



Vol. 1 | No. 1 | 2026

ASCIDIA

As'adiyah Multidisciplinary Proceedings

e-ISSN: 3047-4194

Available online at <https://journal.unisad.ac.id/index.php/ascidia>

Email: ascidia@unisad.ac.id

The Role of Tahfiz Supervisors in Improving the Quality of Students' Memorization at Sirajul Mu'minin Bulupabbulu Islamic Boarding School

Peran Pembina Tahfiz dalam Meningkatkan Kualitas Hafalan Santri Sirajul Mu'minin Bulupabbulu

Author Name	Author Affiliation
Muh Farhan	Universitas Islam As'adiyah Sengkang
Nurfaika	Universitas Islam As'adiyah Sengkang
Besse Mutmainnah	Universitas Islam As'adiyah Sengkang
Hamzah Harun Al-Rasyid	UIN Alauddin Makassar
Indo Santalia	UIN Alauddin Makassar

Corresponding Author: m.farhan131103@gmail.com

Abstract

The density of daily routines in the Islamic boarding school environment often becomes an obstacle for students in maintaining the fluency and strength of Qur'anic memorization consistently. Based on this phenomenon, this research was designed to describe the real contribution of tahfiz supervisors while evaluating the effectiveness of the learning methods implemented in maintaining the quality of students' memorization at Sirajul Mu'minin Bulupabbulu Islamic Boarding School. Using a qualitative approach with a case study design, this study involved one boarding school leader, two tahfiz supervisors, and five students as informants selected through purposive sampling techniques. The data collection process took place throughout April 2026 through in-depth interviews, participatory observation of halaqah activities, and documentation recording in memorization deposit control books. All collected data were then analyzed using the Miles and Huberman interactive model through the stages of data reduction, data presentation, and conclusion drawing. The study results indicate that tahfiz supervisors carry out strategic multidimensional responsibilities, both as

Artikel ini telah dipresentasikan pada [Seminar Nasional Pendidikan Berbasis Riset dan Inovasi dengan tema "Rekonstruksi Pendidikan Abad 21: Integrasi Teknologi, Humanisme, dan Kearifan Lokal"](#) diselenggarakan oleh Lembaga Pemerhati Pendidikan Masyarakat Indonesia (LPPMI) bekerja sama dengan Universitas Islam As'adiyah Sengkang, pada 16 Mei 2026.

educators, supervisors, motivational drivers, and exemplary figures in the application of tajwid rules. In addition, the integration of talaqqi, tikkar, murojaah, and daily memorization deposits proved reliable in improving the quality of students' memorization, although mental burnout factors still triggered a decline in fluency among a small number of students. This study concludes that pedagogical competence and the intensity of guidance from supervisors are key elements in the success of tahfiz programs. Therefore, strengthening teaching capacity for supervisors and arranging more adaptive learning schedules are highly recommended to reduce the level of students' psychological stress.

Keywords: Tahfiz Supervisor, Memorization Quality, Retention, Learning Methods, Islamic Boarding School.

Abstrak

Padatnya rutinitas harian di lingkungan pesantren sering kali menjadi hambatan bagi santri untuk menjaga kelancaran dan kemutqinan hafalan Al-Qur'an secara konsisten. Berangkat dari fenomena tersebut, penelitian ini dirancang untuk menguraikan kontribusi nyata pembina tahfiz sekaligus mengevaluasi efektivitas metode pembelajaran yang diterapkan dalam memelihara mutu hafalan santri di Pondok Pesantren Sirajul Mu'minin Bulupabbulu. Menggunakan pendekatan kualitatif dengan desain studi kasus, riset ini melibatkan satu pimpinan pesantren, dua pembina tahfiz, dan lima santri sebagai informan yang dijaring melalui teknik purposive sampling. Proses pengumpulan data berlangsung sepanjang April 2026 lewat wawancara mendalam, observasi partisipatif pada aktivitas halaqah, serta pencatatan dokumen pada buku kendali setoran hafalan. Seluruh data yang terkumpul kemudian dianalisis menggunakan rumpun model interaktif Miles dan Huberman melalui fase reduksi data, penyajian data, hingga penarikan kesimpulan. Hasil studi menunjukkan bahwa pembina tahfiz mengemban tanggung jawab multidimensi yang strategis, baik sebagai pendidik, supervisor, penggerak motivasi, maupun figur percontohan dalam penerapan kaidah tajwid. Di samping itu, pengintegrasian metode talaqqi, tikkar, murojaah, dan penyeteroran harian terbukti andal dalam mendongkrak kualitas hafalan santri, meskipun faktor kejenuhan mental (burnout) masih memicu penurunan kelancaran pada sebagian kecil santri. Penelitian ini menyimpulkan bahwa kecakapan pedagogis serta intensitas pendampingan dari pembina merupakan elemen kunci kesuksesan program tahfiz. Oleh karena itu, penguatan kapasitas mengajar bagi pembina serta penataan waktu belajar yang lebih adaptif sangat direkomendasikan demi menekan tingkat stres psikologis santri.

Kata Kunci: Pembina Tahfiz, Kualitas Hafalan, Kemutqinan, Metode Pembelajaran, Pondok Pesantren.

Introduction

Efforts to shape the moral, spiritual, and personal character of future generations cannot be separated from the strategic contribution of Islamic education. One model of religious education that is currently developing very rapidly within society is Qur'anic tahfiz education. The dynamics of tahfiz programs not only prioritize the aspect of memorization fluency of the text itself, but also instill character values such as responsibility, patience, discipline, and the formation of noble behavior. The presence of various tahfiz institutions has become a crucial medium for producing Qur'anic generations capable of preserving, understanding, and actualizing the values contained in the Qur'an within society. This phenomenon demonstrates the significant contribution of tahfiz education in improving the quality of human resources based on Islamic spirituality (Baharuddin, 2022).

The high level of public interest in Qur'an-based education systems is indicated by the expansion of tahfiz institutions in various regions. In this context, parents' motivation is no longer solely focused on formal academic achievement, but also integrates Qur'anic memorization skills as provisions for both eschatological and contemporary life (Solihin, 2026). This educational phenomenon stimulates the emergence of various Islamic boarding schools and tahfiz centers that initiate regular memorization mentoring programs. The effectiveness of implementing these programs greatly depends on the interaction of several strategic factors, such as the applied teaching methodology, the educational ecosystem, students' motivational dynamics, and the intensity of guidance provided by tahfiz supervisors.(Baharuddin, 2022).

Efforts to improve the quality of students' Qur'anic memorization greatly depend on the strategic role held by tahfiz supervisors. This role is not only represented through the transfer of recitation knowledge but also includes guidance interventions, motivational support, learning direction, and consistent supervision of memorization quality. The level of fluency and strength of students' memorization is directly proportional to the instructional expertise of supervisors

in implementing learning strategies that suit the personal needs of students. To support the effectiveness of the learning process, tahfiz supervisors are required to integrate expertise in tajwid and tahsin, program management, and persuasive communication skills in building emotional closeness with students (Tahfiz et al., 2024).

The quality of students' memorization is one of the indicators of the success of tahfiz education. High-quality memorization is not only assessed from the accumulation of the number of memorized verses, but also includes fluency, accuracy in tajwid, memory strength, and the ability to maintain memorization over the long term. The process of maintaining memorization quality requires consistent and directed guidance. Students often face various obstacles in memorizing the Qur'an, such as lack of motivation, difficulties in managing time, weak murojaah practices, and environmental influences that are less supportive. The role of supervisors is greatly needed to help students overcome these various obstacles (Salma et al., 2025).

A deep focus on Qur'anic memorization programs has become one of the main characteristics of Sirajul Mu'minin Bulupabbulu Islamic Boarding School as an Islamic educational institution. This educational center is committed to shaping students who are competent in maintaining memorization while also possessing moral integrity based on religious teachings. To ensure that both the quantity and quality targets of memorization are achieved optimally, the ongoing tahfiz agenda requires intensive management and supervision. In this context, students' achievements in maintaining and strengthening their memorization abilities are inseparable from the dedication of tahfiz supervisors throughout the guidance process (Muslim et al., 2024).

Tahfiz supervisors at Sirajul Mu'minin Bulupabbulu Islamic Boarding School bear significant responsibility in constructing a conducive learning climate while simultaneously stimulating students' motivation to enhance their memorization achievements. In this context, supervisors are required to possess the capability to implement effective instructional strategies so that students do not merely focus

on increasing the quantity of new memorization, but also remain consistent in maintaining the quality of memorization they have already mastered. Harmonious interaction between supervisors and students is able to create a sense of comfort and increase learning determination, which in turn optimizes the acceleration of the tahfiz program. In addition, the enforcement of discipline in memorization deposit activities, the implementation of regular murojaah, and the evaluation of memory performance become crucial pillars in improving the quality of students' memorization.

In addition to the teaching aspect, tahfiz supervisors act as the primary role models for students in maintaining proper ethics toward the holy scripture. Positive attitudes such as diligence, patience, discipline, and istiqamah demonstrated by supervisors directly transfer positive influences to the character formation of students (Harere & Jallad, 2023). The primary orientation of tahfiz learning actually goes beyond the boundaries of formal academic achievement because it also contains an agenda for shaping Islamic morals in daily life. Therefore, the role of supervisors becomes highly vital in constructing students' understanding regarding the essence of maintaining Qur'anic memorization as a moral responsibility that must be preserved with full commitment (Nik Md Saiful Azizi et al., 2023).

The urgency of conducting research related to the contribution of tahfiz supervisors in improving the quality of students' memorization is based on its ability to provide an in-depth description of mentoring methodologies within the tahfiz ecosystem. The final results of this study are expected to position themselves as evaluative references as well as constructive recommendations for policymakers in Islamic educational institutions in order to advance the quality of Qur'anic teaching. Furthermore, this analysis contributes to mapping the dynamics of supporting factors as well as field obstacles that affect the stability of students' memorization quality within the environment of Sirajul Mu'minin Bulupabbulu Islamic Boarding School.

The crucial issue regarding the standardization of students' memorization quality occupies a central position within the scope of Islamic education, considering that the effectiveness of memorization programs is not solely measured by the natural talents of individual students. External factors in the form of regulations and mentoring management facilitated by educational institutions hold highly significant roles. Tahfiz supervisors are required to possess strong commitment in constructing the profile of Qur'anic memorizers who are disciplined, morally upright, and competent. Through this approach, this research is expected to provide alternative solutions for the development of more effective tahfiz teaching strategies that are also relevant to the demands and developments of the modernization of Islamic education today.

The term Qur'anic tahfiz, derived from the word "hafiza," carries the meaning of preserving or memorizing activities. This activity is represented as the process of internalizing the verses of the Qur'an into memory, enabling a person to recite them independently without looking at the written text. In its implementation, tahfiz studies go beyond merely mastering the wording of the verses. The success of this program is also determined by comprehensive indicators that include the accurate application of tajwid rules, fluency in recitation articulation, and commitment to maintaining the stability of memorization continuously (Imaduddin et al., 2025).

Memorizing the Qur'an holds a noble position in Islamic teachings. The Qur'an is a holy scripture whose authenticity is preserved by Allah Swt., one of the ways being through the memorizers of the Qur'an (Nafiah, 2022). Tahfiz activities constitute a form of worship with high spiritual value because they involve preserving the words of Allah within the heart and mind. Students who memorize the Qur'an are not only required to possess intellectual abilities, but also sincerity, patience, discipline, and istiqamah (steadfastness) (Yusup & Junus, 2025).

Success in acquiring and maintaining memorization optimally greatly depends on the appropriateness of the tahfiz methods and strategies implemented. Tahfiz supervisors are required to be adaptive to the uniqueness and

learning profiles of students, considering the differences in memorization abilities among them. Therefore, the synergy between a supportive educational ecosystem, strong internal motivation, and intensive mentoring patterns becomes an important pillar that guarantees the success of the Qur'anic memorization program (Mahyani, 2026).

The level of students' success in accurately recording and maintaining the verses of the Qur'an is defined as memorization quality. The assessment of memorization quality goes beyond the aspect of volume or the quantitative achievement of memorized verses alone. Its scientific evaluation also integrates aspects of pronunciation fluency, adherence to tajwid rules, recitation smoothness, memory strength, and consistency in practicing murojaah. Strong memorization is characterized by students' ability to maintain the stability of their memory continuously over a long period of time (Athiyah, 2025).

The achievement of students' memorization stability is basically influenced by the synergy between internal and external factors. Internal variables are represented through indicators such as interest, motivational drive, physical fitness, memory capacity, and students' disciplinary compliance. On the other hand, external factors are represented by the learning environment, teaching strategies, moral support from parents, supporting facilities, and the intensity of guidance provided by tahfiz supervisors. The close interconnection among these factors becomes the main key in determining whether students are able to achieve memorization targets optimally or not (L, 2024).

Efforts to strengthen the quality of Qur'anic memorization cannot be separated from a consistently implemented guidance system. The habit of repeating memorization (murojaah) every day becomes the main instrument for maintaining the strength of students' memory. To monitor competency development and detect field obstacles faced by students, the implementation of periodic evaluations is absolutely necessary. Through this mechanism, the role of tahfiz supervisors becomes highly vital in intervening in the learning process

through the provision of guidance and appropriate solutions that lead to the achievement of optimal memorization quality (Matsumoto, 2026).

Research Method

The methodological framework of this study integrates field research, a qualitative approach, and a case study design. The selection of the case study model was considered appropriate because this study was directed toward examining in depth the role of tahfiz supervisors in enhancing the quality of students' memorization at Pondok Pesantren Sirajul Mu'minin Bulupabbulu as a unified and comprehensive system (Struktur et al., 2025). The use of qualitative instruments facilitated the researcher in analyzing social dynamics contextually, which were explored directly through observation activities, interview interactions, and the compilation of documentary data related to tahfiz guidance activities at the institution.

The use of a qualitative perspective enabled the researcher to capture a detailed description of the tahfiz guidance process, the variety of instructional strategies implemented by the supervisors, and the factors influencing the quality of students' memorization. In line with these characteristics, the collected data took the form of non-numerical descriptive data derived from reconstructed words, arguments, and statements from informants related to the research topic (Kasem, 2024).

Field data collection was conducted in April 2026 at Pondok Pesantren Sirajul Mu'minin Bulupabbulu. During this period, the researcher carried out direct observations of tahfiz halaqah activities, conducted in-depth interview sessions, and compiled documentary data in the form of guidance records and students' memorization submission books.

Regarding the research subjects, participant selection was carried out through a purposive sampling approach, namely a sampling technique referring to the knowledge capacity and direct involvement of informants in the researched topic. The composition of informants determined in this study consisted of 1 boarding school leader, 2 tahfiz supervisors, and 5 students actively participating

in the Qur'an memorization program at Pondok Pesantren Sirajul Mu'minin Bulupabbulu. A more detailed description of the identities and profiles of the informants can be seen in Table 1 below:

Table 1. Research Informant Profile Data

NO	Code	Group	Role	Years of Service/Residence
1	P1	Islamic Boarding School Leader	Head of Pondok Pesantren Sirajul Mu'minin Bulupabbulu	13 Years
2	P2	Tahfiz Supervisor 1	Qur'an Memorization Supervisor	5 Years
3	P3	Tahfiz Supervisor 2	Qur'an Memorization Supervisor	3 Years
4	S1	Student 1	Participant in the Tahfiz Program	2 Years
4	S2	Student 2	Participant in the Tahfiz Program	2 Years
5	S3	Student 3	Participant in the Tahfiz Program	1 Year
6	S4	Student 4	Participant in the Tahfiz Program	1 Year
7	S5	Student 5	Participant in the Tahfiz Program	3 Years

Primary Research Data, April 2026

Data collection in this study employed three main instruments. First, in-depth interview guidelines were used to obtain information from the boarding school leader, tahfiz supervisors, and students regarding the memorization guidance process, the methods applied, and the obstacles encountered. Second, observation sheets were utilized to directly observe halaqah activities, memorization submissions, and students' murojaah activities. Third, documentation in the form of students' memorization submission control books was used as supporting data to examine the development of memorization in written form.

Primary data constituted the main data obtained directly from informants through in-depth interviews and participatory observations. These data were used to gather information regarding the memorization training process, the learning

methods implemented, and the students' memorization conditions directly in the field. Secondary data referred to supporting data obtained from various written sources, such as books, scientific journals, boarding school documents, archives, and other literature related to the study. Secondary data were used to strengthen the research findings and support the data analysis conducted by the researcher (Almelhes, 2024).

The data processing technique in this study referred to the interactive model scheme of Miles and Huberman through three main phases. The first phase, data reduction, was conducted by selecting, simplifying, and categorizing raw field data so that it remained aligned with the research problem boundaries. The second phase, data presentation, involved organizing the reduced information into structured textual descriptions to support analytical clarity. The final phase consisted of drawing conclusions and verification, in which the essence of the scientific findings was formulated through a thorough and consistent data reasoning process.

Results and Discussion

1. The Role of Tahfiz Supervisors in Improving the Quality of Students' Memorization at Pondok Pesantren Sirajul Mu'minin Bulupabbulu

Based on the field data collected, the quality of students' memorization at Pondok Pesantren Sirajul Mu'minin Bulupabbulu is greatly determined by the significant role of tahfiz supervisors. Their role goes beyond merely teaching the textual content of the holy scripture; the supervisors also integrate functions of spiritual guidance, motivational encouragement, close supervision, and exemplary conduct within the ecosystem of Qur'anic tahfiz. This comprehensive mentoring pattern implemented by the supervisors plays a major role as a supporting pillar for students in achieving memorization targets optimally while simultaneously ensuring the consistency of fluent and accurate recitation quality.

The implementation of tahfiz training at Pondok Pesantren Sirajul Mu'minin Bulupabbulu is carried out routinely and on a scheduled daily basis.

Tahfiz supervisors guide students starting from correcting recitation, adding new memorization, conducting murojaah, to periodically evaluating memorization. These activities are conducted so that students are not only able to increase their memorization but are also capable of maintaining the memorization they have already acquired. Obstacles faced by students during the memorization process are addressed by the supervisors through special attention manifested in the form of additional mentoring and direct motivational reinforcement.

Based on field observations, the guidance pattern implemented by the tahfiz supervisors combines regulatory firmness with a relaxed and comforting learning atmosphere. This effort to build good interpersonal relationships between supervisors and students aims to create strong emotional bonds in the learning process. As a result, the students carry out memorization activities with high enthusiasm without feeling pressured by the existing targets. This approach is also complemented by spiritual habituation from the supervisors, who consistently emphasize the importance of purifying intentions and maintaining sincerity as the essence of worship in preserving the words of Allah.

The role of tahfiz supervisors in improving the quality of memorization is reflected in their ability to guide students in correcting recitation and tajwid errors (Thohir, 2025). The supervisors consistently pay attention to makharijul huruf, the length and pronunciation of recitation, as well as the fluency of students' memorization during memorization submissions. In order to instill proper recitation standards, the supervisors immediately correct every reading mistake that appears when students recite the verses. Through this consistent pattern of correction and repetition, the quality of students' memorization can gradually improve based on measurable achievement indicators.

Tahfiz supervisors also play a role in instilling discipline among students (Eragamreddy & Preparatory, 2024). Students are required to follow the

memorization and murojaah schedules determined by the boarding school. The supervisors monitor the progress of each student's memorization through memorization submission records and regular evaluations. This discipline helps students build consistent memorization habits so that their memorization becomes stronger and better maintained.

This is reinforced by the statement of P1 as the Head of the Islamic Boarding School, who stated:

"The tahfiz program at this boarding school runs well because the supervisors are always actively guiding the students. The success of memorization is greatly determined by the supervisors' discipline in monitoring the students' progress every day. Disciplined and consistent supervisors have a strong influence on the success of the program."

In line with this statement, P2 as Tahfiz Supervisor 1 added:

"We focus on correcting the students' recitation first before they add new memorization. If the recitation is already correct, the memorization process will become easier, and the memorization will be stronger and less prone to mistakes."

Meanwhile, P3 as Tahfiz Supervisor 2 revealed:

"Students have different levels of ability, so we must be patient and provide motivation. Sometimes they become lazy in doing murojaah, so we must always remind and accompany them so that their memorization remains well maintained."

Based on the information presented by the supervisors, it can be concluded that the management of the Qur'an memorization program is carried out through a combination of technical guidance, psychological approaches, and assistance that is adaptive to the students' profiles. The supervisors' awareness of the disparities in students' memorization abilities has led to the emergence of personalized guidance patterns. Through these individualized methods and persuasive approaches, every dynamic of the students' learning process can be accommodated more wisely.

Similar statements were also expressed by the students. S1 stated:

“The supervisor really helps me in memorizing. When I experience difficulties, the supervisor repeats the lesson until I truly understand and become fluent. It becomes easier for me to memorize because I am guided patiently.”

S2 added:

“Sometimes I find it difficult to memorize because I forget quickly, but the supervisor always provides guidance and tells me to keep repeating until my memorization becomes truly strong.”

Meanwhile, S3 revealed:

“If I do not do murojaah every day, my memorization quickly fades. The supervisors always monitor us so that we remain disciplined in maintaining our memorization and do not neglect murojaah.”

The arguments conveyed by the students strengthen the evidence that the contribution of tahfiz supervisors goes beyond merely providing technical instruction. The supervisors also act as effective motivators in strengthening psychological aspects, particularly in increasing students' learning spirit and optimism while memorizing the Qur'an. In this context, S5 emphasized a similar point as follows:

“I have become more enthusiastic about memorizing because the supervisors always provide motivation and never scold me, but instead guide me patiently so that I do not give up easily.”

The encouragement provided by the supervisors becomes an important factor in fostering students' consistency and discipline throughout the Qur'an memorization guidance process. A learning atmosphere that is relaxed yet well-directed, and free from rigid pressure, has been empirically proven to enhance students' learning spirit and memory retention in maintaining their memorization.

From the research findings above, it can be understood that tahfiz supervisors play a very important role in improving the quality of students' memorization at Pondok Pesantren Sirajul Mu'minin Bulupabbulu. In this institution, the supervisors perform multiple functions simultaneously, ranging from educators, mentors, supervisors, and motivators to role models in memorizing the Qur'an. Through these roles, the students demonstrate positive changes such as more fluent memorization, more accurate tajwid application, regular murojaah practices, and a high enthusiasm for learning.

The results of the researcher's analysis indicate that the quality of students' memorization is not solely influenced by talent or individual ability, but is also strongly supported by the training patterns implemented by the tahfiz supervisors. When supervisors apply disciplined, consistent, and motivational methods, the learning atmosphere becomes more supportive for students in maintaining their memorization. The close relationships built by the supervisors with the students have also proven to be a major determining factor in ensuring that the learning process in the boarding school remains conducive.

Overall, the role of tahfiz supervisors at Pondok Pesantren Sirajul Mu'minin Bulupabbulu can be considered well implemented. The supervisors are able to carry out their guidance duties comprehensively, ranging from memorization instruction, recitation correction, and murojaah supervision to providing motivation for the students. Habits of discipline and religious obedience in the students' daily lives have also been shaped through this program. Therefore, the positive impacts generated are not limited merely to the improvement of students' memorization quality alone.

2. Efforts to Improve the Quality of Students' Memorization Through Tahfiz Supervisors' Strategies at Pondok Pesantren Sirajul Mu'minin Bulupabbulu

Table 2. Recapitulation of Tahfiz Learning Methods

ASCIDIA: As'adiyah Multidisciplinary Proceedings

No	Method	Implementation	Objective	Source
1	Talaqqi	The supervisor recites the verses, and the students imitate them directly at the beginning of the lesson	To improve students' recitation and tajwid from the beginning before memorization	Noureddine & Penelitian, 2024
2	Tikrar	Repetition of verses continuously, individually or collectively, before memorization submission	To strengthen students' memory of the memorized verses	Uriawan dkk., 2025
3	Murojaah	Repetition of previous memorization routinely every day, individually or in groups	To maintain the strength and fluency of memorization so it is not easily forgotten	Nasikhah, 2025
4	Setoran Hafalan	Students submit their memorization to the supervisors every day according to the determined targets	To evaluate students' memorization progress directly and measurably	Putra dkk., 2025
5	Motivasi & Pendekatan Emosional	Supervisors provide advice, support, and build personal closeness with students	To help students avoid boredom and remain steadfast (istiqamah) in maintaining their Qur'anic memorization	M. Alagrami & M. Eljazzar, 2023

Primary Research Data, April 2026

Field findings indicate that the tahfiz supervisors at Pondok Pesantren Sirajul Mu'minin Bulupabbulu implement various learning methods to improve the quality of students' memorization. The selection of these methods is intentionally adjusted to the situations and capacities of each student so that the process of memorizing the Qur'an can proceed in a more directed and effective manner. The supervisors fully understand that each student has different memory capabilities; therefore, they require instructional patterns that can guide students in gradually increasing their memorization.

The first method used by the tahfiz supervisors is the talaqqi method (Noureddine & Research, 2024). The talaqqi method is carried out by having the supervisor first demonstrate the recitation of Qur'anic verses, after which the students directly imitate the recitation (Sadri, 2024). This method aims to improve the students' recitation, particularly in terms of tajwid accuracy, makharijul huruf, and fluency in reciting the Qur'an. The supervisors immediately correct every reading mistake so that the memorization retained by the students is accurate from the very beginning. Through the talaqqi method, students find it easier to understand how to pronounce the verses correctly before beginning the memorization process (Riwanda et al., 2024).

The observation results indicate that the talaqqi method is implemented at the beginning of every learning session before the students submit their memorization. The supervisors patiently guide the students in reciting the verses one by one until the recitation is considered correct. Minor mistakes in letter pronunciation and tajwid rules are immediately corrected by the supervisors so that they do not become habitual errors in the students' memorization. Accuracy in reciting the Qur'an according to tajwid principles becomes an important standard for the supervisors in assessing the quality of students' memorization. Therefore, the assessment is not solely based on the quantity or amount of memorization successfully submitted. This was emphasized by P2 as Tahfiz Supervisor 1, who stated:

“We use the talaqqi method so that the students’ recitation is correct before they begin memorizing. Good memorization must start with correct recitation because if mistakes occur from the beginning, they will be difficult to correct later.”

The second method applied was the tikkar method, or repetition of memorization (Uriawan et al., 2025). Through this approach, students were encouraged to repeatedly recite the verses they intended to memorize until the memorization became firmly embedded and fluently retained in their memory. Tahfiz supervisors instructed students to repeat their memorization multiple times before submitting it. This approach proved effective in strengthening the students’ memory of each verse they memorized. To ensure that students’ memorization is not easily forgotten over the long term, the implementation of the tikkar method has shown very positive results. This method can be carried out individually by students or together with their groups (Alherran, 2026). Before the memorization submission session begins, supervisors allocate special time for students to focus on repeating their verses. Supervisors also continuously advise students to diligently review their previous memorization. S4 shared their experience regarding this method:

“The method that helps me the most is tikkar because by continuously repeating, I can memorize faster and my memorization becomes more firmly retained.”

Meanwhile, S1 also stated:

“The supervisors always tell us to repeat the memorization many times before submitting it. If it is not yet fluent, we are usually asked to repeat it again until it is truly memorized well.”

The third method implemented by the supervisors was the murojaah method. This activity basically involves repeating verses that have previously been memorized (Nasikhah, 2025). To ensure that the memorization remains strong and is not easily forgotten, tahfiz supervisors require all students to

perform murojaah every day. This repetition process is scheduled regularly, both individually and in groups, while still being monitored by the supervisors.

The supervisors believe that murojaah activities play a very significant role in maintaining the quality of students' memorization (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024a). If students are lazy or rarely perform murojaah, they tend to lose the memorization they have previously mastered more easily. On the other hand, consistently practicing murojaah greatly helps students improve their fluency in recitation and strengthen their memory of the Qur'anic verses.

P3, as Tahfiz Supervisor 2, explained:

. "Murojaah is a mandatory activity for students because memorization that is not repeated will be easily forgotten. We always monitor the students' previous memorization so that it remains fluent and well maintained."

This was also acknowledged by S3, who stated:

"If I do not do murojaah every day, I quickly forget my memorization. The supervisors always monitor us to ensure that we remain disciplined in maintaining our memorization and do not neglect murojaah."

The fourth method was memorization submission, in which students were required to meet directly with the supervisors to submit the verses they had memorized according to the assigned targets (Putra et al., 2025). During the submission process, the supervisors carefully listened to ensure that the students' recitation was fluent, properly applied tajwid rules, and had correct pronunciation. The supervisors did not allow mistakes to go unnoticed; every reading error was immediately corrected on the spot, and students were asked to repeat the memorization.

To enable supervisors to directly monitor the progress of students' memorization, an evaluation system in the form of daily memorization submission was implemented. Interestingly, the memorization targets assigned by the supervisors were not standardized equally for all students, but were

adjusted according to each student's individual ability. Supervisors also regularly provided praise, small rewards, and motivational encouragement for students who successfully achieved their targets, so that their enthusiasm for preserving the Qur'an would remain strong (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024).

S2 shared their experience regarding the memorization submission activity:

"Every day we submit our memorization to the supervisors. If there are mistakes, they are corrected immediately. The supervisors also encourage us to continue adding more memorization."

The fifth method applied was the provision of motivation and an emotional approach toward the students (M. Alagrami & M. Eljazzar, 2023). In addition to supervising the students' memorization achievements, tahfiz supervisors consistently provided motivation and wise advice to maintain the students' commitment so that they would not easily lose enthusiasm in memorizing the Qur'an. When students experienced difficulties or obstacles in their memorization process, the supervisors approached them personally to understand their problems and provide full support.

To ensure that students did not feel burdened and could learn comfortably, tahfiz supervisors intentionally built close relationships with them. This type of approach encouraged students to become more courageous and open in expressing the difficulties they faced during the memorization process. As a result, the continuous motivation given by the supervisors was able to revive the students' enthusiasm and optimism in completing their memorization targets.

This was emphasized by P1, the Head of the Islamic Boarding School, who stated:

"The tahfiz supervisors here do not only teach memorization, but also nurture the students' mentality and enthusiasm. A good approach makes students feel more comfortable and motivated in learning."

S5 also expressed the positive impact of the motivational approach implemented by the supervisors:

"I have become more enthusiastic about memorizing because the supervisors always provide motivation and never scold us, but instead guide us patiently so that I do not give up easily."

Based on all the research findings in the field, it can be concluded that the strategies implemented by the tahfiz supervisors at Pondok Pesantren Sirajul Mu'minin Bulupabbulu include several techniques, namely talaqqi, tikkar, murojaah, and direct memorization submission, which are then combined with motivational support and personal closeness. All of these methods work together in improving the quality of the students' memorization, including fluency in recitation, accuracy of tajwid rules, and the strength of their memory retention.

The comfortable and encouraging learning atmosphere at Pondok Pesantren Sirajul Mu'minin Bulupabbulu cannot be separated from the approach applied by the tahfiz supervisors. An in-depth analysis shows that the combination of appropriate teaching strategies and consistent discipline becomes the main key in helping students gradually strengthen the quality of their memorization. This demonstrates that the role of the supervisors has a very significant influence on the success of the students.

Conclusion

Based on the findings of this study, it can be concluded that tahfiz supervisors play a highly significant role in improving the quality of students' memorization at Pondok Pesantren Sirajul Mu'minin Bulupabbulu. This role is reflected through their responsibilities as educators, mentors, supervisors, motivators, and role models for students in the process of memorizing the Qur'an. Tahfiz supervisors apply various learning methods such as talaqqi, tikkar, murojaah, memorization submission, and motivational approaches to help students improve the fluency, accuracy of tajwid, and strength of their memorization. The success of tahfiz supervision is supported by the quality of disciplined and experienced supervisors, a conducive Islamic boarding school

environment, structured learning schedules, and the students' enthusiasm in memorizing the Qur'an. However, several obstacles were identified in the supervision process, including differences in students' memorization abilities, lack of discipline in performing murojaah, feelings of laziness and boredom, and limited time due to the students' dense activities. The active role of tahfiz supervisors in providing continuous guidance, supervision, and motivation has helped students overcome these various obstacles, resulting in significant improvement in the quality of their memorization. These findings indicate that the success of the tahfiz program is strongly influenced by the quality of supervision carried out consistently and systematically by the tahfiz supervisors at Pondok Pesantren Sirajul Mu'minin Bulupabbulu.

References

- Alherran, F. (2026). Tadabur: A Large-Scale Quran Audio Dataset. *Quranapi*, 4(22), 1–15. <http://arxiv.org/abs/2604.18932>
- Almelhes, S. A. (2024). A Conceptual Framework for Teaching Arabic as a Second Language. *Theory and Practice in Language Studies*, 14(7), 2110–2118.
- Athiyah, U. (2025). Analisis Kualitas Hafalan Al-Quran Santri Pondok Pesantren As-Salam. *Research and Development Journal of Education*, 11(2), 1219. <https://doi.org/10.30998/rdje.v11i2.26984>
- Baharuddin, M. S. Bin. (2022a). Analisis Kaedah Hafalan Al-Qur'an Dengan Memahami Makna Dalam Institut Pengajian Tahfiz Alor Setar Kedah. *Quranica*, 12(1), 88–98.
- Baharuddin, M. S. Bin. (2022b). Pelaksanaan Sistem Pengajian Tahfiz Di Alor Setar Kedah: Kajian Perbandingan Daripada Aspek Kemahiran Hafalan Al-Qur'an. *Quranica*, 7(2), 29–46. <https://doi.org/10.56304/s0040363622080021>
- Eragamreddy, N., & Preparatory. (2024). Motivation and affective factors to learn English as.. *Premise: Journal of English Education and Applied Linguistics*, 13(9), 409–428. <https://doi.org/10.24127/pj.v13i2.9629>
- Harere, A. Al, & Jallad, K. Al. (2023). Mispronunciation Detection of Basic Quranic

- Recitation Rules using Deep Learning. *Department of Information and Communication Engineering*, 1(3), 1–16. <http://arxiv.org/abs/2305.06429>
- Imaduddin, H., Supriyatno, T., & Sudirman, S. (2025). Strategi Guru di Pondok Pesantren dalam Mengoptimalkan Hafalan Al-Qur'an Santri. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(12), 14087–14093. <https://doi.org/10.54371/jiip.v8i12.10098>
- Kasem, A. (2024). Innovation in Language Education : Enriching Arabic Language Learner Experiences and Proficiency in 2D and 3D Environments. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 21(9), 40–46. <https://doi.org/10.9790/0837-2109064046>
- L, S. (2024). Motivation in second language learning – A retrospect. *GALAXY International Interdisciplinary Research Journal*, 4(1), 7–13.
- M. Alagrami, A., & M. Eljazzar, M. (2023). SMARTAJWEED Automatic Recognition of Arabic Quranic Recitation Rules. *Computer Science & Information Technology (CS & IT)*, 1(2), 145–152. <https://doi.org/10.5121/csit.2020.101812>
- Mahyani, A. (2026). Penerapan Metode Talaqqi Dalam Meningkatkan Kualitas Hafalan Santri Di Sekolah Hafizh Qur ' an Zamrud. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 4(6), 6991–7000.
- Matsumoto. (2026). Second language learners' motivation perception of teachers' motivation and. *Research Repository Second*, 2(1).
- Muslim, F. R., Tumiran, M. A., & Zainal Abidin, M. Z. H. (2024). Techniques for Memorizing the Quran: A Comparative Study of the Memory System Tendencies of Maahad Integrasi Tahfiz Selangor (MITS) Students. *UMRAN - International Journal of Islamic and Civilizational Studies*, 11(2), 37–47. <https://doi.org/10.11113/umran2024.11n2.647>
- Nafiah, R. (2022). Penerapan Metode Tahfidz Dan Takrir Dalam Meningkatkan Kualitas Hafalan Santri Madrasah Quran Asrama Al-Umami. *Al I'tibar: Jurnal Pendidikan Islam*, 9(2), 59–67.
- Nasikhah, F. (2025). Upaya Guru Tahfidz dalam Meningkatkan Kualitas Hafalan Al-

- Quran Santri di Pondok Tahfidz Al-Ihsan Wat Taqwa Kebumen. *Social, Humanities, and Educational Studies SHEs*., 8(3), 613–621.
- Nik Md Saiful Azizi, N. A., Fathiyah Solehah, M. S., & Rabi'atul Athirah, M. I. (2023). Tahfiz students' experiences in memorizing the Qur'an: Unveiling their motivating factors and challenges. *IIUM Journal of Educational Studies*, 9(2), 46–63.
- Nouredine, B., & Research. (2024). The reality of the Arabic language and the challenge of learning it in Arab countries The reality of the Arabic language and the challenge of learning it in Arab countries. *Journal for Educators, Teachers and Trainers*, 15(May), 8–16.
<https://doi.org/10.47750/jett.2024.15.03.002>
- Putra, A. A., Sholeh, A., Jannah, M., & Muliadi, M. (2025). Peran Guru Musyrif Asrama Dalam Penguatan Hafalan Santri Program Tahfidzul Qur'an. *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan*, 22(2), 290–300.
[https://doi.org/10.25299/ajaip.2025.vol22\(2\).21891](https://doi.org/10.25299/ajaip.2025.vol22(2).21891)
- Rifka Alkhilyatul Ma'rifat, I Made Suraharta, I. I. J. (2024a). Efektivitas manajemen tahfidz Al-Qur'an terhadap kualitas hafalan santri kelas XII di Madrasah Aliyah Pondok Pesantren Tahfidzul Qur'an Al-Imam Ashim Makassar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 2(September), 306–312.
- Rifka Alkhilyatul Ma'rifat, I Made Suraharta, I. I. J. (2024b). Peran pembina dalam meningkatkan kualitas hafalan Al-Qur'an santri di Pondok Pesantren Alkaukabul Munir As'adiyah. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 2(1), 306–312.
- Riwanda, A., Ridha, M., & Islamy, M. I. (2024). Empowering Asynchronous Arabic Language Learning Through PDF Hyperlink Media. *International Review of Research in Open and Distributed Learning*, 25(1).
- Sadri, I. (2024). Understanding motivation in second language acquisition: A story of an Indonesian EFL learner. *VISION*, 20(1), 1–17.
<https://doi.org/10.30829/vis.v20i1.3513>
- Salma, F. N., Ashari, Y., & Makmun, M. (2025). Peningkatan Kualitas Hafalan Al-

- Qur'an Santri di Asrama Ar-Risalah Jombang Melalui Penerapan Manajemen Waktu. *Jejak Digital: Jurnal Ilmiah ...*, 1(4), 2276–2288. <http://indojournal.com/index.php/jejakdigital/article/view/614%0Ahttp://indojournal.com/index.php/jejakdigital/article/download/614/516>
- Solihin, M. (2026). Implementasi Manajemen Program Tahfiz Al- Qur ' an dalam Meningkatkan Kualitas Hafalan Santri di Pondok Pesantren Al-Falah Kediri , Lombok Barat. *Jurnal Ilmu Profesi Pendidikan*, 11, 176–185.
- Struktur, P., Arab, B., & Pembelajaran, E. (2025). EduInovasi: Journal of Basic Educational Studies. *EduInovasi: Journal of Basic Educational Studies*, 5(1), 335–348.
- Tahfiz, P., An, A.-Q. U. R., & Madani, I. (2024). Hafaalan Santri Dalam Program Tahfiz Al- Qur ' an Di Pondok. *MODELING: Jurnal Program Studi PGMI*, 11(1), 594–604.
- Thohir, L. (2025). Motivation in a Foreign Language Teaching and Learning. *VISION: Journal for Language and Foreign Language Learning*, 6(1), 20–28.
- Uriawan, W., Firmansyah, D., Mulyana, D., Pratama, D. H. F., Larian, A. J., & Wiguna, F. S. (2025). Gamification-Based Learning Method for Hijaiyah Letters. *Index Terms*, 2(3), 45–60. <http://arxiv.org/abs/2602.03851>
- Yusup, N. M., & Junus, Q. (2025). Challenges and Solutions in Quranic Memorization Revision Among Tahfiz Students: a Systematic Literature Review. *International Journal of Education, Psychology and Counselling (Ijepc)*, 10(61), 868–888. <https://doi.org/10.35631/IJEPC.1061060>