Strategies of Islamic Education Teachers in Motivating Students to Memorize the Qur'an through the Tahfidz Quarantine Program at Islamic Boarding School

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Abstract: Strategies of Islamic Education Teachers in Motivating Students to Memorize the Qur'an through the Tahfidz Quarantine Program at Boarding School
Objective: This study aims to identify the strategies implemented by teachers to motivate students to memorise the Quran in the Tahfidz Quarantine Program at the Cahaya Qur'an Tahfidz Islamic Boarding School. **Method:** This study employs a descriptive qualitative approach. Data was collected through interviews with the foundation chairman, teachers, and students involved in the Quran Memorisation Quarantine Program. **Results:** Students' motivation to memorise the Quran includes intrinsic and extrinsic factors. Teachers employ review sessions, emotional support, relevance of memorisation to daily life, and regular nightly evaluations to address declining motivation. **Conclusion:** The teachers' motivational strategies at the Cahaya Qur'an Tahfidz Boarding School, such as murojaah, emotional attention, relevance of memorisation to life, and routine evaluation, are effective in maintaining students' enthusiasm, achieving memorisation targets, and balancing intrinsic and extrinsic motivation. **Contribution**: This study contributes to developing teaching strategies for tahfidz programs in boarding schools, serving as a reference for educators and administrators in designing more effective programs to motivate students to memorise the Qur'an.

Keywords: Islamic Education Teacher; Motivation; Students; Quarantine Program; Islamic Boarding School

Abstrak: Strategi Guru PAI dalam Memotivasi Santri Menghafal Al-Qur'an melalui Program Karantina Tahfidz di Pesantren
Tujuan: Penelitian ini bertujuan untuk mengetahui strategi yang diterapkan oleh guru dalam memotivasi santri untuk menghafal Al-Qur'an pada Program Karantina Tahfidz di Pesantren Tahfidz Cahaya Qur'an. **Metode:** Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data diperoleh melalui wawancara dengan ketua yayasan, guru, dan santri yang terlibat dalam program Karantina Tahfidz. **Hasil:** Motivasi santri dalam menghafal Al-Qur'an meliputi intrinsik dan ekstrinsik. Untuk mengatasi penurunan motivasi, guru menggunakan strategi murojaah, perhatian emosional, relevansi hafalan dengan kehidupan, dan evaluasi rutin setiap malam. **Kesimpulan:** Strategi motivasi guru di Pesantren Tahfidz Cahaya Qur'an, seperti murojaah, perhatian emosional, relevansi hafalan dengan kehidupan, dan evaluasi rutin, efektif dalam menjaga semangat santri, mencapai target hafalan, serta menyeimbangkan motivasi intrinsik dan ekstrinsik. **Kontribusi:** Penelitian ini memberikan kontribusi bagi pengembangan strategi pengajaran program tahfidz di pesantren, sebagai referensi bagi pendidik dan pengelola dalam merancang program yang lebih efektif untuk memotivasi santri menghafal Al-Qur'an.

Kata Kunci: Guru PAI; Memotivasi; Santri; Program Karantina; Tahfidz; Pesantren

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A. INTRODUCTION

Currently, memorizing the Qur'an is considered an important study for its development. Many Islamic educational institutions in Indonesia have begun to develop memorization programs in various schools, both formal and non-formal (Syahid & Wahyuni, 2019). Being able to memorize the Qur'an is the desire of all Muslims worldwide. Memorizing the Qur'an is also a source of pride for oneself and one's parents if their child can recite the verses of the Qur'an. Many parents/guardians only realize this after adulthood and regret their children's lack of religious education in Islamic studies (Permata et al., 2024). Most parents today are prouder of their children memorizing other subjects outside of the Qur'an. Memorizing the Qur'an is one of the noble deeds with various benefits, such as always being protected by angels, achieving inner peace, and receiving rewards and blessings from Allah SWT if done with a sincere heart (Masita et al., 2020). Furthermore, those who memorize the Qur'an will be elevated in status in this world and the hereafter. The benefits of memorizing the Qur'an for mental health include inner peace, a calm heart, a stable psychological condition with joy and happiness, a pure mind, improved IQ, and protection from anxiety, fear, and sadness.

Motivation is a common challenge students face during the memorization process due to fluctuations in motivation, poor quality of reading materials, boredom, and encountering difficult verses of the Qur'an to memorize (Febrani et al., 2022). As we know, memorizing the Quran is not as easy as it seems, so it requires high enthusiasm and motivation to achieve it (Heriyadi, 2025). Sometimes, during the memorization process, there are obstacles such as boredom, fatigue, and a lack of motivation within an individual to memorize (Nakamura et al., 2021). This is indicated by the failure to achieve the memorization targets set for the students.

In this phenomenon, teachers play a crucial role in consistently motivating students to stay enthusiastic about memorization (Xiong, 2025). At the Cahaya Qur'an boarding school, teachers have five designated times for students to recite their memorized verses to them. The first is after dawn prayer, the second before noon prayer, the third after noon prayer, the fourth before evening prayer, and the fifth after night prayer. The activity to motivate students is during the fifth recitation, where, after all students have recited, the teacher evaluates each student and then motivates and evaluates all students to always be enthusiastic in the memorization process.

The Cahaya Qur'an Tahfiz Islamic Boarding School was established as a place for students to memorize the Qur'an systematically and effectively. At the Tahfiz Cahaya Qur'an boarding school, students can participate in a three-month tahfiz quarantine program to memorize the Qur'an. During these three months, students are expected to memorize 30 juz of the Qur'an; however, in each batch, some students cannot memorize 30 juz of the Qur'an. Suppose a student cannot memorize the Qur'an. In that case, the foundation chairperson will consider whether the student can repeat the tahfiz quarantine program, to allow new students to memorize the Qur'an. However, challenges in memorization cannot be ignored, especially in the modern era filled with distractions. Students often face various difficulties, such as a lack of motivation, difficulty remembering, and time pressure (Afharrozi, 2024). Therefore, the teaching strategies in this Qur'an memorization program are crucial for motivating the students.

The strategy teachers implement at the Cahaya Qur'an Tahfidz Boarding School uses the halaqah method, where students recite or listen to their new memorizations to the teacher. This talaqqi process aims to evaluate the students' memorization achievements and provide necessary guidance (Riza et al., 2024). The Takrir method involves repeating or reciting verses that have been memorized or previously recited to the tahfidz teacher (Jayanti et al., 2022). The halaqah method is highly effective for Qur'an memorization because it facilitates the teacher's control over students, allows for the sharing of understanding, helps in recognizing students' characters and abilities in memorizing the Qur'an, maximizes learning, and encourages discussions about the Qur'an (Qoyyum et al., 2025). The halaqah method also positively

influences improving the quality of students' memorization (Addaraini & Inayati, 2023). This is because using the halaqah method can foster strong motivation among students and enable them to correct each other's recitation of the Qur'an. In addition to memorizing the Qur'an, the halaqah tahfidz also conducts taddabur (reflection) on the verses guided by the teacher/ustadzah.

The students use the wahdah method during memorization, which involves gradually memorizing verses individually (Nurfitriani et al., 2022). To achieve strong memorization, each verse is read at least ten times until a pattern form in visual memory, which then trains automatic responses from the mouth (Siregar et al., 2025). Once the verse has been memorized, the students move on to the next verse until they complete a page. Additionally, they apply the tafahhum method, which involves memorizing the Qur'an while understanding the meaning of the verses being read. This approach accelerates memorization, deepens understandding, and expands knowledge of the Qur'an's meaning.

Motivation is key in memorizing the Qur'an, especially in tahfidz quarantine programs (Azkia et al., 2023). Although many studies discuss teaching strategies for memorizing the Quran, research specifically highlighting the motivational approach of teachers in the context of tahfidz quarantine is still limited. Most studies focus on academic and pedagogical aspects without delving deeply into how teachers can build motivation among students, which plays a crucial role in the success of Quran memorization. Additionally, few studies have identified the internal and external factors influencing students' motivation in this tahfidz program, making this gap a priority for attention in the Cahaya Qur'an Tahfidz Boarding School context.

This study explores and analyses teachers' strategies to motivate students to memorize the Qur'an at the Cahaya Qur'an Tahfidz Boarding School. The primary focus of this study is to identify the techniques and methods teachers apply to enhance students' enthusiasm and perseverance during the memorization process, as well as to measure the impact of these strategies on students' success in achieving their memorization targets. Thus, this study is expected to contribute to developing more effective motivational approaches in the context of Quran memorization education in Islamic boarding schools.

B. METHOD

This study uses a qualitative method with a case study approach. The qualitative method was chosen to gain an in-depth understanding of social phenomena, in which the researcher acts as a key instrument for collecting and interpreting data. The case study approach was applied because this study aims to obtain a complete and in-depth description of the teaching strategies teachers at the Cahaya Qur'an Tahfidz Islamic Boarding School use to motivate students.

The research location is at the Tahfidz Cahaya Qur'an Islamic boarding school in Tempel Rejo Village, South Curup District, Rejang Lebong Regency, which was chosen because of its ease of access and availability of relevant information. This study's types and sources of data consist of primary and secondary data.

In the form of words, primary data were obtained through in-depth interviews with informants, including the Foundation Chairman, female teachers, and students, regarding teaching strategies. Secondary data includes supporting documents such as the number of students (20), the number of teachers (7), daily activity schedules, and the educational calendar.

The data collection techniques include direct observation, unstructured interviews, and documentation. Observations were conducted on November 18-19, 2024, where the researcher directly observed the students' daily activities and the teaching process. Unstructured interviews allowed the researcher to explore information flexibly from informants.

Documentation was used to collect written data, such as the educational calendar and students' memorisation books. Data validity techniques were used to ensure the validity and

reliability of the findings. This study applied credibility, dependability, and confirmability. Credibility was achieved through triangulation of sources, reference materials (interview recordings), and peer discussions. Dependability ensures the consistency of research results, while confirmability refers to the objectivity of findings supported by consistent evidence. Data analysis techniques are carried out interactively and continuously using the Miles and Huberman model, which includes three main stages: data reduction, data presentation, and conclusion drawing.

Data reduction involves selecting, simplifying, and focusing on relevant data. Data presentation organises information systematically, usually in narrative form, to facilitate understanding. The final stage, concluding, involves reviewing field notes to formulate findings that can be accounted for.

Triangulation is a key technique for verifying data validity. This study employs source triangulation (comparing data from multiple informants), methodological triangulation (comparing data from different data collection techniques), and temporal triangulation (observing at different times) to ensure the validity and reliability of the information obtained.

C. RESULTS AND DISCUSSION
Result

Based on observations and interviews, intrinsic and extrinsic factors influence students' motivation to memorise the Quran at the Cahaya Qur'an Tahfidz Boarding School. Intrinsically, the students' motivation is based on strong reasons, such as the desire to honour their parents and achieve inner peace. Although this motivation sometimes fluctuates, the tahfidz quarantine program helps them to refocus and strengthen their intentions. When facing obstacles, students proactively pray, focus more intensely, and share problems with teachers or friends. They also give full attention to memorisation, leaving worldly affairs behind, supported by a boarding school environment that facilitates concentration.

Extrinsic factors also play a significant role. Parents provide essential emotional support through encouraging words and prayers, making the students feel valued and not alone. Friends serve as a supportive system, encouraging one another, reviewing together, and providing positive energy. Healthy relationships without competition make the burden of memorisation feel lighter. Teachers act as role models, motivators, and mentors, instilling the values of sincerity and the importance of memorising the Quran. The emotional closeness between teachers and students creates a comfortable atmosphere for sharing problems. Finally, the quiet, beautiful, and peaceful boarding school environment, far from the hustle and bustle, is highly conducive to focused memorisation.

The application of Maslow's hierarchy of needs theory is also relevant in this context. The foundation already fulfils physiological needs (food, shelter) and safety needs (a safe environment free from violence). Social needs are met through interaction with other students and teachers. However, a formal reward system is not implemented to avoid unhealthy competition and maintain the purity of the students' intentions. Self-actualisation needs are also fulfilled, as the students come to the boarding school out of their own free will and awareness, indicating their desire to become Quran memorisers. Thus, combining strong intrinsic motivation and adequate extrinsic support is the key to the students' success in achieving their memorisation goals.

Teachers' strategies play a crucial role in fostering and maintaining students' motivation at the Cahaya Qur'an Memorisation Boarding School. The primary strategy employed is the repetition strategy (murojaah). The teachers emphasise that this strategy is essential for strengthening students' memory, both for beginners and those with more experience. The murojaah schedule is carefully arranged, with times considered most conducive, such as after tahajud prayers and in the afternoon. Additionally, teachers implement strategies to give individual attention to students to build strong emotional bonds, making them feel comfortable and open

to sharing their concerns. Relevance strategies are also applied, where teachers strive to connect the meanings of Quranic verses with students' daily lives, especially during the reflection session in the fifth halaqah. The aim is for students not only to memorise but also to understand and apply the teachings of the Quran. Lastly, evaluation strategies are conducted regularly, daily, weekly, and monthly, covering memorisation and the students' behaviour and religious practices. This evaluation aims to monitor the students' progress and provide personalised guidance. Although there is no formal teaching process in the classroom, teachers act as facilitators who oversee, guide, and motivate students independently during each halaqah session.

Discussion

Students' motivation in memorizing the Qur'an at the Cahaya Qur'an Tahfidz Islamic Boarding School is highly dependent on two types of motivation, intrinsic and extrinsic. Intrinsic motivation possessed by students involves strong reasons and sincere intentions in memorising the Qur'an, as well as a positive attitude in facing various challenges that arise during the memorisation process. Despite difficulties, students with high intrinsic motivation tend to have strong commitment and perseverance in their memorization routines. However, this motivation often fluctuates, especially when fatigue or boredom sets in. Therefore, extrinsic motivation becomes a crucial factor in maintaining students' enthusiasm (Lazarides et al., 2019). External support, such as encouragement from parents, supportive peers through joint review sessions, and the role of teachers as role models and mentors, plays a significant role in sustaining students' motivation (Ansong et al., 2017). A quiet and conducive environment also helps create an atmosphere supporting focus and concentration during memorization (Vanslambrouck et al., 2019).

From the perspective of Abraham Maslow's hierarchy of needs theory (Fu, 2024), the motivation of students to memorize the Qur'an at the Cahaya Qur'an Tahfidz Boarding School is also reflected in the fulfilment of their basic needs. Physiological needs have been met, such as comfortable accommodation, adequate food, a sense of security, and social needs, including good relationships with peers and teachers (Sutriyani & Amin, 2025). This allows the students to focus on higher goals, namely memorizing the Quran. The Cahaya Qur'an Quran Memorisation Boarding School Foundation has chosen not to use a material reward system or other incentives regularly, to maintain the students' sincere intention in memorizing the Quran solely for the sake of Allah (Hamdana & Donna, 2024). However, certificates are awarded at the end of the program as a form of appreciation for their achievements. Therefore, the fulfilment of basic needs and external support are important elements that support the students' intrinsic motivation, enabling them to maintain their enthusiasm and continue striving to achieve their desired memorization targets (Zhou et al., 2019).

The teachers' strategies in motivating students to memorize the Qur'an at the Cahaya Qur'an Tahfidz Boarding School include diverse and complementary approaches. The primary strategy implemented is the repetition or murojaah strategy, which is the foundation of the memorization process. Murojaah is structured, with dedicated sessions after Tahajud prayer and in the afternoon, to ensure students' memorization is firmly rooted and not easily forgotten. Additionally, teachers use a more personalized approach to maintain students' motivation, which often declines over time (Melianti & Mulyadi, 2025). The emotional bond between teachers and students plays an important role (Patimah & Khermarinah, 2025). Through effective communication, teachers can identify the challenges faced by students and provide appropriate encouragement to overcome boredom or fatigue, thereby maintaining their enthusiasm.

In addition to murojaah, teachers integrate tadabbur activities to make memorization more relevant to students' daily lives (Abdul-Jabbar & Makki, 2024). Tadabbur teaches students to understand the meaning of the verses of the Qur'an, so that they do not just memorise them, but also internalise the values contained within them. In this way, students are expected to apply the teachings of the Quran in their daily lives. Evaluation is also an important daily strategy, as well as assessing memorisation and including aspects of students' character and

worship (Ziyaee, 2018). Teachers provide guidance and reminders to encourage students to continue improving in various aspects of life, both in their relationship with Allah and others. This holistic approach, which combines technical, emotional, and spiritual strategies, demonstrates that teachers at the Cahaya Qur'an Tahfidz Boarding School do not focus solely on memorization but also strive to shape the character and spirituality of the students comprehensively.

Teachers' strategies in motivating students to memorize the Qur'an through a tahfidz quarantine program at Islamic boarding schools are vital for building students' enthusiasm and commitment to memorization. One approach that can be applied is to build intrinsic motivation by instilling a sense of love and responsibility towards the Qur'an (Jamal et al., 2019). Teachers can teach the importance of memorization as a form of closeness to Allah and a provision for life in this world and the hereafter. Additionally, extrinsic motivation can be strengthened by rewarding students who achieve their memorization targets, such as praise, certificates, or gifts (Bear et al., 2017). This can encourage other students to follow in their footsteps. A conducive environment also plays a significant role, where teachers need to create a comfortable, disciplined, and loving atmosphere so that students feel valued and remain motivated to memorize (Zarpullayev et al., 2024).

Furthermore, implementing enjoyable learning methods is important so students do not feel bored (Obergriesser & Stoeger, 2020). Audio-based memorization techniques, games, or group-based learning can be effective alternatives to maintain students' enthusiasm. Regular evaluations of students' memorisation progress allow them to see how far they have come, encouraging them to continue memorizing (Azer et al., 2013). Lastly, a personalized approach tailored to each student's character and abilities is also essential (Buckley & Doyle, 2017). This approach makes students feel valued, enhancing their motivation to achieve their memorization goals. Through the implementation of these various strategies, it is hoped that students will be more motivated and successful in achieving their goals in memorizing the Quran during the tahfidz quarantine program.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

The findings of this study provide important insights for developing a more holistic approach to tahfidz teaching, which focuses not only on the technical aspects of memorization but also on motivation, emotional support, and character building among students. These findings can improve learning practices in other Islamic boarding schools by emphasising the importance of consistent review, providing more personalised attention, and creating an environment that supports extrinsic motivation, such as support from parents, peers, and teachers. With the implementation of effective strategies, it is hoped that students will be more motivated and successful in memorizing the Quran optimally.

2. Research Contribution

The contribution of this study is to provide a deeper understanding of effective strategies for motivating students to memorize the Qur'an, particularly in the context of the Tahfidz Quarantine Program at the Cahaya Qur'an Tahfidz Boarding School. This study identified various methods applied by teachers, such as the murojaah strategy, emotional support, relevance of memorization to daily life, and comprehensive evaluation of students' progress. These findings are expected to contribute to the development of curricula and teaching approaches in other tahfidz institutions by providing guidance for educators in designing more effective strategies to maintain students' motivation and succeed in memorizing the Quran. Additionally, this study opens up opportunities for further research on the factors influencing students' motivation and success in memorization within tahfidz programs.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Further research is recommended to explore the factors influencing santri motivation in memorising the Qur'an, both internal and external factors, such as family support, the role of peers, and the influence of the social environment. Research could also examine the effectiveness of more specific motivational strategies, such as using technology or digital learning media in supporting the memorisation process. Additionally, further research could investigate the long-term impact of the Karantina Tahfidz program on students' character development and spirituality, as well as how these motivational strategies can be applied in other boarding schools with different cultural backgrounds.

F. CONCLUSION

Motivation in memorising the Qur'an among students at the Cahaya Qur'an Tahfidz Boarding School consists of two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation includes attitudes, attention, and strong reasons from within the students to memorise the Qur'an. On the other hand, extrinsic motivation is influenced by external factors such as support from parents, friends, teachers, and the surrounding environment. However, this type of motivation often declines, affecting the students' memorisation outcomes. Therefore, teachers need strategies to maintain and enhance the students' motivation to remain enthusiastic about memorising the Quran and achieve the set targets.

The primary strategy teachers at the Cahaya Qur'an Tahfidz Boarding School use to improve students' memorisation is implementing a repetition strategy (murojaah), which has proven very effective in memorising the Qur'an. Murojaah is carried out regularly and systematically to ensure that students' memorisation remains strong and is not easily forgotten. Additionally, teachers provide personalised attention to students to build strong emotional bonds, making them feel supported and motivated throughout the memorisation process. With this attention, teachers can identify students' challenges and provide appropriate solutions to overcome these obstacles.

Furthermore, the relevance of memorisation to daily life is also an important strategy in increasing students' motivation. Teachers teach the memorisation of the Quran and help students understand the meaning of the verses they memorise, so that the memorisation has a deeper value and can be applied in their lives. The evaluations conducted every night are also part of the teachers' strategy to remind students to stay motivated and focused. Teachers motivate students by highlighting the benefits of memorising the Quran, which is expected to sustain their enthusiasm and motivation in achieving their memorisation goals within the Quran Memorisation Quarantine Program at the Cahaya Quran Quran Memorisation Boarding School.

AUTHOR CONTRIBUTIONS STATEMENT

All authors discussed the results and contributed to the final manuscript. RS: Conceptualization, Research framework & Writing - Original Draft. ST: Conceptualization. JW: Conceptualization.

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.

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