# Impact of Tahfidz Learning Management and Learning Environment on Tahfidz Learning Motivation among Madrasah Tsanawiyah Students

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**Abstract: Impact of Tahfidz Learning Management and Learning Environment on Tahfidz Learning Motivation among Madrasah Tsanawiyah Students**

**Objective:** This study aims to determine the effect of Tahfidz learning management and learning environment on students' motivation to learn Tahfidz at MTsN 2 Agam. **Method:** This study employs a quantitative method, utilizing multiple regression analysis, to investigate the relationship and effect between variables. **Results:** The TAHFIDZ learning management system has a significant effect on student learning motivation, such that the better the planning, implementation, and evaluation of Tahfidz, the higher the students' motivation in memorizing the Qur'an. **Conclusion:** Both variables, Tahfidz learning management and learning environment, have an essential contribution in increasing student learning motivation. **Contribution:** This study provides input for teachers, madrasahs, and policymakers to enhance the management of Tahfidz programs and create a more supportive learning environment, thereby improving the quality of students' memorization.

**Keyword:** Tahfidz Learning; Management; Learning Environment; Learning Motivation; Students

**Abstract: Pengaruh Manajemen Pembelajaran Tahfidz dan Lingkungan Belajar terhadap Motivasi Belajar Tahfidz Siswa Madrasah Tsanawiyah**

**Tujuan:** Penelitian ini bertujuan untuk mengetahui pengaruh manajemen pembelajaran tahfidz dan lingkungan belajar terhadap motivasi belajar tahfidz siswa di MTsN 2 Agam. **Metode:** Penelitian ini menggunakan metode kuantitatif dengan teknik analisis regresi berganda untuk mengetahui hubungan dan pengaruh antarvariabel. **Hasil:** Manajemen pembelajaran tahfidz berpengaruh signifikan terhadap motivasi belajar siswa, sehingga semakin baik perencanaan, pelaksanaan, dan evaluasi tahfidz, semakin tinggi motivasi siswa dalam menghafal Al-Qur'an. **Kesimpulan:** Kedua variabel, baik manajemen pembelajaran tahfidz maupun lingkungan belajar, memiliki kontribusi penting dalam meningkatkan motivasi belajar siswa. **Kontribusi:** Penelitian ini memberikan masukan bagi guru, madrasah, dan pemangku kebijakan untuk memperbaiki pengelolaan program tahfidz dan menciptakan lingkungan belajar yang lebih mendukung demi peningkatan kualitas hafalan siswa.

**Kata Kunci:** Pembelajaran Tahfidz; Manajemen; Lingkungan Belajar; Motivasi Belajar; Siswa

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## A. INTRODUCTION

Amidst the complexity of changing times, cultures, and values, religious education remains a strong foundation in shaping the spiritual and moral identity of individuals (Akhyar et al., 2024). One of the most significant manifestations of religious education, particularly in Islam, is the education of Qur'an memorization. Qur'an memorization is a form of education that places the memorization of the Qur'an as its primary focus. The Qur'an, as a source of law, guidance, and inspiration in Islam, is at the core of this education. Memorizing the Qur'an is not merely a mechanical act of recalling words, but also carries a profound spiritual significance. The Tahfidz process requires students to understand, internalize, and make the teachings of the Qur'an a guide in their daily lives. Allah SWT says:

لَا تُحَرِّكْ بِهِ لِسَانَكَ لِتَعْجَلَ بِهِ ١٦ إِنَّ عَلَيْنَا جَمْعَهُ وَقُرْءَانَهُ ١٧

*Meaning: 16. Do not move your tongue to (read) the Quran because you want to quickly (master) it. 17. Indeed, it is our responsibility to collect it (in your heart) and make you proficient in reading it.*

This verse reminds us not to rush in learning the Quran. Allah emphasizes that the responsibility to collect the Quran in our hearts and make us proficient in reading it is His. Therefore, we need to be patient and draw closer to Allah with sincerity as we progress in understanding and appreciating the contents of the Quran. Allah, as the owner of knowledge and wisdom, guarantees that the Quran will be preserved in our hearts if we read and study it with sincerity.

The tahfidz learning process is an inseparable unity between students who learn and teachers who teach. Teachers play a strategic and vital role in determining the quality of learning that will be achieved. For this reason, tahfidz learning requires effective management so that its objectives can be achieved (Akhyar et al., 2025). Learning management is all efforts to organize learning in order to create an effective and efficient learning process (Taherdoost, 2018; Chassignol et al., 2018). Learning management is essentially the organization of all learning activities, including those categorized based on the core curriculum and those categorized based on previously established curricula (Al-Mamary, 2022; Huang & Hew, 2018). Tahfidz learning management and the learning environment play a crucial role in shaping the motivation of Madrasah Tsanawiyah students to learn tahfidz. Effective tahfidz learning requires proper management, from selecting methods that suit the students' characteristics to developing a curriculum that supports their progress in memorizing the Qur'an. In addition, a supportive learning environment, such as adequate facilities and active parental involvement, can increase students' enthusiasm for learning Tahfiz. By combining effective learning management and a conducive environment, students' motivation to memorize the Qur'an is expected to be more optimal, allowing them to achieve their religious education goals to the fullest.

Learning motivation is the overall driving force, both within and outside the individual, that generates enthusiasm, excitement, and enjoyment, making it easier for students to receive lessons from teachers (Long et al., 2024). Furthermore, learning motivation encompasses the behaviors and factors that influence students' attitudes and engagement in their learning experiences (Wati et al., 2025). Learning motivation provides an intrinsic and extrinsic driving force from within the individual that gives rise to learning activities, directs and ensures the continuity of learning, and plays a role in fostering positive attitudes such as enthusiasm and enjoyment, thereby increasing knowledge and skills (Purnawan et al., 2018).

In addition to learning management, the learning environment also plays a crucial role in shaping the quality of students' memorization (Dai et al., 2023). A conducive environment will provide the physical and psychological support necessary for students to learn and memorize the Qur'an effectively. The learning environment refers to the entire physical and social context surrounding the learning process. This includes the classroom, facilities, and infrastruc-

ture, as well as interactions between teachers and students (Nguyen et al., 2022). A good learning environment fosters an atmosphere that promotes the development of students' cognitive, emotional, and social skills (Pal & Vanijja, 2020).

A well-organized classroom, equipped with adequate learning resources, can increase student focus and interest (Anwar, 2017). Initial research at MTsN 2 Agam revealed low student motivation to learn, as reflected in a lack of discipline, frequent requests for permission to leave the classroom, and slow progress in memorizing the Qur'an.

Although Tahfidz learning management is already optimal with a structured curriculum and clear steps, good organization, and a focus on memorizing the Qur'an can further enhance students' spiritual depth and knowledge. Additionally, an organized structure helps improve discipline and responsibility, and fosters a supportive community among students, teachers, and parents.

Research on tahfidz learning management and learning environments in tahfidz education shows that systematic learning management contributes to increased student motivation and memorization results. Churairoh et al. (2023) revealed that components such as memorization target planning, tahfidz class organization, and structured evaluation affect student memorization motivation. Another study by Rahmah & Suwandi (2023) revealed that learning strategies and learning motivation together influence tahfidz learning achievement, where the quality of strategies and individual motivation reinforce each other in terms of student memorization results. Additional research by Aniah et al. (2023) revealed a positive relationship between interest, learning style, and the ability to memorize the Quran, implying that an adaptive learning environment supports student motivation in tahfiz programs.

Although previous studies have shown that Tahfidz learning management and the learning environment have a significant influence on student learning motivation, most of these studies tend to be limited to the analysis of only two main variables without considering external factors that may play a role, such as family support, emotional intelligence, or the influence of technology in learning. In addition, the methodologies used primarily focus on quantitative approaches, such as linear regression, while research employing qualitative or mixed approaches that can delve deeper into student experiences and social dynamics in the classroom remains limited. Therefore, further research is needed that not only explores the influence of management and the learning environment but also considers other variables that may contribute to students' motivation and achievement in Tahfidz at Madrasah Tsanawiyah.

The purpose of this study is to determine the influence of Tahfidz learning management and the learning environment on students' motivation to learn Tahfidz at Madrasah Tsanawiyah. This study aims to determine the extent to which these two variables can enhance students' motivation to learn and memorize the Qur'an, as well as to investigate additional factors that may impact the learning process, such as family support and the use of technology in learning. In addition, this study aims to provide a deeper understanding of the interaction between organized learning management and a conducive learning environment in shaping student learning motivation, which can serve as a basis for improving educational policies and teaching practices in Madrasah Tsanawiyah.

## B. METHOD

This study employs a quantitative approach with a correlational method to determine the relationship and influence between the variables of Tahfidz Learning Management and Learning Environment on students' Tahfidz Learning Motivation at MTsN 2 Agam. A quantitative approach was chosen because this study focuses on measuring numerical data that is analyzed statistically to produce objective findings. The data collection technique in this study was conducted through a questionnaire compiled based on indicators for each research variable. The questionnaire was administered to respondents to obtain a measurable understanding of their perceptions regarding tahfidz learning management, learning environment conditions,

and student motivation for tahfidz learning. The population in this study was all 110 teachers at MTsN 2 Agam. From this population, the researcher employed a saturated sampling technique, whereby the entire population served as the research sample. Thus, the sample size in this study was 52 people, who were teachers directly involved in and familiar with the tahfidz learning process at the school. Saturated sampling was employed to minimize bias and provide a more comprehensive representation of the actual conditions in the field.

In analyzing the data, the researcher used several stages of statistical testing. First, classical assumption testing was conducted, including normality testing to ensure that the data were normally distributed, multicollinearity testing to ensure that there was no high correlation between independent variables, and heteroscedasticity testing to see if there were differences in variance in the regression model. After the data met the classical assumptions, the analysis continued with multiple linear regression to determine the magnitude of the influence of each independent variable on the dependent variable. Next, an F-test was conducted to assess the simultaneous effect of the independent variables, and a coefficient of determination ($R^2$) test was used to determine the extent to which the variables of Tahfidz Learning Management and Learning Environment contributed to explaining the variation in students' Tahfidz Learning Motivation. The entire analysis process was conducted systematically to produce valid and scientifically sound conclusions.

## C. RESULTS AND DISCUSSION

### Result

1) Prerequisite Analysis Tests

a) Normality Test

The normality test is part of the classical assumption test. The normality test aims to determine whether the residual values are normally distributed. A good regression model has residual values that are typically distributed normally. The test criteria are that if the significance value (Sig) or probability value (p) is greater than 0.05, then the data is usually distributed. The normality test analysis for each research variable was conducted using the Kolmogorov-Smirnov test, which was processed using SPSS 26. The significance value of the test for the tahfidz learning management variable was 0.200, which is greater than alpha 0.05, and the learning environment variable was also 0.200, which is greater than alpha 0.05. Moreover, the variable of student motivation to learn tahfidz at MTsN 2 Agam was 0.200, which is greater than alpha 0.05, so the data were normally distributed. For more details, see the following table:

Table 1. Normality Test

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | Df | Sig. |
| X1 | .107 | 52 | .200* | .956 | 52 | .055 |
| X2 | .102 | 52 | .200* | .979 | 52 | .478 |
| Y | .099 | 52 | .200* | .981 | 52 | .577 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

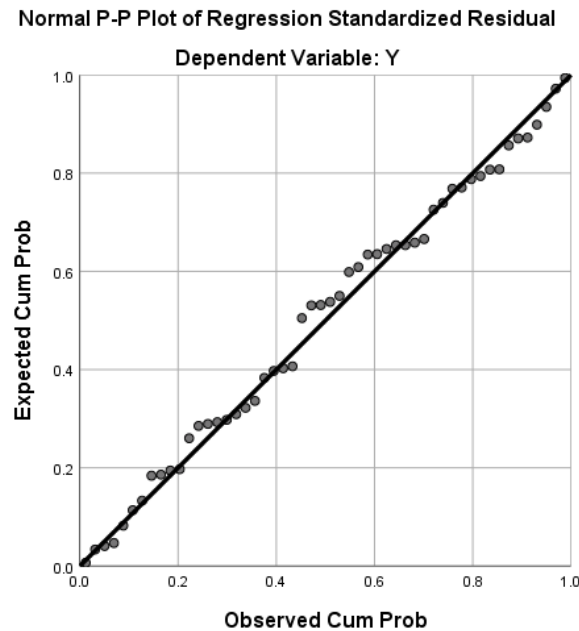For further clarification, please refer to the following chart:



Figure 1. Normal P-P Plot Graph

Based on the P-P Plot graph of Variable Y (students' motivation to learn Tahfidz at MTsN 2 Agam) above, it can be concluded that the data is close to the diagonal line, which means that the data is usually distributed.

b) Multicollinearity Test

The multicollinearity test was conducted to determine whether there was a correlation between the independent variables in the regression model. If there was a correlation, a problem of multicollinearity had to be addressed. The problem of multicollinearity in a model can be seen from: 1) If the tolerance value is greater than 0.10, there is no multicollinearity or correlation between the independent variables; 2) If the VIF value is less than 10.00, there is no multicollinearity or correlation between independent variables. For more details, see the following table:

Table 2. Multicollinearity Test

| Collinearity Statistics | |
|---|---|
| Tolerance | VIF |
| .946 | 1.057 |
| .946 | 1.057 |

Based on the table above, it can be seen that the tolerance value of the tahfidz learning management variable is 0.946 > 0.10, and the tolerance value of the learning environment variable is also 0.946 > 0.10. Therefore, there is no multicollinearity or correlation between the independent variables. Furthermore, the VIF value of the tahfidz learning management variable is 1.057<10.00, and the VIF value of the learning environment variable is 1.057<10.00, so there is no multicollinearity or correlation between independent variables.

c) Heteroscedasticity Test

The heteroscedasticity test aims to test whether there is a difference in variance between residuals from one observation to another in the regression model. If the variance is different, it is called heteroscedasticity. One way to determine whether heteroscedasticity exists in a regression model is by examining the scatterplot graph or the predicted value of the related

variable, namely SRESID, in relation to the residual error, namely ZPRED. If there is no particular pattern and the values are not scattered above and below zero on the y-axis, then there is no heteroscedasticity. If a particular pattern exists and the values are scattered above and below 0 on the y-axis, then heteroscedasticity is present.

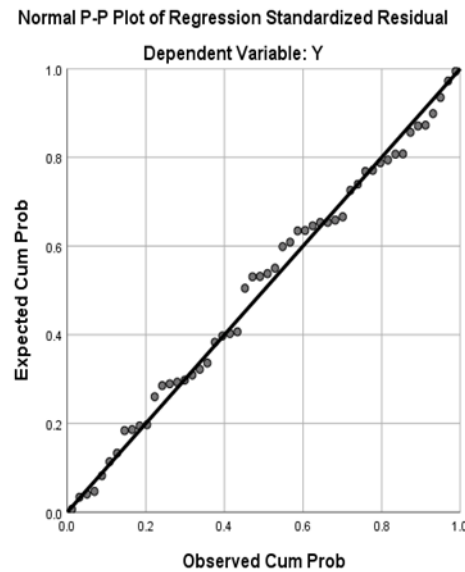For more details, see the graph below:



Figure 2. Normal P-P Plot Graph
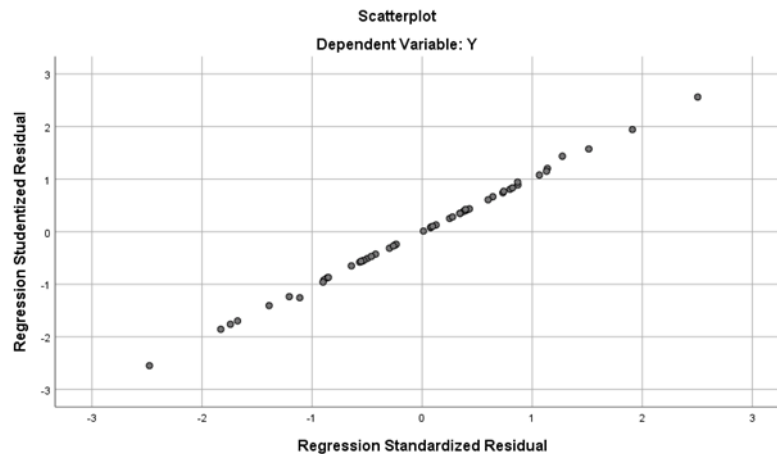
For clarity, see the following graph:



Figure 3. Scatterplot Graph

Based on the scatterplot graph obtained from the SPSS 26 output, it can be seen that the data points are scattered above and below, or around, the value of 0. The points are not clustered above or below the Y-axis, and the distribution of data points on the graph shows that no clear pattern has been formed. Thus, there is no problem with heteroscedasticity in the regression model, and this test is feasible.

2) Hypothesis Testing

a) Multiple Linear Regression Test

To test this hypothesis, the researcher used multiple linear regression statistics in an analysis using SPSS Type 26 software. Simple linear regression explains the relationship between two or more variables, which can usually be expressed in a regression line. It is a technique in parametric statistics commonly used to analyze the average response of variable y

that changes in relation to the magnitude of the intervention of variable X. In quantitative research, data analysis involves calculations to answer the research questions and hypotheses that have been proposed. To analyze the data in this study, multiple regression analysis was used to determine the effect of tahfidz learning management and the learning environment on students' motivation to learn tahfidz at MTsN 2 Agam, as follows:

Table 3. Multiple Linear Regression Test

| | | | Coefficients[a] | | | | |
|---|---|---|---|---|---|---|---|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics |
| | | B | Std. Error | Beta | | | Tolerance |
| 1 | (Constant) | 59.853 | 19.351 | | 3.093 | .003 | |
| | X1 | .236 | .114 | .272 | 2.073 | .043 | .946 |
| | X2 | .300 | .129 | .304 | 2.323 | .024 | .946 |

Based on the results of multiple regression analysis, the constant value of 59.583 indicates that if the variables of tahfidz learning management and learning environment are considered constant, then the students' motivation to learn tahfidz is at a base value of 59.583. The regression coefficient for Tahfidz learning management (b1) of 0.236 indicates that a 1 percent increase in this variable will increase Tahfidz learning motivation by 0.236, with a significance level of 0.000, which means H0 is rejected. Furthermore, the learning environment regression coefficient (b2) of 0.300 indicates that a 1 percent increase in the learning environment will result in a 0.300 increase in tahfidz learning motivation, with a significance level of 0.009, supporting the acceptance of Ha. Overall, the two independent variables, namely tahfidz learning management and learning environment, were proven to have a positive and significant effect on students' motivation to learn tahfidz at MTsN 2 Agam.

b) Simultaneous Test (F)

To test these hypotheses, the researcher used the F-test statistic, which was analyzed using SPSS Version 26. The F-test (simultaneous) was used to determine whether the independent variables, taken together or simultaneously, had a significant effect on the dependent variable.

Table 4. Simultaneous Test (F)

| | | | ANOVA[a] | | | |
|---|---|---|---|---|---|---|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 155.760 | 2 | 77.880 | 6.305 | .004[b] |
| | Residual | 605.240 | 49 | 12.352 | | |
| | Total | 761.000 | 51 | | | |

a. Dependent Variable: Y
b. Predictors: (Constant), X2, X1

Based on the simultaneous test results in the table above, the calculated F-value is 6.305, with a significance level of 0.004. In this test, the hypothesis can be accepted if the significance value is < 0.05 or the calculated F value is > F table, while the F table value is 3.18. Because the calculated F value (6.305) > F table (3.18), it can be concluded that the two independent variables, namely tahfidz learning management and learning environment, together influence the dependent variable of tahfidz learning motivation of students at MTsN 2 Agam with a significance level of 0.004<0.05. Thus, it can be concluded that H0 is rejected and Ha is accepted. So, there is a combined effect between tahfidz learning management and the learning environment on students' motivation to learn tahfidz at MTsN 2 Agam.

c) Determination Coefficient Test (R2)

The determination test measures the extent to which the model explains the variation in the dependent variable. The coefficient of determination value is between $0 < R2 < 1$, where a small R2 value indicates that the dependent variable has minimal capability. The independent variable is considered to provide the information needed to predict the dependent variable. If R-squared ($R^2$) is close to 1, then $R^2 = 0$ means that there is no relationship between the independent variable and the dependent variable. At the same time, if $R2 = 1$, there is a strong relationship between the independent variable and the dependent variable.

Table 5. Coefficient of Determination Test (R2)

| Model Summary[b] | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .452[a] | .205 | .172 | 3.515 |

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Based on the table above, it can be seen that the coefficient of determination, or R-squared value, is 0.205, which is equivalent to 20.5%. This indicates that the independent variables, namely tahfidz learning management and learning environment, affect the dependent variable, namely student motivation to learn tahfidz at MTsN 2 Agam, by 20.5%. , while the remaining 67.5% is influenced by other variables not examined in this study.

**Discussion**

The findings suggest that effective tahfidz learning management is crucial in enhancing students' motivation to learn tahfidz at MTsN 2 Agam, as it has a significant impact on students' motivation to learn tahfidz at this institution. To further improve students' motivation to learn tahfidz at MTsN 2 Agam, it is hoped that tahfidz learning management will be improved by allocating an appropriate amount of time and improving its quality. These findings have important practical implications for tahfidz management at MTsN 2 Agam. Quran memorization learning management can increase student motivation through a personalized approach tailored to individual needs, creating a conducive and supportive learning environment, and utilizing interesting technology and learning media. In addition, offering rewards for memorization achievements, providing emotional and spiritual guidance, and involving parents and the learning community also help. Variations in teaching methods, such as talaqqi and group memorization, as well as interactive activities, are also effective in maintaining student interest and enthusiasm. This holistic approach creates a more effective and motivating learning environment. Thus, investing in the development of tahfidz learning management can be an effective strategy to improve the quality of tahfidz learning at MTsN 2 Agam.

Good tahfidz learning management tends to have a clear curriculum structure, including memorization targets, teaching methods, and detailed evaluations. Effective teaching methods, such as talaqqi and sima'an, are tailored to the needs and abilities of the students. Competent teachers, who not only possess good memorization skills and knowledge of tajwid but also can guide and motivate students, are very important (Arbi, 2018). Memorization evaluations are conducted periodically to ensure that students not only memorize but also maintain the quality of their memorization through consistent review and practice. Therefore, tahfidz leaders can use these findings as an incentive to promote collaboration and tahfidz learning management in an effort to improve tahfidz learning and student achievement.

Tahfidz learning management has proven to be an important factor in shaping student learning motivation. Good learning management can create a focused and effective learning

process that encourages internal motivation in students (Wang, 2017; Zainuddin, 2018). In the context of tahfidz, teachers not only act as educators but also as motivators and spiritual guides. When learning plans are clearly structured, memorization methods are tailored to student characteristics, and evaluations are conducted consistently, students will feel more focused and motivated in the memorization process. These findings are supported by research by Churairoh et al. (2023), which shows that structured tahfidz classroom management increases student enthusiasm and discipline in memorization.

A conducive learning environment has also been proven to play a role in increasing motivation to learn tahfidz. A supportive learning environment, both physically and psychologically, can strengthen students' readiness and willingness to learn (Shaari & Ahmad, 2016; Ji et al., 2022). In tahfidz learning, a religious environment, harmonious relationships between teachers and students, and a calm classroom atmosphere are crucial for maintaining focus and comfort during memorization. The results of this study are consistent with those of Fauziah & Nurjanah (2021), who stated that a positive learning environment provides a strong incentive for students in Islamic schools to memorize the Qur'an.

When learning management and the learning environment are combined, they form a strong synergy in influencing student motivation (Law et al., 2019). Bandura, through his social learning theory, emphasizes that the interaction between personal factors, behavior, and the environment determines a person's learning success (Li et al., 2023; Li et al., 2021). The findings of this study reflect this concept, where the success of tahfidz is not only determined by individual ability but also by the support of the learning system and the school environment. Research by Rahmah & Suwandi (2023) also shows that effective learning strategies, combined with a supportive environment, significantly enhance students' memorization results.

In the context of learning motivation, McClelland asserts that motivation increases when individuals have clear goals, receive positive reinforcement, and experience a sense of accomplishment during the learning process (Huang & Hew, 2018; Zlate & Cucui, 2015). Directed tahfidz learning management provides structured memorization targets and an evaluation process that shows student progress, thereby creating a sense of achievement. This finding is also in line with the research by Aniah et al. (2023), which shows that students with an interest and good environmental support have better memorization abilities.

However, motivation to learn tahfidz is not only influenced by learning management and the learning environment. Maslow's theory of motivation emphasizes that psychological needs, security, social relationships, appreciation, and self-actualization influence a person's motivation to learn (Fu, 2024; Ngai et al., 2016). Several other factors, such as family support, study habits at home, personal interest in the Qur'an, and emotional closeness to the tahfiz teacher, also influence high learning motivation. These findings align with Putri (2020), who demonstrated that independent learning and environmental support make a significant contribution to students' memorization abilities.

The implementation of tahfidz learning management at MTsN 2 Agam is basically running well, but it still needs to be strengthened. Variations in methods such as talaqqi, tasmi', scheduled muraja'ah, and group memorization can increase student activity and reduce boredom. This aligns with al-Ghazali's view, which emphasizes the importance of engaging teaching methods in maintaining enthusiasm for learning. Teachers also need to continue providing consistent emotional, spiritual, and motivational guidance so that students feel a psychological closeness to the memorization process.

A good learning environment must also be continuously developed, both physically and socially. According to Vygotsky, learning and development occur through meaningful social interaction. Therefore, schools need to strengthen their religious culture, foster better relationships between students and teachers, and provide comfortable and supportive learning facilities. Such an environment has been proven to foster a sense of security and comfort for

students, making them more enthusiastic about memorizing the Qur'an. The consistency of these findings reinforces the conclusion that successful tahfiz learning is the result of a combination of practical learning management and a supportive learning environment, as reported in various previous studies.

Tahfiz learning management and the learning environment influence students' motivation to learn Tahfiz at MTsN 2 Agam. This indicates that tahfidz learning management and the learning environment are the main factors in increasing students' motivation to learn tahfidz at MTsN 2 Agam. The school believes that tahfidz learning management and the learning environment are the primary factors in increasing students' motivation to learn tahfidz at MTsN 2 Agam. The school is delighted with the tahfidz learning management and learning environment, which are considered to be effective.

## D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

### 1. Research Implications

The results of this study have important practical implications for the development of tahfidz learning at MTsN 2 Agam and other madrasas. The findings that tahfidz learning management and the learning environment affect learning motivation indicate that schools need to strengthen systematic tahfidz learning planning, starting from setting memorization targets, providing methods that are adaptive to student characteristics, and conducting continuous evaluation. Tahfidz teachers need to enhance their pedagogical and motivational competencies so that they can function not only as teachers but also as spiritual mentors, fostering students' love for the Qur'an. On the other hand, schools need to create a conducive learning environment, both through the provision of comfortable learning spaces, the promotion of a strong religious culture, and the fostering of positive interactions between teachers and students. In addition, parental support and collaboration with the tahfiz community can strengthen the consistency of students' learning at home. By implementing these strategies, the quality of tahfiz learning in madrasahs can improve, ultimately enhancing students' motivation and memorization success.

### 2. Research Contribution

This study makes an important contribution to enriching scientific studies on tahfidz learning, especially at the Madrasah Tsanawiyah level, by emphasizing that tahfidz learning management and the learning environment are two main factors that can increase student learning motivation. Theoretically, this study reinforces the learning model that emphasizes the integration of learning management and environmental conditions as determinants of learning motivation, while expanding the application of motivation theory in the context of Al-Qur'an education. Practically, this research provides an empirical basis for tahfidz teachers, madrasahs, and Islamic education policy makers to design more effective, adaptive, and student-centered learning strategies.

## E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Further research is recommended to expand the variables studied in order to obtain a more comprehensive picture of the factors that influence students' motivation to learn tahfidz. Variables such as family support, religious interest, emotional intelligence, study habits, the quality of teacher-student interaction, and the use of media and technology in tahfidz can be the focus of future research.

## F. CONCLUSION

Good tahfidz learning management has been proven to have a significant positive impact on student motivation at MTsN 2 Agam. Well-structured planning, implementation, and evaluation in the tahfidz program are key factors in encouraging students to be more enthusiastic

and motivated in memorizing the Qur'an. When learning management is carried out carefully, from scheduling to the teaching methods applied, students feel more focused and motivated to achieve their goals. This confirms that effective management in tahfidz learning not only facilitates the learning process but can also increase students' commitment to continue memorizing earnestly.

In addition, a conducive learning environment also plays an important role in strengthening students' motivation to learn Tahfiz. A religious and supportive environment, both physically and socially, can create a comfortable and pleasant atmosphere for students. When students are in an environment full of support from peers, teachers, and parents, they will feel more appreciated and encouraged to excel. A calm, clean, and religious atmosphere also provides the comfort needed for students to focus on their studies, especially in tahfiz activities that require high concentration. Therefore, a supportive environment significantly contributes to creating optimal conditions for increasing student motivation in the tahfiz learning process.

This study reinforces the importance of good tahfiz learning management and a supportive learning environment in increasing student motivation. These findings provide important insights for madrasah administrators and educators to focus more on designing and managing quality tahfiz programs. Furthermore, this study highlights the importance of creating a learning environment that fosters students' active and enthusiastic engagement in memorizing the Qur'an. Thus, the practical recommendations derived from this study are expected to serve as guidelines for teachers and related parties to continue improving the quality of tahfiz education and creating a supportive atmosphere, thereby enabling students to develop their full potential in memorizing the Qur'an.

**AUTHOR CONTRIBUTIONS STATEMENT**

The authors declare that all authors contributed to the preparation of the final draft of this article and agree with the content of the resulting publication. AD: Conceptualization, Writing - Original Draft, Formal Analysis. JN: Conceptualization, Review-editing, Data Curation. MAAF: Conceptualization. KK: Conceptualization.

**DECLARATION OF COMPETING INTEREST**

The authors declare that this study has no potential conflicts of interest regarding finances, funding, or competing personal relationships related to this research.

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