



The Implementation of the Qur'an Tahfidz Excellence Program at Senior High School

Hilwa Adenya Assyifatul Qolbi

Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia

Jl. Jend. Ahmad Yani No.117, Jemursari, Kec.Wonocolo, Surabaya, Jawa Timur 60237, Indonesia

Article History:

Received: April 11, 2025; Revised: March 05, 2025; Accepted: May 26, 2025; Published: June 30, 2025

Abstract: The Implementation of the Qur'an Tahfidz Excellence Program at Senior High School

Objective: This study aims to analyze the implementation of the Qur'an Memorization Program at SMA Al Falah Ketintang Surabaya, focusing on its effectiveness and its impact on the students. **Method:** The approach used in this study is qualitative descriptive. Data was collected through interviews with the principal, vice principal for the curriculum, and the coordinator of the Qur'an Memorization Program, as well as through observations and analysis of documents related to the curriculum and school policies. **Results:** Implementing the Qur'an Memorization Program at SMA Al Falah Ketintang Surabaya has been successful for years, and a structured guideline, a conducive school environment, and efficient time management support it. **Conclusion:** The implementation of this program demonstrates an innovative approach to integrating Islamic values into the school curriculum and positively impacts the students' spiritual and academic development. **Contribution:** This study illustrates how Qur'an-based education can effectively function in formal schools and adds insight into the integration of analytical learning methods and technology in the memorization program, which can serve as a model for holistic education that combines Islamic values with academic skills.

Keyword: Implementation; Flagship Program; Memorization of the Qur'an; Senior High School

Abstrak: Implementasi Program Unggulan Tahfidz Al-Qur'an di SMA

Tujuan: Penelitian ini bertujuan untuk menganalisis penerapan Program Tahfidz Al-Qur'an di SMA Al Falah Ketintang Surabaya, dengan fokus pada efektivitas pelaksanaannya serta dampaknya terhadap peserta didik. **Metode:** Pendekatan yang digunakan dalam penelitian ini adalah kualitatif deskriptif. Data dihimpun melalui wawancara dengan kepala sekolah, wakil kepala bagian kurikulum, dan koordinator guru program Tahfidz, observasi, serta analisis dokumen terkait kurikulum dan kebijakan sekolah. **Hasil:** Pelaksanaan Program Tahfidz Al-Qur'an di SMA Al Falah Ketintang Surabaya berjalan dengan baik selama bertahun-tahun, didukung oleh pedoman yang terstruktur, lingkungan sekolah yang kondusif, serta manajemen waktu yang efisien. **Kesimpulan:** Implementasi program ini menunjukkan pendekatan inovatif dalam mengintegrasikan nilai-nilai keislaman ke dalam kurikulum sekolah dan memberikan dampak positif pada perkembangan spiritual dan akademik siswa. **Kontribusi:** Penelitian ini memberikan kontribusi dalam menggambarkan bagaimana pendidikan berbasis Al-Qur'an dapat berjalan efektif di sekolah formal, serta menambah wawasan terkait integrasi metode pembelajaran analitis dan teknologi dalam program tahfidz, yang dapat dijadikan model pendidikan holistik yang menggabungkan nilai-nilai keislaman dengan keterampilan akademik.

Kata Kunci: Implementasi; Program Unggulan; Tahfidz Al-Qur'an; SMA

* **Corresponding Author:** Hilwa Adenya Assyifatul Qolbi, ✉ hilwaadenyaq@gmail.com

Islamic Education Study Program, Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia

Address: Jl. Jend. Ahmad Yani No.117, Jemursari, Kec.Wonocolo, Surabaya, Jawa Timur 60237, Indonesia

To cite this article:

Qolbi, H. A. A. (2025). The Implementation of the Qur'an Tahfidz Excellence Program at Senior High School. *At-Ta'lim: Media Informasi Pendidikan Islam*, 24(1), 74-87. <http://dx.doi.org/10.29300/attalim.v24i1.7289>

A. INTRODUCTION

One of the main challenges in education in Indonesia is the poor quality of education at all levels and types of educational institutions, especially at the primary and secondary levels. Various measures have been taken to address this issue, such as improving school management, providing textbooks and learning tools, conducting teacher training and capacity building, and improving educational facilities and infrastructure (Kong et al., 2014). Attention to education has become one of the top priorities and issues that must be addressed through concrete actions. Education holds a crucial position, not only as a legal requirement but also as a strategic factor in preparing and improving the quality of future generations. Additionally, education contributes to the recognition and appreciation of a nation in the eyes of the world (Saifullah, 2014). The main objective of Islamic education is to produce Muslim individuals who are religious, pious, and knowledgeable, capable of dedicating themselves to their Creator with a nature and personality that indicate submission to Him in all aspects of their lives, both worldly and spiritual. The objectives of Islamic education are based on the guiding principles of the Muslim community, namely the Qur'an and the Sunnah. As the foundation of human life, the Qur'an possesses unique qualities not found in other books. These unique qualities include recitation (reading), reflection (contemplation), and memorization. The Qur'an is the spirit and source of strength for the heart, so it is crucial to learn and teach it.

In today's globalization era, the education world has evolved into an era of capability. It is not surprising that some educational institutions are striving to improve the quality of their education. This is necessary for students graduating from educational institutions, as society expects them to possess intellectual and religious qualities. The primary focus of education today is to improve the quality of students. Schools are where children are educated to become intelligent, talented, and morally upright individuals. Within this context, organized and directed training requires educational mechanisms (Musakhonovna & Uchkurova, 2023). Education aims to improve society's quality of life and create religious individuals who are pious toward God Almighty and possess knowledge, skills, and a strong and independent personality. Education must teach people to be intelligent, creative, skilled, trustworthy, disciplined, and highly moral (Tyas et al., 2020). One of the challenges faced in the current educational system is that many students cannot be independent in their studies and daily lives. Religious education has also seen significant progress amid the rapid advancement of technology today. Parents are increasingly aware of how important religion is for their children to protect them from the adverse effects of technology. Many Islamic educational institutions now require their students to memorize the Quran (Ashaari et al, 2012).

Children gain significant benefits from memorizing the Quran. They develop a broader understanding of the Quran, a sense of love and discipline toward it, and a sense of consistency in what they have memorized. One of the tasks that cannot be described is memorization. This means that students must work independently and consistently on their tasks. The program for memorizing the Qur'an is designed to memorize the Qur'an with a firm grasp of its verses. This supports facing various issues because the Qur'an is always in a person's heart, making it easier to apply and actualize (Khoiriyah & Mu'is, 2024). This is by the words of Allah, which read:

الْأَنْبَابِ أُولُو وَلَيْتَدَكُرْ آيَاتِهِ لِيَذَّبَرُوا مَبَارَكُ إِلَيْكَ أَنْزَلْنَاهُ كِتَابٌ

Meaning: "This is a book that We have sent down to you, full of mercy so that they may ponder its verses and so that those with understanding may learn a lesson" (QS As-Shaad:29).

Encouraging children to memorize the Qur'an and teaching them is one of life's most crucial and valuable aspects. However, this requires educators with adequate knowledge and teaching skills to support the optimal achievement of this goal. Educators must also equip themselves with skills that can facilitate the achievement of this goal without causing adverse

impacts on the mental development of children individually or on society in general (Rustiadi, 2015). Children who memorize the Qur'an well usually become persistent, disciplined, and consistent individuals in their tasks. Student independence in learning is defined as active learning activities driven by the motivation to master specific capabilities to solve a problem by utilizing their knowledge or capabilities as a basis (Owens et al., 2020). The development of a flagship program is an effort to design and organize the learning process that will be implemented in a school within a specific period. This program is compiled as a document that serves as a guide for teachers in carrying out learning activities in the classroom (Ottenbreit-Leftwich et al., 2012).

Schools that combine formal education and boarding schools are the best solution for shaping an intelligent young generation that has good character and continues to uphold religious values amid the strong influence of the times. By living in a boarding school, students can develop their full academic and non-academic potential. However, achieving this goal requires a well-planned and managed system and close collaboration among all parties (Gemünden et al., 2018). In the face of rapid societal changes, boarding schools emerge as a response to the need for holistic education. By combining general and religious education, students are hoped to grow into outstanding individuals. However, building a quality boarding school is no easy task. It requires a strong commitment from all parties to ensure the success of this program, like SMA Al Falah Ketintang. This formal educational institution combines the characteristics of a boarding school with a strong religious focus.

This study focuses on implementing the Tahfidz Al-Qur'an Excellence Program at SMA Al Falah Ketintang Surabaya. Although the research shows that the program has been implemented well, the gap that needs to be addressed is to what extent the success of this program can be measured in terms of achieving long-term goals, such as improving students' understanding of the meaning and interpretation of Qur'anic verses. Additionally, gaps can be found in evaluating the program's sustainability and supporting the development of more innovative and efficient Qur'an memorization teaching methods to address the evolving challenges of religious education.

The purpose of this study is to analyze the implementation of the Qur'an Memorization Flagship Program at Al Falah Ketintang High School in Surabaya, focusing on the program's implementation, its impact on improving students' memorization and understanding of the meaning and interpretation of the Qur'an, and an evaluation of the program's sustainability and effectiveness in supporting the integration of Islamic values into the educational curriculum. This research also explores the challenges in implementing the program and its contribution to developing students' character and faith at the school.

B. METHOD

This study uses a descriptive qualitative approach to gain a comprehensive understanding of the implementation of the Qur'an Memorization Program at Al Falah Ketintang High School in Surabaya. A qualitative approach was chosen to explore the perceptions and experiences of the research subjects in depth and to reveal the dynamics of program implementation in the field.

The research subjects involved the principal, the coordinator of the Qur'an Tahfidz program, teachers, students, and administrative staff directly involved in implementing the program at Al Falah Ketintang High School in Surabaya. The researcher was also directly involved as an observer who participated in the program, which allowed the researcher to obtain a more holistic perspective.

Data collection was conducted using three main techniques, namely: (1) Observation Technique: The researcher conducted direct observations of the implementation of the Qur'an Tahfidz program at SMA Al Falah Ketintang, including observations of the teaching process, teacher-student interactions, and facilities supporting the program. Observations were con-

ducted in September 2024; (2) Interview Technique: Data was collected through interviews with key informants, such as the school principal and the Qur'an Tahfidz program teacher coordinator. Interviews were conducted to explore their perceptions and experiences regarding program implementation, challenges faced, and the impact felt by students. Interviews were conducted from September to November 2024; (3) Documentation Technique: The researcher also collected data from various official school documents, such as the vision and mission, organizational structure, and documents related to the implementation of the Qur'an Tahfidz program, including student progress reports. In addition, documentation related to program activities and developments was also analyzed to provide a more complete picture.

The data collected from observations, interviews, and documentation was analyzed using descriptive qualitative methods. The analysis process was done by organizing the data, categorizing relevant information, and drawing conclusions about implementing the Qur'an Tahfidz program at SMA Al Falah Ketintang Surabaya. The findings from this data analysis are expected to provide an in-depth understanding of the program's success, challenges, and impact in integrating Islamic values into the education curriculum.

C. RESULTS AND DISCUSSION

Result

This study was conducted at Al Falah Ketintang High School in Surabaya, located at Jl. Ketintang Madya No. 81, Ketintang Village, Gayungan District, Surabaya City, East Java 60232. The Qur'an Memorization Program is one of the school's flagship programs and has been running since 2017. This chapter discusses the results of the research related to the implementation of the flagship Qur'an Memorization Program at Al Falah Ketintang High School in Surabaya, including an analysis of curriculum implementation, challenges faced, and its impact on students, teachers, and the school environment. The program aims to produce a generation that has a strong memorization of the Qur'an and excels academically. The Tahfidz program is integrated into daily teaching and learning activities to achieve this goal. In addition, this program implements local content developed by the school in collaboration with the UMMI Foundation.

1. Planning of the Qur'an Tahfidz program at SMA Al Falah Ketintang Surabaya

The Qur'an memorization program at Al Falah Ketintang High School in Surabaya is structured with a systematic planning process, starting with mapping memorization targets for each student based on their grade level and capabilities. With the support of a memorization guidebook developed in collaboration with the UMMI Foundation, students are guided to achieve memorization targets that are also part of the academic system, including as a requirement for taking exams. The program adopts a gradual approach to memorization, starting with Juz 30 and progressing according to students' abilities. The diversity in memorization levels demonstrates the program's flexibility, allowing students to develop independently while fostering discipline and responsibility. Innovations such as using technology, including Quran memorization apps, and integrating traditional and modern approaches enrich learning and support the program's success. Systematic evaluation and various methods, such as murajaah and individual memorization sessions, ensure that students can achieve their memorization targets effectively. This program not only improves memorization but also strengthens the character of discipline, consistency, and understanding of the meaning of the Qur'an, making it more relevant to the demands of the digital age.

2. Implementation of the Qur'an Memorization Program at SMA Al Falah Ketintang Surabaya

The implementation of the Qur'an Memorization Program at Al Falah Ketintang High School in Surabaya adopts a personalized approach for regular classes and a motivational approach for accelerated classes, taking into account the abilities and pace of each student. Teaching methods include repetition, recitation, regular memorization reviews, and the use

of technology and digital applications to monitor memorization progress. The program follows the system developed by the UMMI Foundation and uses the Achievement Book to guide students in memorizing the Qur'an gradually, starting from Juz 30. Despite challenges in maintaining consistency in memorization amid a busy schedule, time constraints, and varying student abilities, the program has successfully improved students' spiritual quality, discipline, and academic performance. Additionally, implementing innovative methods such as storytelling and tafsir (Qur'anic exegesis) learning helps enrich understanding of the Qur'an. Overall, the program creates a more religious school environment and supports the achievement of comprehensive educational goals.

3. Evaluation of the Qur'an Memorization Program at SMA Al Falah Ketintang Surabaya

The evaluation of the Qur'an Memorization Program at Al Falah Ketintang High School in Surabaya is conducted regularly through daily exams, Mid-Semester Assessments (UTS), End-of-Semester Assessments (UAS), and evaluations of memorization quality and teaching methods. This evaluation includes constructive feedback for students and teachers to improve learning effectiveness. The program also involves teacher training to introduce innovative methods, such as using technology in learning and more adaptive approaches tailored to students' needs. The evaluation aims to develop a more inclusive program, with additional materials for students who memorize quickly and intensive attention for those who need more guidance. By combining traditional and modern approaches, Al Falah High School adapts the Tahfidz program to the demands of the times, creating a Qur'anic generation that excels in memorization, character, and academic achievement.

Discussion

1. Planning the Qur'an Tahfidz program at Al Falah Ketintang High School in Surabaya

The Tahfidz program at Al Falah Ketintang High School is designed with systematic and structured planning, starting with mapping the memorization targets that must be achieved by each student at each level of education. Students are guided to achieve targets that have been aligned with the comprehensive curriculum that has been designed. This approach allows students to memorize the Qur'an gradually according to their capacity, ensuring that the Qur'an Memorization Program is implemented effectively and optimally. As part of the support for this program, the school provides a memorization guidebook developed in collaboration with Ummi Foundation. The book lists daily memorization targets, helping students maintain consistency and monitor their memorization progress. Additionally, Quran memorization is integrated into the academic system at Al Falah High School, where memorization achievements are one of the requirements for participating in Mid-Semester Exams (UTS) and Final Semester Exams (UAS).

The success of the Tahfidz program is reflected in the equal opportunities for students to begin memorization at their own pace. For example, some students like Muhammad Ghaffan Afdhally and Afif Rahman Kholiq have completed Juz 30 and are now progressing to Juz 29. This demonstrates the diversity of achievement levels that can still be managed systematically within the school's Tahfidz program. Additionally, other students, such as Ahmad Afian and Haikal Rasya Pradana, are memorizing Surah An-Naba' in Juz 30, reflecting the implementation of a gradual strategy in selecting surahs based on their level of difficulty. This program creates a religious environment at school and helps students build discipline and responsibility. With a more personalized approach, the school provides guidance tailored to each student's needs, helping them improve consistency in learning and memorizing the Quran. Some students have achieved memorization of surahs from Juz 29 and 30, such as Al-Mulk, Al-Jinn, and Al-Muddatstsir. For example, Nadine Yesinia Subroto and Bisma Sudais Iddo Driantama are currently memorizing the surahs Al-Mursalat and Al-Jinn in juz 29, indicating that they have entered the advanced stage of the Tahfidz program. Focusing on this juz helps students strengthen their understanding of short verses before moving on to longer surahs.

Additionally, some students have begun memorizing surahs from the earlier juz, such as juz 1, 2, and 4. For example, Nafisyia Amelia Putri memorizes Surah Al-Imran in Juz 4, while Mohammad Faiz Aminuddin memorizes Surah Al-Baqarah in Juz 1. This demonstrates the flexibility of the Tahfidz program at SMA Al Falah Ketintang in adapting memorization targets to individual student's capabilities. Juz 30 remains the primary focus for many students, with surahs such as Al-A'la, Al-Balad, and At-Takwir being common choices for memorization. For example, Muhammad Alessar Arief memorizes Surah Al-Insyiqaq, while Lucky Ahmad Tawakkal memorizes Surah At-Takwir. These surahs are chosen because they are shorter, making them suitable for the initial stage before students move on to longer surahs. The school's commitment to nurturing a generation of Quran memorizers is evident in the systematic approach of the Tahfidz program. The diversity of the memorized surahs shows a personalization strategy that lets students develop according to their abilities. Besides improving memorization skills, this program helps students develop discipline, consistency, and responsibility in memorizing the Quran.

At the 12th grade level, some students have memorized long surahs from the early juz, such as Al-Baqarah, An-Nisa, and Al-Maidah. For example, Nadia Fatimah Azzahra from class XII B1 memorizes verse 3 of Surah Yunus in juz 11, while Annisa Hawariyah memorizes verse 52 of Surah Al-Maidah in juz 6. Other students, such as Intan Aqeela Titya, are memorizing the last verse of Surah Al-Baqarah, demonstrating significant progress in their memorization. In Juz 29, some students chose shorter surahs, such as Al-Muzzammil, Al-Muddassir, and Al-Haqqah. For example, Jasmine Bilqist Ekaputri from class XII B1 memorizes Al-Muddassir verse 56, while Muhammad Enric Prasetya memorizes Al-Haqqah verse 40. The selection of these surahs helps them hone their memorization skills with varying difficulty levels. Most Grade 12 students focus on memorizing short surahs in Juz 30, such as Al-Qari'ah, Al-Kautsar, and An-Nas. For example, Aurelia Sadira T.A. from Class XII B2 is memorizing Surah Al-Qari'ah, verse 11, while Ima Ervina Salwa Mukti from Class XII B1 has completed memorizing Surah An-Nas. Focusing on Juz 30 accelerates memorization and prepares them to memorize longer surahs.

The Qur'an Memorization Program at SMA Al Falah Ketintang reflects the school's commitment to producing a generation of Qur'an memorizers through a varied and structured approach. Flexibility in selecting surahs allows students to tailor their memorization to their abilities and goals. In addition to improving memorization skills, the program fosters discipline and consistency, valuable traits for their future lives. The flagship Qur'an Memorization Program at Al Falah Ketintang High School in Surabaya is designed with a systematic and analytical strategy. By mapping memorization targets based on grade levels, students have a clear guide on the verses they must memorize each semester, ensuring that memorization progress proceeds optimally according to their capabilities. Additionally, the program integrates tafsir (Qur'anic exegesis) and contextual understanding of the verses, ensuring students memorize and comprehend the meanings embedded in the Qur'an ([Hazizah & Mahfud, 2022](#)).

Based on this study's findings, the Tahfidz program's planning at SMA Al Falah shows similarities with the At-Tibyan method applied at the Taud Saqu Al-Haqqu Institution, as researched by ([Iqbahtullah, 2022](#)). The study highlights the importance of an analytical approach in Tahfidz learning. However, the approach applied at SMA Al Falah is more complex as it is tailored to the needs of adolescent students and incorporates more modern strategies. Tahfidz learning activities at Al Falah Ketintang High School are carried out through various methods, such as group review sessions, individual memorization sessions with teachers, and technology, including Quran memorization apps. A structured daily schedule, including a dedicated morning session for Tahfidz, ensures students have sufficient time to memorize and review their memorization. Emphasizing routine importance in Tahfidz learning. However, innovations such as the use of technology in the Al Falah High School program are new as-

pects not mentioned in previous research, thereby enriching insights into how Tahfidz programs can be adapted to the needs of the digital age.

The results of this study indicate that the planning and learning activities of Tahfidz at SMA Al Falah Ketintang support the success of the program with a more flexible and adaptive approach compared to the At-Tibyan method at the Taud Saqu Al-Haqqu Institute. These findings align with most previous studies emphasizing the importance of structured routines and memorization targets. Additionally, this study reveals that flexibility in methods, such as combining modern and traditional approaches, has a positive impact on increasing students' interest and the effectiveness of memorization. Thus, this study reinforces previous research and provides a new perspective on the importance of innovation in implementing the Tahfidz program.

2. Implementation of the Qur'an memorization program at Al Falah Ketintang High School in Surabaya

The approach applied in Qur'an memorization learning at Al Falah High School is tailored to the needs of each class, namely a personal approach for regular classes and a motivational approach for accelerated classes. In regular classes, each student is given individual attention according to their ability and speed in memorization. The methods used include *tikrar*, where students read while the teacher listens, *tasmi'* or reciting the memorized verses to the teacher, and regular repetition. The Tahfidz program at SMA Al Falah Ketintang Surabaya follows the system established by the UMMI Foundation. Each student has an Achievement Book and a memorization guidebook for each juz they are memorizing. Some students only memorize Juz 30, while others have progressed to Juz 29 or beyond. The memorization process begins with Juz 30, then continues to Juz 29, and so on. Grouping students based on their abilities is an important aspect of implementing the Tahfidz program at SMA Al Falah. With this strategy, memorizing the Qur'an can be more effective and efficient while also creating an inclusive learning environment that supports the development of each student. Regular evaluations are also conducted to monitor their memorization progress, ensuring that the targets set in the curriculum are achieved. This approach reflects SMA Al Falah's commitment to providing quality and flexible Tahfidz education tailored to the needs of its students.

The teaching methods at SMA Al Falah Ketintang Surabaya combine traditional and modern techniques to enhance the effectiveness of Quran memorization learning. One of the primary methods applied is *takrir* or repetition, which is conducted individually and in groups. Additionally, a storytelling approach is used to help students understand the context and interpretation of the verses they memorize. Teachers also utilize digital applications to monitor students' memorization progress, giving them greater flexibility to memorize outside school hours. This approach supports Quran memorization and enriches students' understanding of its meaning, making the learning process more comprehensive and holistic (Felicia, 2023)

The *takrir* method applied at Al Falah Ketintang High School indicates similarities with Anjani (2019), which also emphasizes the importance of repetition as the core of Tahfidz learning. However, implementing this method at SMA Al Falah has been further developed by combining other approaches, such as integrating technology and interpretation, which were not found in Anjani's research. This innovation adds value in supporting adolescent students who need varied methods to maintain their interest and motivation in learning. (Habibah, 2021) The results of this study align with Anjani's findings, which highlight the effectiveness of the *takrir* method as the primary technique for memorizing the Qur'an. However, this study also expands the scope by showing that repetition alone is insufficient to meet the needs of students at the secondary education level. Integrating technology and storytelling methods in Tahfidz learning at SMA Al Falah offers a new perspective that is

more relevant to the demands of the modern era. Thus, this study does not contradict previous studies but complements them with insights into how traditional methods can be developed to be more dynamic and aligned with current learning needs.

Although the Tahfidz Flagship Program implementation at Al Falah High School in Ketintang, Surabaya, has been running well and has produced many positive achievements, there are still several challenges to its application. One of the main obstacles is maintaining the consistency of students' memorization amid a busy academic schedule, especially for those who have to prepare for national exams and participate in various extracurricular activities. Additionally, differences in students' abilities to memorize the Qur'an require a more flexible and individualized learning approach. However, time constraints and the limited number of mentors pose obstacles to implementing this strategy optimally. Therefore, good synergy between the school, teachers, parents, and students is needed to ensure the program runs effectively. Other challenges include:

a. Time Constraints

Students face challenges in dividing their time between general lessons and Tahfidz, which often causes difficulties in time management. They must balance learning demands in class with the set targets for memorizing the Qur'an. This requires high discipline and support from teachers and parents so students can manage their time effectively without sacrificing any crucial aspects of their education.

b. Student Motivation

Not all students are highly motivated to memorize the Qur'an, so teachers must make extra efforts to motivate those less enthusiastic to continue striving to achieve their memorization targets. Teachers must be able to apply creative and personalized approaches, such as giving appreciation for small progress, sharing inspirational stories, or creating a pleasant learning atmosphere. This support is crucial for building students' enthusiasm and helping them realize the spiritual value and long-term benefits of memorizing the Qur'an in their lives.

c. Teacher Capabilities

Although Tahfidz teachers at Al Falah Ketintang High School have good capabilities in their field, they still need further training to integrate more innovative teaching methods. This training is crucial to support teachers in addressing evolving educational challenges, such as leveraging technology in memorization processes, implementing more adaptive strategies tailored to student's needs, and developing more effective approaches to build motivation and strengthen memorization. The quality of Tahfidz's instruction can be continuously improved to deliver more optimal outcomes for students.

Implementing the Tahfidz flagship program at SMA Al Falah Ketintang has significantly impacted students, teachers, and the school environment. This program not only improves students' spiritual quality and memorization abilities but also shapes a more disciplined and responsible character. This program provides teachers an opportunity to continue developing their capabilities in teaching the Qur'an while strengthening their relationship with students. Meanwhile, the Tahfidz program creates a more religious atmosphere in the school environment and supports the creation of a strong Qur'anic culture. This impact strengthens the school's identity as an educational institution with excellent Islamic values. Other impacts that are also felt include:

1) Improvement in the Religious Quality of Students

The Tahfidz flagship program at SMA Al Falah Ketintang has successfully supported students in becoming more disciplined in their worship while enhancing their religious perceptions. Students are encouraged to manage their time effectively and perform their religious duties consistently. Additionally, deepening their understanding of the meanings of the

Qur'anic verses they memorize strengthens their perception of Islamic values, which is reflected in better daily integrity aligned with religious teachings.

2) Academic Achievement

Implementing the Tahfidz program at Al Falah Ketintang High School has not only successfully improved students' memorization of the Quran. However, it has also made a positive contribution to their academic performance. Through this program, students are trained to be disciplined, focused, and organized in their daily activities, which indirectly supports them in managing their study time more effectively. The ability to concentrate, which is honed during the memorization process, also improves perception and memory in general lessons, enabling students to achieve more optimal academic results.

3) Religious School Environment

The culture of memorizing the Qur'an at Al Falah Ketintang High School has created a more religious and conducive school environment for learning. Islamic values are more evident in daily school life, whether through memorization activities, muraja'ah, or the application of Islamic etiquette in interactions between students and teachers. This religious environment supports students in enhancing their spirituality and builds a calm, enthusiastic, and supportive learning atmosphere, thereby supporting overall educational goals.

Implementing the Tahfidz flagship program at Al Falah Ketintang High School in Surabaya faces various challenges, particularly in maintaining the consistency of students' memorization amid a busy academic schedule. Students often struggle to balance their time between formal learning activities and tahfidz, which can hinder the achievement of memorization targets (Isnawati & Hudha, 2024). Additionally, the diversity in students' memorization abilities presents another challenge for teachers in providing an approach tailored to individual needs. These findings align with Elis Setiana's research, which identified that the repetition method at Hidayatul Quran Islamic Boarding School also faces similar challenges, particularly in establishing consistent memorization discipline. (Setiana, 2019).

Despite the challenges, implementing the Tahfidz program at SMA Al Falah has yielded significant positive impacts. Students participating in this program have improved discipline, learning motivation, and perceptions of Islamic values. The program also creates a religious atmosphere in the school environment, which positively influences other students outside the Tahfidz program. Previous research has found similar impacts, particularly in shaping students' Islamic character (Khoiriyah, 2020). However, the Al Falah High School program adds an extra dimension, namely enabling students to integrate memorization with interpretation, which is rarely found in traditional Islamic boarding schools.

This study aligns with previous findings regarding the challenges in maintaining consistency in memorization and the positive impact on student character development. However, this study also expands the perspective by indicating that integrating tafsir learning into the Tahfidz program can have a more holistic impact compared to an approach that focuses solely on memorization. These findings suggest that a more adaptive approach, such as the one implemented at Al Falah High School, can address some challenges identified in previous research. This study does not refute but rather complements and challenges Setiana's findings in the context of more modern formal educational institutions.

3. Evaluation of the Qur'an Memorization Program at Al Falah Ketintang High School in Surabaya

Evaluating the flagship Qur'an Memorization Program at Al Falah Ketintang High School is a key element in ensuring the sustainability and improvement of the program's quality. This evaluation is conducted regularly through various mechanisms, such as daily exams, Mid-Semester Assessments (UTS), Final Semester Assessments (UAS), and evaluations of the learning process. These evaluation mechanisms not only focus on the achievement of students' memorization targets but also include an assessment of the quality of memorization. Teachers

provide constructive feedback to students, helping them improve the quality of their Qur'an memorization. In addition to evaluating students, the evaluation involves teachers and teaching methods (Aykac, 2016; Vanassche & Kelchtermans, 2015; Van der Lans et al., 2018). Teachers regularly review their approaches' effectiveness in individual and group learning. This is done to ensure that the methods applied can support all students in achieving their memorization targets, regardless of their ability and learning speed differences. This evaluation not only supports the improvement of students' abilities but also provides insight to teachers to continue innovating in teaching.

The evaluation results form the primary basis for designing the elaboration of the Tahfidz program at the school. One aspect of concern is the improvement of teachers' capabilities. To that end, the school conducts training and workshops to introduce innovative teaching methods, such as the use of technology in learning or more adaptive approaches tailored to the needs of students. Well-trained teachers can face new challenges in the learning process, including the diversity of students' abilities. The program is also continuously adapted to the needs of students to be more inclusive and effective. For students who are faster in memorization, additional challenging materials are provided. Meanwhile, the school provides intensive attention through exceptional guidance for students who need more support. This step is taken so that all students, whether fast or slow in memorization, can develop according to their respective capacities.

The elaboration of the Tahfidz flagship program at Al Falah Ketintang High School is aimed at meeting the demands of the times without neglecting the fundamental values to be achieved. This program aims to shape a Qur'anic generation that is not only excellent in memorization but also has noble character and excels academically (Wajdi, 2008). The school is committed to making this program one of its strategic steps in producing a quality spiritual and intellectual future generation. The evaluation of the Tahfidz program at SMA Al Falah Ketintang Surabaya is conducted regularly to ensure the achievement of the set memorization targets. The evaluation includes memorization tests, murajaah, and assessments of the ability to interpret the meanings of Qur'anic verses.

Additionally, feedback from students and teachers serves as the basis for identifying challenges encountered during the learning process. Research on the talaqqi method at Kuttub Al-Fatih indicates that structured evaluation is the key to the success of the Qur'an learning program (Halida, 2020). The findings at Al Falah High School support this research but with the addition of an evaluation dimension of interpretation perception that adds value to the formal education approach.

The elaboration of the Tahfidz program at SMA Al Falah Ketintang involves innovation in teaching methods, such as utilizing digital technology for murajaah and providing supporting materials beyond thematic tafsir studies. Additionally, teacher training is part of the elaboration to ensure that teaching methods remain relevant to students' needs. Unlike Umami's research, which focuses on traditional talaqqi methods, Al Falah High School indicates that combining traditional and modern approaches can significantly enhance the program's effectiveness. This innovation creates flexibility in learning that was not found in previous research (Fathatul et al., 2023). The results of this study reinforce previous findings that structured evaluation is a crucial component in Qur'an learning. However, this study also adds that program elaboration must consider the needs of students in the digital age, such as the use of applications to support memorization. Previous studies did not discuss this new finding, which focused more on the traditional talaqqi approach. This study does not refute but complements previous findings by highlighting the need for more adaptive and relevant methods for the modern educational context.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

The implications of this research indicate that implementing the Qur'an Memorization Program at Al Falah Ketintang High School in Surabaya can serve as a model for other schools in systematically and innovatively integrating Islamic education into the school curriculum. With a structured approach and a supportive environment, this program can be implemented effectively without burdening the students. Additionally, combining traditional and modern teaching methods and focusing on understanding tafsir introduces a new dimension to religious education that can enhance students' spiritual and intellectual quality. This demonstrates that the tahfidz program is not merely about memorization but also serves as a means for character development and a deeper understanding of the Qur'an.

2. Research Contribution

This research provides important insights into how a structured and innovative Qur'an memorization program can be successfully implemented at the secondary school level, offering a model that other educational institutions can adapt. This research also highlights the importance of integrating Islamic values into the curriculum through an approach that focuses not only on memorization but also on understanding the interpretation and meaning of Qur'anic verses, thereby producing students who memorise and comprehend religious teachings. Furthermore, this research enriches the literature related to the application of teaching methods that combine traditional and modern approaches in the context of formal education and contributes to developing a more inclusive and adaptive curriculum to the needs of students in the digital age.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Further research could focus on a more in-depth analysis of the impact of implementing the Qur'an Memorization Program on the development of student's character and religious attitudes in their daily lives, both at and outside school. Additionally, further research could explore the impact of digital technology use in the Qur'an learning process, including applications used to monitor memorization progress and their effectiveness in supporting the diversity of students' abilities. Research can also be conducted to compare the implementation of the Tahfidz program in various educational institutions with different characteristics and approaches to obtain broader recommendations for developing similar programs.

F. CONCLUSION

The conclusion of this study shows that implementing the Qur'an Tahfidz Program at Al Falah Ketintang High School in Surabaya has successfully created a balance between formal education and religious education. This tahini program instils discipline in memorizing the Qur'an among students and positively impacts their academic development by teaching effective time management between studying and maintaining memorization. Additionally, memorization targets each semester reinforce students' sense of responsibility in achieving targets aligned with their abilities, even for those who are just beginning to learn to read the Qur'an until they develop good memorization skills. As a result, students graduate from high school with a solid foundation in memorization and proper recitation.

This study also reinforces findings from previous research at Islamic-based schools prioritising the Quran memorization program. This program has proven effective and well-structured, thanks to a supportive environment, good time management, and an innovative approach that integrates the understanding of the meaning and interpretation of the Qur'an into the curriculum. This approach makes the memorization program a holistic educational model that combines Islamic values with academic skills while also shaping the character of students to be disciplined and responsible.

ACKNOWLEDGMENTS

The author would like to express his gratitude to the principal, teachers, and curriculum department at Al Falah Ketintang High School in Surabaya for their full support in this research, as well as their enthusiastic participation in interviews and provision of valuable information. Without their assistance, this research would not have been possible.

AUTHOR CONTRIBUTIONS STATEMENT

The author is fully responsible for the planning, execution of the research, data analysis, as well as the writing and preparation of this research report. All ideas, findings, and conclusions in this work are the result of the author's efforts. The author also contributed new thoughts and ideas developed throughout this research.

DECLARATION OF COMPETING INTEREST

The authors declare that there are no conflicts of interest financial, professional, or personal that could have influenced the results or interpretation of this research.

REFERENCES

- Anjani, E. N. F. (2019). *Implementasi metode takrir dalam ekstrakurikuler tahfidz di MIN 2 Madiun*. Undergraduate (S1) thesis, IAIN PONOROGO. <https://etheses.iainponorogo.ac.id/7405/>
- Ashaari, M. F., Ismail, Z., Puteh, A., Samsudin, M. A., Ismail, M., Kawangit, R., ... & Ramzi, M. I. (2012). An assessment of teaching and learning methodology in Islamic studies. *Procedia-Social and Behavioral Sciences*, 59, 618-626. <https://doi.org/10.1016/j.sbspro.2012.09.322>
- Aykac, N. (2016). Evaluation of pre-service teachers' opinions about teaching methods and techniques applied by instructors. *Eurasian Journal of Educational Research*, 16(66), 87-104. <https://dergipark.org.tr/en/pub/ejer/issue/42424/510806>
- Fathatul, F., Zuyyina, K., & Kirana, C. (2023). Implementasi Program Unggulan Tahfidz Al-Qur'an di Pondok Pesantren Tarbiyatun Nasyi'in Al-Minhaaj Desa Wates Kediri. *SALIMIYA: Jurnal Studi Ilmu Keagamaan Islam*, 4(2), 2721-27078. <https://ejournal.iaifa.ac.id/index.php/salimiya>
- Felicia, F. A. P. (2023). Strategi implementasi program unggulan tahfidz al-Qur'an di lingkungan pesantren (Studi kasus MAN 2 Pasuruan). *An Najah*, 2(4), 2-6. <https://journal.nabest.id/index.php/annajah/article/view/99>
- Gemünden, H. G., Lehner, P., & Kock, A. (2018). The project-oriented organization and its contribution to innovation. *International journal of project management*, 36(1), 147-160. <https://doi.org/10.1016/j.ijproman.2017.07.009>
- Habibah, U. I. (2021). Implementasi program tahfidz al-Qur'an (Studi kasus di SMP Unggulan Al-Furqon Driyorejo Gresik). *Jurnal Syntax Admiration*, 2(4), 701-711. <https://doi.org/10.46799/jsa.v2i4.222>
- Halida, U. (2020). Implementasi metode Talaqqi dalam pembelajaran Al-Qur'an di Kuttub Al-Fatih Griya Shanta Malang [PhD thesis, Universitas Islam Negeri Maulana Malik Ibrahim]. <http://etheses.uin-malang.ac.id/16066/1/17770003.pdf>
- Hazizah, U., & Mahfud, M. (2022). Program unggulan tahfidz al-Qur'an Madrasah Ibtidaiyah Miftahul Ulum Driyorejo berbasis metode Talaqqi. *Indonesia Islamic Education Journal*, 1(1), 45-54. <https://doi.org/10.37812/iej.v1i1.622>
- Iqbahtullah, A. (2022). Implementasi metode At-Tibyan dalam pembelajaran tahfidz al-Qur'an pada anak usia dini di Lembaga Taud Saqu Al-Haqqu di Desa Kalianget Barat, Kecamatan Kalianget, Kabupaten Sumenep [Undergraduate thesis, IAIN Madura]. <http://etheses.iainmadura.ac.id/id/eprint/3531>

- Isnawati, N., & Hudha, M. C. (2024). Implementasi program tahfidz al-Qur'an di SMA Muhammadiyah Pacitan. *Jurnal Pendidikan Islam*, 14(1), 9-21. <https://doi.org/10.38073/jpi.v14i1.1492>
- Khoiriyah, B. (2020). Implementasi program tahfidz al-Qur'an di MI Riyadlotul Uqul Doroampel Sumbergempol Tulungagung. Undergraduate (S1) thesis, UIN Sayyid Ali Rahmatullah Tulungagung. <http://repo.uinsatu.ac.id/17454/1/COVER.pdf>
- Khoiriyah, D. A., & Mu'is, A. (2024). Guidance Counseling Techniques Through Muhasabah Qur'an and It's Implication For Altruism Attitudes. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(2), 235-245. <https://doi.org/10.31538/munaddhomah.v5i2.1114>
- Kong, S. C., Chan, T. W., Huang, R., & Cheah, H. M. (2014). A review of e-Learning policy in school education in Singapore, Hong Kong, Taiwan, and Beijing: implications to future policy planning. *Journal of Computers in Education*, 1, 187-212. <https://doi.org/10.1007/s40692-014-0011-0>
- Musakhonovna, Q. L., & Uchkurova, Z. S. (2023). Independent educational activity and mechanisms of effective organization in the continuous education process. *american journal of applied science and technology*, 3(06), 15-21. <https://doi.org/10.37547/ajast/Volume03Issue06-04>
- Mutathahirin, M., Muliati, I., Hasnah, H., & Oktavia, G. (2022). Students' Ten Motivations to Memorize Quran: A Case Study of Rumah Quran in Padang Indonesia. *International Journal of Islamic Studies Higher Education*, 1(1), 1-13. <https://doi.org/10.24036/insight.v1i1.86>
- Ottenbreit-Leftwich, A. T., Brush, T. A., Strycker, J., Gronseth, S., Roman, T., Abaci, S., ... & Plucker, J. (2012). Preparation versus practice: How do teacher education programs and practicing teachers align in their use of technology to support teaching and learning?. *Computers & Education*, 59(2), 399-411. <https://doi.org/10.1016/j.compedu.2012.01.014>
- Owens, D. C., Sadler, T. D., Barlow, A. T., & Smith-Walters, C. (2020). Student motivation from and resistance to active learning rooted in essential science practices. *Research in Science Education*, 50, 253-277. <https://doi.org/10.1007/s11165-017-9688-1>
- Ruijuan, L., Srikhoa, S., & Jantharajit, N. (2023). Blending of Collaborative and Active Learning Instructional Methods to Improve Academic Performance and Self-Motivation of Vocational Students. *Asian journal of education and training*, 9(4), 130-135. <http://dx.doi.org/10.20448/edu.v9i4.5211>
- Rustiadi, S. (2015). Creating better education system, building stronger human capital: A creative industries perspective. *Procedia-Social and behavioral sciences*, 169, 378-386. <https://doi.org/10.1016/j.sbspro.2015.01.323>
- Saifullah, I (2014). Konsep Pendidikan Jerman dan Australia; Kajian Komparatif dan Aplikatif terhadap Mutu Pendidikan Indonesia. *Jurnal Pendidikan Islam*, 4(1), 25-47. <https://journal.scadindependent.org/index.php/jipeuradeun/article/view/34>
- Setiana, E. (2019). Implementasi metode tiktur dalam menghafal Al-Qur'an di Pondok Pesantren Hidayatul Quran Desa Banjarrejo Kecamatan Batanghari Kabupaten Lampung Timur [Undergraduate thesis, UIN Raden Intan Lampung]. <http://etd.uinsyahada.ac.id/5667/1/13%20230%200265.pdf>
- Tyas, E. H., Sunarto, S., & Naibaho, L. (2020). Building superior human resources through character education. *TEST Engineering & Management*, 83, 11864-11873.
- Van der Lans, R. M., Van de Grift, W. J., & van Veen, K. (2018). Developing an instrument for teacher feedback: using the rasch model to explore teachers' development of effective teaching strategies and behaviors. *The journal of experimental education*, 86(2), 247-264. <https://doi.org/10.1080/00220973.2016.1268086>

- Vanassche, E., & Kelchtermans, G. (2015). The state of the art in self-study of teacher education practices: A systematic literature review. *Journal of curriculum studies*, 47(4), 508-528. <https://doi.org/10.1080/00220272.2014.995712>
- Wajdi, F. (2008). *Tahfiz al-Qur'an dalam kajian 'Ulum al-Qur'an: Studi atas berbagai metode tahfiz* [Unpublished master's thesis, UIN Syarif Hidayatullah Jakarta]. <https://repository.uinjkt.ac.id/dspace/handle/123456789/26212>
- Wohlrab, R., Knauss, E., Steghöfer, J. P., Maro, S., Anjorin, A., & Pelliccione, P. (2020). Collaborative traceability management: a multiple case study from the perspectives of organization, process, and culture. *Requirements Engineering*, 25(1), 21-45. <https://doi.org/10.1007/s00766-018-0306-1>

Copyright holder:

© Qolbi, H. A. A. (2025)

First Publication Right:

At-Ta'lim: Media Informasi Pendidikan Islam

This Article is licensed under:CC-BY-NC-SA ([Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International](https://creativecommons.org/licenses/by-nc-sa/4.0/))