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The Use of Tahfiz Learning Methods as Extracurricular at Madrasah Tsanawiyah Negeri 8 Padang Pariaman

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ABSTRACT

The global decline in Quranic memorization (Tahfiz) engagement among youth, driven by modern distractions and shifting educational priorities, poses a significant challenge to preserving Islamic heritage. This study addresses this issue by examining the methods of Tahfiz learning as an extracurricular activity at MTsN 8 Padang Pariaman, aiming to identify effective strategies for enhancing students' memorization. Using a qualitative approach, data were collected through interviews, observations, and documentation involving the school principal, Tahfiz teachers, and students. The findings reveal that a combination of traditional methods (e.g., Tahsin, Talqin) and modern techniques (e.g., Tasmi', Talaqqi) effectively supports memorization. Students benefit from independent and peer-assisted learning, while structured schedules and motivational support from teachers and parents play a crucial role. However, challenges such as time constraints, lack of focus, and inconsistent routines hinder optimal outcomes. The study concludes that addressing these challenges through structured schedules, peer tutoring, and parental engagement can significantly improve memorization outcomes. Despite its contributions, this research is limited by its focus on a single institution, which may affect the generalizability of the findings. Future studies should explore diverse educational contexts and incorporate longitudinal designs to assess the long-term impact of Tahfiz programs. This study underscores the importance of innovative and holistic approaches to Tahfiz education in addressing global challenges and preserving Quranic memorization traditions.

Keyword

Extracurricular; Method; Tahfiz al-Qur'an

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Abstrak

Penurunan global dalam keterlibatan menghafal Al-Qur'an (Tahfiz) di kalangan generasi muda, yang dipicu oleh gangguan modern dan pergeseran prioritas pendidikan, menjadi tantangan signifikan dalam melestarikan warisan Islam. Studi ini mengatasi masalah tersebut dengan meneliti metode pembelajaran Tahfiz sebagai kegiatan ekstrakurikuler di MTsN 8 Padang Pariaman, dengan tujuan mengidentifikasi strategi efektif untuk meningkatkan hafalan siswa. Menggunakan pendekatan

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kualitatif, data dikumpulkan melalui wawancara, observasi, dan studi dokumentasi yang melibatkan kepala sekolah, guru Tahfiz, dan siswa. Temuan menunjukkan bahwa kombinasi metode tradisional (seperti Tahsin dan Talqin) dan teknik modern (seperti Tasmi' dan Talaqqi) secara efektif mendukung proses menghafal. Siswa mendapatkan manfaat dari pembelajaran mandiri dan berbantuan teman sebaya, sementara jadwal terstruktur dan dukungan motivasi dari guru dan orang tua memainkan peran penting. Namun, tantangan seperti keterbatasan waktu, kurangnya fokus, dan rutinitas yang tidak konsisten menghambat hasil yang optimal. Studi ini menyimpulkan bahwa mengatasi tantangan tersebut melalui jadwal terstruktur, bimbingan teman sebaya, dan keterlibatan orang tua dapat secara signifikan meningkatkan hasil hafalan. Meskipun memberikan kontribusi, penelitian ini terbatas pada fokusnya di satu institusi, yang mungkin memengaruhi generalisasi temuan. Studi lanjutan perlu mengeksplorasi konteks pendidikan yang lebih beragam dan memasukkan desain longitudinal untuk menilai dampak jangka panjang program Tahfiz. Studi ini menegaskan pentingnya pendekatan inovatif dan holistik dalam pendidikan Tahfiz untuk mengatasi tantangan global dan melestarikan tradisi menghafal Al-Qur'an.

Kata Kunci

Ekstrakurikuler; Metode Pembelajaran; Tahfiz

INTRODUCTION

The memorization of the Qur'an, known as *tahfidz*, holds a significant place in Islamic education, as it not only preserves the divine text but also fosters spiritual, cognitive, and moral development among students (Fauziah et al., 2020; Nurlaili et al., 2020). In the context of Islamic junior high schools (MTsN), extracurricular activities such as *tahfidz* programs have become a vital means to enhance students' memorization skills and deepen their connection with the Qur'an (U. D. Rizki & Julius, 2024; Faqihuddin et al., 2024). MTsN 8 Padang Pariaman, as one of the institutions implementing such programs, provides a valuable case study to analyze the effectiveness of *tahfidz* learning methods in improving students' memorization abilities. However, despite the growing interest in *tahfidz* education, there remains a lack of comprehensive research on the specific methodologies employed in extracurricular settings and their impact on students' memorization outcomes. This study seeks to address this gap by examining the methods used in *tahfidz* learning at MTsN 8 Padang Pariaman and their contribution to enhancing students' memorization skills.

Previous studies on *tahfidz* education have predominantly focused on formal classroom settings (Chew et al., 2023), highlighting various memorization techniques such as repetition (B. Rizki, 2023), listening, and peer collaboration (Izzah et al., 2024). While these studies provide valuable insights, they often overlook the unique dynamics of extracurricular programs (Nasrul et al., 2020), which operate outside the rigid structures of formal curricula and offer more flexible, student-centered approaches (Yudianto, 2024). Furthermore, limited attention has been given to the contextual challenges faced by schools in rural or semi-urban areas, such as MTsN 8 Padang Pariaman, where resources and teacher expertise may differ significantly from those in urban centers. This research aims to fill these gaps by exploring the specific methods employed in extracurricular *tahfidz* programs and evaluating their effectiveness in improving students' memorization outcomes in a semi-urban educational context.

The primary objective of this study is to analyze the methods used in *tahfidz* learning as an extracurricular activity at MTsN 8 Padang Pariaman and their impact on students' memorization abilities. By doing so, this research seeks to achieve

several goals: (1) to identify the most effective *tahfidz* learning methods in an extracurricular setting, (2) to understand the challenges faced by students and teachers in implementing these methods, and (3) to provide actionable recommendations for optimizing *tahfidz* programs in similar educational contexts. The significance of this study lies in its potential to contribute to the broader field of Islamic education by offering evidence-based insights into how extracurricular *tahfidz* programs can be designed and implemented to maximize students' memorization outcomes. Additionally, this research aims to address the gap in knowledge regarding the effectiveness of *tahfidz* methods in semi-urban schools, thereby providing a more nuanced understanding of the factors that influence memorization success in diverse educational settings.

The central argument of this study is that the effectiveness of *tahfidz* learning methods in extracurricular programs is influenced by a combination of pedagogical strategies, student motivation, and institutional support (Hidayanti et al., 2024). It is hypothesized that methods emphasizing active student engagement, such as peer teaching, muraja'ah (repetition), and the use of multimedia tools, will yield better memorization outcomes compared to traditional, teacher-centered approaches. By testing this argument, the study aims to provide a deeper understanding of how *tahfidz* programs can be optimized to enhance students' memorization skills (Makfiro et al., 2024), ultimately contributing to the preservation and dissemination of the Qur'anic text in contemporary educational contexts. Through this research, it is hoped that educators and policymakers will gain valuable insights into the design and implementation of effective *tahfidz* programs, thereby fostering a generation of students who are not only proficient in Qur'anic memorization but also deeply connected to its spiritual and moral teachings.

METHOD

This research employs a case study design to analyze the methods used in *tahfidz* Al-Qur'an learning as an extracurricular activity at MTsN 8 Padang Pariaman and their impact on improving students' memorization abilities. The methodology is structured to address the research questions systematically, ensuring the validity and reliability of the findings. Below is a detailed explanation of the methodology based on the criteria provided.

This study adopts a qualitative case study design to explore the *tahfidz* learning methods implemented at MTsN 8 Padang Pariaman. A case study is chosen because it allows for an in-depth examination of a specific phenomenon within its real-life context. This design is particularly suitable for understanding the complexities of *tahfidz* learning methods, the challenges faced, and their effectiveness in enhancing students' memorization skills. The study focuses on the unique context of MTsN 8 Padang Pariaman, providing rich, detailed insights into the implementation of *tahfidz* as an extracurricular activity.

Sample and Research Subjects, this research subjects include: 1) Students: A purposive sample of 20 students participating in the *tahfidz* extracurricular program at MTsN 8 Padang Pariaman. These students are selected based on their active involvement in the program and their varying levels of memorization proficiency. 2) Teachers: Two *tahfidz* teachers responsible for implementing the program. 3) School

Administrators: The principal and the coordinator of extracurricular activities at MTsN 8 Padang Pariaman. The sample size is determined based on the principle of data saturation, ensuring that sufficient data is collected to answer the research questions comprehensively.

Data is collected through multiple sources to ensure triangulation and enhance the credibility of the findings. The primary methods include: 1) Interviews: Semi-structured interviews are conducted with students, teachers, and school administrators to gather insights into the *tahfidz* learning methods, challenges, and outcomes. 2) Observation: Direct observation of *tahfidz* sessions is carried out to document the teaching methods, student engagement, and learning environment. 3) Document Analysis: Relevant documents, such as lesson plans, student memorization records, and program evaluation reports, are reviewed to supplement the data.

The data collection process follows these steps: 1) Preparation: Obtain permission from the school administration and inform participants about the research objectives and procedures. 2) Interviews: Conduct one-on-one and group interviews with students, teachers, and administrators using a pre-designed interview guide. 3) Observation: Attend *tahfidz* sessions over a period of one month to observe the teaching and learning processes. 4) Document Review: Collect and analyze program-related documents to gain additional context and insights. 5) Data Recording: All interviews and observations are recorded (with consent) and transcribed for analysis.

The data is analyzed using thematic analysis, a qualitative method that identifies patterns and themes within the data. The steps include: 1) Data Familiarization: Transcribe and review all collected data to gain a comprehensive understanding. 2) Coding: Assign codes to meaningful segments of the data based on recurring ideas or concepts. 3) Theme Development: Group related codes into broader themes that address the research questions. 4) Interpretation: Analyze the themes to draw conclusions about the effectiveness of *tahfidz* learning methods and their impact on students' memorization abilities.

To ensure the validity and reliability of the findings, the following techniques are employed: 1) Triangulation: Data is collected from multiple sources (interviews, observations, and documents) to cross-verify the findings. 2) Member Checking: Participants are given the opportunity to review and confirm the accuracy of the data and interpretations. 3) Peer Debriefing: The research process and findings are discussed with academic peers to ensure objectivity and rigor.

This methodology is designed to provide a comprehensive and systematic analysis of the *tahfidz* learning methods at MTsN 8 Padang Pariaman. By employing a case study design, collecting data from multiple sources, and using rigorous analysis techniques, this research aims to generate valid and reliable insights into how extracurricular *tahfidz* programs can enhance students' memorization abilities. The findings are expected to contribute to the development of more effective *tahfidz* learning strategies, particularly in semi-urban educational contexts like MTsN 8 Padang Pariaman.

RESULTS&DISCUSSION

1. Methods used in Tahfidz Al-Qur'an learning as an extracurricular activity to enhance students' memorization at MTsN 8 Padang Pariaman

The following table summarizes the key findings from the research on the methods used in Tahfidz Al-Qur'an learning as an extracurricular activity to enhance students' memorization at MTsN 8 Padang Pariaman. The table categorizes the findings based on the perspectives of the school principal, Tahfidz teacher, and students. It highlights the methods, strategies, challenges, and solutions identified during the research. The data is organized to provide a clear overview of the primary themes and insights derived from the interviews, observations, and documentation.

Table 1. Tahfidz Al-Qur'an Learning Methods at MTsN 8 Padang Pariaman

Category	Principal's Perspective	Tahfidz Teacher's Perspective	Students' Perspective
Methods Used	- Tahsin, Talqin, Repetition, Muraja'ah	- Tasmi' (listening), Talaqqi (direct teacher-student interaction), Muraja'ah (repetition)	- Independent memorization, Peer-assisted memorization, Repetition
Strategies for Success	- Encouraging students to repeat memorization regularly	- Assigning specific memorization targets, using group muraja'ah, and monitoring progress	- Utilizing free time (e.g., breaks) for memorization, setting personal goals
Challenges	- Lack of focus, insufficient sleep, and external distractions	- Irregular memorization schedules, students' busy routines, and lack of parental support	- Limited time due to schoolwork and household chores, difficulty maintaining consistency
Solutions	- Encouraging students to focus on one verse at a time, ensuring adequate rest and focus	- Implementing daily memorization schedules, providing motivational support, and using Tasmi'	- Peer tutoring, consistent muraja'ah, and setting achievable daily targets
Role of Tahfidz	- Preparing students to read, understand, and apply Qur'anic principles in daily life	- Ensuring students memorize with correct tajwid and makharij, and fostering a love for the Qur'an	- Developing faith, improving memory, and gaining spiritual benefits from memorization

The table above provides a structured overview of the key findings from the research. It is divided into five categories: Methods Used, Strategies for Success, Challenges, Solutions, and Role of Tahfidz. Each category reflects the perspectives of the school principal, Tahfidz teacher, and students, ensuring a comprehensive understanding of the Tahfidz Al-Qur'an learning process at MTsN 8 Padang Pariaman.

The principal emphasizes traditional methods like Tahsin (improving recitation) and Talqin (direct instruction), while the teacher highlights interactive methods such as Tasmi' (listening) and Talaqqi (direct interaction). Students, on the other hand, focus on independent and peer-assisted memorization, reflecting their active role in the learning process. The principal and teacher stress the importance of repetition and structured schedules, while students highlight the use of free time and personal goal-setting as effective strategies. Common challenges include lack of focus, busy schedules, and irregular memorization practices. These are consistent across all perspectives, indicating a need for better time management and support systems.

Solutions proposed include structured schedules, peer tutoring, and motivational support. These align with the challenges identified and suggest practical ways to improve memorization outcomes. All stakeholders agree that Tahfidz plays a crucial role in fostering spiritual growth, improving memory, and instilling discipline. The principal and teacher emphasize the educational and moral aspects, while students focus on personal and spiritual benefits.

The table 1 reveals that the methods and strategies used in Tahfidz Al-Qur'an learning at MTsN 8 Padang Pariaman are diverse and tailored to the needs of students. The integration of traditional methods like Tahsin and Talqin with modern approaches such as Tasmi' and Talaqqi demonstrates a balanced approach to memorization. However, challenges such as time constraints and lack of focus highlight the need for better support systems, including structured schedules and peer tutoring.

The role of Tahfidz in education is universally acknowledged as vital, not only for memorization but also for spiritual and moral development. The findings suggest that while the current methods are effective, there is room for improvement in addressing challenges and enhancing student engagement. By organizing the data in this manner, the table ensures clarity and avoids repetition, providing a concise yet comprehensive overview of the research findings. This structured approach facilitates a deeper understanding of the dynamics of Tahfidz Al-Qur'an learning at MTsN 8 Padang Pariaman.

2. Implementation of Tahfidz Al-Qur'an learning as an extracurricular activity to enhance students' memorization at MTsN 8 Padang Pariaman

The following table summarizes the key findings from the research on the implementation of Tahfidz Al-Qur'an learning as an extracurricular activity to enhance students' memorization at MTsN 8 Padang Pariaman. The table categorizes the findings based on the perspectives of the school principal, Tahfidz teacher, and students. It highlights the methods, strategies, challenges, and solutions identified during the research. The data is organized to provide a clear overview of the primary themes and insights derived from the interviews, observations, and documentation.

Table 2. Implementation of Tahfidz Al-Qur'an learning

Category	Principal's Perspective	Tahfidz Teacher's Perspective	Students' Perspective
Implementation Methods	- Tahsin, Talqin, Repetition, Muraja'ah	- Tasmi' (listening), Talaqqi (direct teacher-student interaction), Muraja'ah (repetition)	- Independent memorization, Peer-assisted memorization, Repetition
Strategies for Success	- Encouraging students to repeat memorization regularly	- Assigning specific memorization targets, using group muraja'ah, and monitoring progress	- Utilizing free time (e.g., breaks) for memorization, setting personal goals
Challenges	- Lack of focus, insufficient sleep, and external distractions	- Irregular memorization schedules, students' busy routines, and	- Limited time due to schoolwork and household chores, difficulty

Category	Principal's Perspective	Tahfidz Teacher's Perspective	Students' Perspective
Solutions	- Encouraging students to focus on one verse at a time, ensuring adequate rest and focus	lack of parental support - Implementing daily memorization schedules, providing motivational support, and using Tasmi'	maintaining consistency - Peer tutoring, consistent muraja'ah, and setting achievable daily targets
	- Preparing students to read, understand, and apply Qur'anic principles in daily life	- Ensuring students memorize with correct tajwid and makharij, and fostering a love for the Qur'an	- Developing faith, improving memory, and gaining spiritual benefits from memorization

The table above provides a structured overview of the key findings from the research. It is divided into five categories: Implementation Methods, Strategies for Success, Challenges, Solutions, and Role of Tahfidz. Each category reflects the perspectives of the school principal, Tahfidz teacher, and students, ensuring a comprehensive understanding of the Tahfidz Al-Qur'an learning process at MTsN 8 Padang Pariaman.

Implementation Methods, The principal emphasizes traditional methods like Tahsin (improving recitation) and Talqin (direct instruction), while the teacher highlights interactive methods such as Tasmi' (listening) and Talaqqi (direct interaction). Students, on the other hand, focus on independent and peer-assisted memorization, reflecting their active role in the learning process.

Strategies for Success, The principal and teacher stress the importance of repetition and structured schedules, while students highlight the use of free time and personal goal-setting as effective strategies. **Challenges,** common challenges include lack of focus, busy schedules, and irregular memorization practices. These are consistent across all perspectives, indicating a need for better time management and support systems.

Solutions, solutions proposed include structured schedules, peer tutoring, and motivational support. These align with the challenges identified and suggest practical ways to improve memorization outcomes. **Role of Tahfidz,** All stakeholders agree that Tahfidz plays a crucial role in fostering spiritual growth, improving memory, and instilling discipline. The principal and teacher emphasize the educational and moral aspects, while students focus on personal and spiritual benefits.

The table 2 reveals that the methods and strategies used in Tahfidz Al-Qur'an learning at MTsN 8 Padang Pariaman are diverse and tailored to the needs of students. The integration of traditional methods like Tahsin and Talqin with modern approaches such as Tasmi' and Talaqqi demonstrates a balanced approach to memorization. However, challenges such as time constraints and lack of focus highlight the need for better support systems, including structured schedules and peer tutoring.

The role of Tahfidz in education is universally acknowledged as vital, not only for memorization but also for spiritual and moral development. The findings suggest that while the current methods are effective, there is room for improvement in

addressing challenges and enhancing student engagement. By organizing the data in this manner, the table ensures clarity and avoids repetition, providing a concise yet comprehensive overview of the research findings. This structured approach facilitates a deeper understanding of the dynamics of Tahfidz Al-Qur'an learning at MTsN 8 Padang Pariaman.

3. Teacher supporting and inhibiting factors of Tahfidz Al-Qur'an learning as an extracurricular activity to enhance students' memorization at MTs N 8 Padang Pariaman

The following table summarizes the key findings from the research on the supporting and inhibiting factors of Tahfidz Al-Qur'an learning as an extracurricular activity to enhance students' memorization at MTs N 8 Padang Pariaman. The data is derived from interviews with teachers, students, and the school principal, as well as observations and documentation studies. The table categorizes the findings into Supporting Factors and Inhibiting Factors, providing a clear overview of the elements that either facilitate or hinder the effectiveness of the Tahfidz program.

Table 3. Supporting and Inhibiting Factors in Tahfidz Al-Qur'an Learning

Category	Supporting Factors	Inhibiting Factors
Environment	<ul style="list-style-type: none"> - Conducive learning environment (quiet, comfortable spaces) - Supportive school facilities 	<ul style="list-style-type: none"> - Distractions from peers (joking, walking around) - Lack of adequate facilities (e.g., no new learning materials)
Motivation	<ul style="list-style-type: none"> - High self-awareness and motivation from students - Encouragement from parents and teachers 	<ul style="list-style-type: none"> - Low motivation and lack of seriousness among students - Emotional instability (stress, anxiety, laziness)
Teaching Methods	<ul style="list-style-type: none"> - Effective methods (e.g., talaqqi, takrir, bin nadzar, tanfiz) - Creative and engaging teaching techniques (e.g., using songs, films) 	<ul style="list-style-type: none"> - Monotonous teaching approaches leading to boredom - Lack of consistency in memorization routines
Parental Role	<ul style="list-style-type: none"> - Parents act as teachers at home, reinforcing memorization 	<ul style="list-style-type: none"> - Lack of parental support or involvement
Student Commitment	<ul style="list-style-type: none"> - Regular repetition and review of memorized verses 	<ul style="list-style-type: none"> - Students' inability to maintain consistency in memorization
External Factors	<ul style="list-style-type: none"> - Collaboration between school and parents to motivate students 	<ul style="list-style-type: none"> - External distractions (e.g., mobile phones, television)

The table above highlights the primary factors that either support or inhibit the success of the Tahfidz Al-Qur'an program at MTs N 8 Padang Pariaman. The data is organized into two main categories Supporting Factors and Inhibiting Factors, each further divided into subcategories such as Environment, Motivation, Teaching Methods, Parental Role, Student Commitment, and External Factors.

Supporting Factors: 1) Environment: A conducive learning environment, including quiet and comfortable spaces, significantly supports students' ability to focus and memorize. Additionally, the availability of supportive school facilities enhances the

learning experience. 2) Motivation: High self-awareness and intrinsic motivation among students, coupled with encouragement from parents and teachers, play a crucial role in sustaining students' interest and effort in memorizing the Qur'an. 3) Teaching Methods: Effective and creative teaching methods, such as *talaqqi* (direct teacher-student interaction), *takrir* (repetition), and the use of engaging techniques like songs and films, make the learning process more enjoyable and effective. 4) Parental Role: Parents who actively participate in their children's memorization process by reinforcing lessons at home contribute significantly to the students' success. 5) Student Commitment, Regular repetition and review of memorized verses help students retain their memorization and prevent forgetting.

The table 3 provides a comprehensive overview of the factors influencing the Tahfidz Al-Qur'an program at MTs N 8 Padang Pariaman. The Supporting Factors highlight the importance of a conducive environment, effective teaching methods, and strong parental involvement in fostering students' success. On the other hand, the Inhibiting Factors reveal the challenges posed by distractions, low motivation, and inconsistent routines, which need to be addressed to improve the program's effectiveness. The data underscores the need for a holistic approach that combines environmental improvements, innovative teaching methods, and active parental engagement to overcome the challenges and enhance the students' memorization outcomes. By addressing the inhibiting factors and leveraging the supporting factors, the school can create a more effective and sustainable Tahfidz Al-Qur'an program.

The research explores the methods, implementation, and factors influencing Tahfidz Al-Qur'an learning as an extracurricular activity at MTsN 8 Padang Pariaman. Key findings include:

First, Methods and Implementation, traditional methods like *Tahsin* (recitation improvement) and *Talqin* (direct instruction) are integrated with modern approaches such as *Tasmi'* (listening) and *Talaqqi* (direct interaction). Students also engage in independent and peer-assisted memorization. *Second*, Strategies for Success, Repetition, structured schedules, and personal goal-setting are emphasized. Teachers assign specific memorization targets and use group *muraja'ah* (review), while students utilize free time for memorization. *Third*, Challenges: Common issues include lack of focus, time constraints, irregular memorization routines, and limited parental support. *Fourth*, Supporting Factors: A conducive learning environment, effective teaching methods, high student motivation, and active parental involvement enhance memorization outcomes. *Fifth*, Inhibiting Factors: Distractions, low motivation, monotonous teaching methods, and inconsistent routines hinder progress.

The findings align with prior studies on Tahfidz education. For instance, research by Qonita (2023) highlights the effectiveness of *Talaqqi* and *Tasmi'* in improving memorization accuracy and retention (Qonita et al., 2023). Similarly, studies by Muhammadpour (2023) emphasize the role of repetition and structured schedules in enhancing memorization outcomes (Muhammadpour et al., 2023). The importance of parental involvement and a supportive environment is also consistent with findings by (Wahyuni & Bee Tin, 2024), who argue that external support systems are crucial for sustaining student motivation and consistency.

The research reveals several trends: 1) Integration of Traditional and Modern Methods: The combination of traditional (*Tahsin*, *Talqin*) and modern (*Tasmi'*, *Talaqqi*) methods reflects a balanced approach to memorization, catering to diverse learning needs. 2) Student-Centered Learning: The emphasis on independent and peer-assisted

memorization highlights a shift toward active student participation in the learning process. 3) Challenges of Modern Lifestyles: Time constraints and distractions, such as mobile phones and busy schedules, reflect the impact of modern lifestyles on religious education. These trends underscore the need for adaptive strategies that address contemporary challenges while preserving traditional values in Islamic education.

Reflection on Future Possibilities, the findings suggest potential future developments: 1) Increased Use of Technology: Digital tools, such as Qur'an memorization apps, could complement traditional methods and address time constraints. 2) Enhanced Parental Engagement Programs: Schools could develop initiatives to educate parents on supporting their children's memorization efforts. 3) Holistic Support Systems: Integrating psychological and emotional support could help address issues like stress and anxiety, which hinder memorization.

Compared to similar studies, this research echoes the importance of structured schedules and repetition (Brazendale & Leon, 2022). However, it uniquely highlights the role of peer-assisted learning, which is less emphasized in other studies (Ritonga et al., 2024). Additionally, the focus on modern distractions, such as mobile phones, adds a contemporary dimension to the challenges faced in Tahfidz education.

The findings have broader implications for Islamic religious education: 1) Curriculum Development: Schools can integrate flexible memorization schedules and peer-assisted learning into the curriculum. 2) Teacher Training: Educators should be trained in creative and engaging teaching methods to maintain student interest. 3) Community Involvement: Collaboration between schools, parents, and the community can create a supportive ecosystem for tahfidz education.

This study contributes novelty by: 1) Highlighting Peer-Assisted Learning: The active role of students in peer-assisted memorization is a unique focus. 2) Addressing Modern Challenges: The research sheds light on contemporary issues like digital distractions and busy lifestyles, which are often overlooked in traditional Tahfidz studies.

The research contributes to the field of Islamic education by: 1) Providing Practical Solutions: Recommendations such as structured schedules, peer tutoring, and parental engagement offer actionable strategies for improving memorization outcomes. 2) Enhancing Understanding of Challenges: By identifying inhibiting factors, the study provides a foundation for developing targeted interventions. 3) Promoting Holistic Development: The emphasis on spiritual and moral growth aligns with the broader goals of Islamic education, fostering well-rounded individuals.

The research underscores the effectiveness of integrating traditional and modern methods in Tahfidz Al-Qur'an learning while highlighting the need to address contemporary challenges. By leveraging supporting factors and mitigating inhibiting factors, schools can enhance the memorization outcomes and spiritual development of students. The findings offer valuable insights for educators, policymakers, and stakeholders in Islamic religious education, contributing to the ongoing discourse on improving Tahfidz education in a rapidly changing world.

CONCLUSIONS

This study explores the methods, implementation, and factors influencing Tahfidz Al-Qur'an learning as an extracurricular activity at MTsN 8 Padang Pariaman. The findings reveal that the integration of traditional methods (e.g., Tahsin, Talqin) with modern approaches creates a balanced and effective memorization process. Students benefit from independent and peer-assisted learning, while structured schedules and motivational support from teachers and parents enhance their engagement. However, challenges such as time constraints, lack of focus, and inconsistent routines hinder optimal outcomes. Supporting factors, including a conducive environment, effective teaching methods, and parental involvement, significantly contribute to the program's success, while inhibiting factors like distractions and low motivation require attention.

The research contributes to the field of Islamic education by highlighting the importance of a holistic approach to Tahfidz learning, emphasizing the interplay between traditional and modern methods, and underscoring the role of environmental and motivational factors. It aligns with the study's objective of identifying effective strategies to enhance Qur'anic memorization, offering practical insights for educators and policymakers. The findings suggest that addressing inhibiting factors through structured schedules, peer tutoring, and parental engagement can significantly improve memorization outcomes.

For future research, it is recommended to explore the long-term impact of Tahfidz programs on students' spiritual, cognitive, and moral development. Additionally, investigating the role of technology in facilitating memorization and addressing challenges such as time management could provide valuable insights. Comparative studies across different educational contexts could further enrich understanding of best practices in Tahfidz education.

Theoretically, this study reinforces the importance of integrating pedagogical and spiritual approaches in Islamic education. Practically, it offers actionable strategies for schools to enhance their Tahfidz programs, emphasizing the need for collaboration between teachers, students, and parents. By addressing the identified challenges and leveraging supporting factors, schools can create a more effective and sustainable memorization process.

In conclusion, this study underscores the transformative potential of Tahfidz Al-Qur'an learning in shaping students' spiritual and intellectual growth. It calls for a renewed commitment to addressing challenges and optimizing supporting factors to ensure the program's success. As the Qur'an states, *"Indeed, We have made the Qur'an easy for remembrance, so is there any who will remember?"* (54:17). Let this research serve as a catalyst for innovation and dedication in nurturing the next generation of Qur'an memorizers, ensuring they carry this divine legacy with excellence and devotion.

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