluations, and establish intensive communication with parents in order to create ongoing support at home, while students' perceptions of the role of tahfidz teachers at the Huffadz Qur'an School (SHQ) are very positive. They feel motivated, comfortable, and very helped in the memorization process. The emotional and spiritual approach applied by teachers, coupled with support from parents, also strengthens the enthusiasm and quality of students' memorization as a whole.

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