

Strategy to Increase Students' Interest in Memorizing the Qur'an

Khoirun Nuha¹, A.Khoiruddin²

Nuhakhoirun9@gmail.com¹, akhoiruddin1978@gmail.com²

Universitas Islam Negeri Siber Syekh Nurjati Cirebon^{1,2}

Abstract: *Interest in memorizing the Qur'an is one of the important aspects that determine the success of students in the tahfidz program. This article aims to examine various strategies that have been developed and implemented to increase students' interest in memorizing the Qur'an through literature studies. The method used is a literature review of various national journals, scientific papers, and academic books that discuss similar themes. The results of the study indicate that strategies for increasing interest can be categorized into four main aspects, namely: intrinsic and extrinsic motivation, the use of innovative learning methods, the creation of a supportive learning environment, and the optimization of the roles of teachers and parents. These findings provide practical implications for Islamic educational institutions in developing more effective and attractive tahfidz programs for students.*

Keywords: *Interest, Memorizing the Qur'an, Strategy, Students, Tahfidz*

Abstrak : Minat dalam menghafal Al-Qur'an merupakan salah satu aspek penting yang menentukan keberhasilan santri dalam program tahfidz. Artikel ini bertujuan untuk mengkaji berbagai strategi yang telah dikembangkan dan diterapkan untuk meningkatkan minat santri dalam menghafal Al-Qur'an melalui studi pustaka. Metode yang digunakan adalah literature review terhadap berbagai jurnal nasional, karya ilmiah, dan buku-buku akademik yang membahas tema serupa. Hasil kajian menunjukkan bahwa strategi peningkatan minat dapat dikategorikan ke dalam empat aspek utama, yaitu: motivasi intrinsik dan ekstrinsik, penggunaan metode pembelajaran yang inovatif, penciptaan lingkungan belajar yang mendukung, serta optimalisasi peran guru dan orang tua. Temuan ini memberikan implikasi praktis bagi lembaga pendidikan Islam dalam mengembangkan program tahfidz yang lebih efektif dan menarik bagi santri.

Kata kunci: Minat, Menghafal Al-Qur'an, Strategi, Santri, Tahfidz

Introduction

The Qur'an is the holy book of Muslims which is the main source of teachings and guidelines for life for all Muslims. One form of respect and effort to preserve the Qur'an which has a high value of worship is the activity of memorizing it (tahfidzul Qur'an). The tradition of memorizing the Qur'an has been going on since the time of the Prophet Muhammad SAW, where the companions were known as huffazh - memorizers of the Qur'an who played a major role in maintaining the originality of divine revelation until now.

In the context of contemporary Islamic education, especially in Islamic boarding schools and tahfidz institutions, the Qur'an memorization program not only functions as a strengthening of spiritual and moral aspects, but also as a means of developing the intellectual potential and discipline of students. However, memorizing the Qur'an is a process that requires consistency, high motivation, and a long time. One of the challenges often faced in the tahfidz program is the low interest of students in memorizing.

Interest in learning is a psychological condition that encourages individuals to carry out an activity with enthusiasm and pleasure. In educational psychology, interest is considered an important prerequisite for an effective learning process. Students who have a high interest in the Qur'an tend to show greater enthusiasm and perseverance in memorizing compared to those who only do it out of coercion or routine.

Several previous studies have shown that students' interest in memorizing the Qur'an is influenced by various factors, such as the condition of the learning environment, the learning methods used, the quality of interaction with teachers, family support, and spiritual and social motivation (Hidayat, 2019). Therefore, a comprehensive and structured strategy is needed to increase students' interest so that they undergo the tahfidz process with full awareness, love, and enthusiasm.

This study aims to identify and examine strategies that have been used or recommended in scientific literature to increase students' interest in memorizing the Qur'an. Through a literature review approach, the author hopes to provide theoretical and practical contributions for managers of tahfidz institutions, teachers, parents, and researchers in designing a more effective Qur'an learning approach that is oriented towards increasing interest.

Methodology

This study uses a literature review method with a descriptive qualitative approach. The purpose of this method is to identify, evaluate, and synthesize various scientific findings related to strategies for increasing interest in memorizing the Qur'an among students. Data sources were obtained from national and international scientific journal articles, academic books, and other scientific works such as theses and dissertations published between 2015–2024. The literature was selected purposively with the following criteria: (1) relevant to the theme of tahfidz and

learning interest, (2) written in Indonesian or English, and (3) published through credible academic channels.

The data was analyzed using thematic analysis techniques with the following stages: topic identification, categorization of findings, and conclusion of the main themes related to strategies for increasing interest in memorizing the Qur'an among students.

Results and discussion

Based on the results of a review of a number of scientific literature, it was found that strategies for increasing interest in memorizing the Qur'an among students can be classified into four main themes, namely: (1) strengthening motivation, (2) implementing varied learning methods, (3) developing a conducive learning environment, and (4) optimizing the role of teachers and parents.

1. Strengthening Student Motivation

Motivation is the main psychological factor that drives individuals to behave in a directed and consistent manner. In the context of memorizing the Qur'an, motivation plays a central role in determining the perseverance, fighting spirit, and success of students in memorizing the Qur'an. In general, motivation is divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within the individual, such as faith, love for the Qur'an, and the hope of gaining rewards in the afterlife. Meanwhile, extrinsic motivation comes from outside oneself, such as giving gifts, praise, and social support from the environment such as family, friends, and ustaz/ustazah.

Intrinsic motivation is considered stronger and more sustainable because it comes from personal values and beliefs. This type of motivation encourages students to persist in the memorization process despite facing various challenges such as boredom, fatigue, or difficulty in maintaining memorization. In contrast, extrinsic motivation is often only effective in the short term and is less able to maintain the enthusiasm of students if it is not accompanied by the formation of motivation from within.

Research conducted by Nurhidayat (2019) shows that students who have high intrinsic motivation tend to be more resilient and persistent in facing obstacles in the memorization process compared to students who only rely on extrinsic motivation. This shows the importance of an educational environment that is able to foster spiritual values and love for the Qur'an as a basis for strengthening motivation.

Therefore, in the tahfidz program, strengthening motivation—especially intrinsic motivation—is an aspect that cannot be ignored. Strategies that can be carried out include spiritual guidance, contemplation of the verses of the Qur'an, setting personal targets, and providing ongoing emotional support. Extrinsic motivation can still be used as a reinforcement, but its position should only be as a complement that supports the creation of a strong internal drive in the students.

2. Application of Variative Learning Methods.

The selection of the right learning method in the process of memorizing the Al-Qur'an is an important factor that influences students' interest in learning, memorization effectiveness, and long-term retention. Methods that are varied and in accordance with the characteristics of students are not only able to avoid boredom, but can also adjust to the visual, auditory, and kinesthetic learning styles of each student.

One of the classic methods that remains relevant today is talaqqi and tasmi', namely the process of reading and listening directly between students and teachers. This method allows direct tajwid correction and builds a deep emotional and spiritual relationship between teacher and student. Talaqqi is not only effective in honing memorization accuracy, but also instills respect for the sanad and Islamic scientific tradition.

Another method that is widely used, especially in early age students, is the visualization of Juz 'Ammah. This method combines image and color media to help children's memory, in accordance with cognitive theory that emphasizes the importance of visual encoding in the learning process. Attractive illustrations can activate areas of the brain related to visual memory, making the memorization process easier.

Talqin Musiqi, which is memorization using a certain rhythm, has also been shown to be effective, especially for preschool children. Rhythm and melody help create memorization patterns that are easy to remember, similar to the way children memorize songs. This approach stimulates auditory memory and supports fun learning.

In addition to conventional methods, technology integration through digital tahfidz applications is also increasingly being applied. Applications such as interactive Murrotal, educational games, and voice-based memorization evaluation platforms have been shown to increase the involvement and enthusiasm of students, especially the digital native generation. Technology provides flexibility in time and place, and allows students to learn independently outside of class hours.

Thus, the use of a variety of methods is very important to create a dynamic and adaptive learning atmosphere. Tahfidz teachers need to understand the characteristics of students and continue to innovate in choosing the right approach so that the process of memorizing the Qur'an is not monotonous and remains a joyful and meaningful activity.

3. Developing a Conducive Learning Environment

The learning environment plays an important role in supporting the process of internalization and retention of memorization of the Qur'an. A conducive environment, both physically and psychologically, can create comfort and increase the effectiveness of students' learning. Factors such as cleanliness, tranquility, lighting, and spatial planning that support learning focus are included in the

physical aspect, while a sense of security, social acceptance, and emotional support are included in the psychological aspect.

In the pesantren or tahfidz house environment, the formation of a structured Qur'anic culture is very crucial. Efforts such as the implementation of a routine muraja'ah (memorization repetition) schedule, the holding of tahfidz assemblies, and the implementation of memorization competitions can foster a spirit of achievement while strengthening the relationship between students and the Qur'an. Such an environment not only functions as a place of learning, but also becomes an ecosystem that fosters spiritual identity and pride as guardians of the Qur'an.

Research by Maulana (2020) shows that a competitive but supportive social environment has a significant influence on the motivation and perseverance of students in maintaining their memorization. In a competitive atmosphere, students are encouraged to achieve certain targets, while support from peers and spiritual companions helps them manage stress and maintain enthusiasm. This is in line with the theory of social learning, which emphasizes the importance of observation and interaction in shaping behavior, including in the context of learning to memorize. Therefore, the management of the learning environment does not only focus on providing physical facilities, but also needs to consider the social, emotional, and spiritual dynamics that occur in the daily lives of students. Collaboration between teachers, Islamic boarding school caregivers, and families is essential to create a productive, harmonious, and meaningful learning atmosphere.

4. Optimizing the Role of Teachers and Parents

In the process of memorizing the Qur'an, teachers and parents have strategic roles that complement each other. Tahfidz teachers not only function as teachers who transfer memorized knowledge, but also as motivators, spiritual guides, and role models for students. Teachers who have personal integrity, patience, good interpersonal communication skills, and exemplary behavior in Islamic life practices will be better able to build positive emotional relationships with students. This strong emotional relationship is one of the important foundations in creating a supportive and inspiring learning climate.

According to the humanistic educational approach, the affective involvement of teachers in students encourages the emergence of learning motivation from within the child. The teacher's exemplary behavior in worship, discipline, and love for the Qur'an can be a model that is naturally imitated by students. Therefore, the development of the professionalism of tahfidz teachers must include aspects of knowledge, pedagogical skills, and holistic personality character.

On the other hand, the role of parents is very important in supporting the sustainability of the memorization process outside educational institutions. Parental involvement in memorization activities, such as accompanying during muraja'ah at home, giving awards for children's achievements, and showing attention verbally and non-verbally, has been shown to increase children's motivation and discipline

in memorizing. Simple forms of attention such as listening to children's memorization or providing special time to ask about their memorization progress can have a big psychological impact. Research by Rahmawati (2021) states that students who receive active support from their parents show a significant increase in the amount of memorization and long-term memorization stability. Therefore, harmonious collaboration between teachers and parents is key to creating a sustainable and consistent support system. Routine communication, exchanging information about children's development, and synergy in building motivation will strengthen the overall results of tahfidz education.

Conclusion

Increasing students' interest in memorizing the Qur'an requires a comprehensive approach, including psychological, pedagogical, and social factors. Based on the literature review, there are four main strategies that can be applied effectively:

Motivation Strengthening: Intrinsic motivation (love of the Qur'an, rewards in the afterlife) and extrinsic (social support, awards) play an important role in increasing interest. Students who are motivated by spiritual and social goals will persist more in the memorization process.

Variative Learning Methods: The use of talaqqi, talqin musiqi, digital applications, and visualization methods helps adjust the learning process to the diverse learning styles of students. This method makes the memorization process more interesting and effective.

Conducive Learning Environment: The creation of a supportive atmosphere, such as muraja'ah routines, memorization competitions, and Qur'anic culture in Islamic boarding schools, strengthens the enthusiasm of students to continue memorizing.

The Role of Teachers and Parents: Patient and communicative teachers, as well as the involvement of parents in accompanying and motivating students, greatly determine the success of the tahfidz program. Strong collaboration between educators and parents creates ongoing support for memorization development.

These four elements must be applied simultaneously to build interest and perseverance in memorizing the Qur'an. Without strong interest, the tahfidz process will be mechanical and difficult to maintain in the long term.

From the results of this study, the author provides several practical suggestions:

1. Tahfidz educational institutions need to conduct periodic evaluations of students' interests and adjust the learning approach to their needs.
2. Tahfidz teachers should be trained to apply more varied methods and a more personal psychological approach in managing students' motivation.
3. Parental involvement in assisting students' memorization needs to be increased, by providing effective communication facilities between the Islamic boarding school and the family.

Further research that empirically tests the effectiveness of implementing this strategy is needed to strengthen these findings.

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