



## Evaluation of Tahfizhul Qur'an Learning in Madrasah Ibtidaiyah's as a Premier Program

### *Evaluasi Pembelajaran Tahfidzul Qur'an di Madrasah Ibtidaiyah sebagai Program Unggulan*

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#### Abstract

This study aims to analyze the implementation of the Al-Qur'an memorization learning program at MITQ Al Manar Klaten. The research method used is qualitative with an evaluation approach. The evaluation model applied is the CIPP model. The results of this study are that the implementation of the Al-Qur'an memorization learning program at MITQ Al Manar has not been fully in accordance with the initial plan. The memorization target set was not achieved, on average students were only able to memorize 1-2 Juz from the target of 3 Juz. Supporting factors for the implementation of the program include the enthusiasm of teachers in improving the skills of tahsin and tahfizh Al-Qur'an, parental support, integration of the tahfizh program into the school's vision and mission, teacher commitment to improving the ability to read and memorize the Al-Qur'an, and good communication between teachers and parents. Inhibiting factors include budget constraints, teacher quality, new students, teacher absenteeism, teacher teaching skills, parents' ability to read the Al-Qur'an, limited school facilities, many students whose parents work, and lack of student awareness to carry out muraja'ah independently. The Qur'an memorization program at MITQ Al Manar has not achieved the set memorization target, although supported by teachers, parents, and the school's vision, but is constrained by budget factors, teaching quality, limited facilities, and low student awareness to muraja'ah independently. The findings of this study can be used as a reference and pilot model in developing the Qur'an memorization program at other institutions, by prioritizing the quality and success of students in memorizing the Qur'an.

**Keywords:** Al-Qur'an; Evaluation; Memorization

#### Abstrak

Penelitian ini bertujuan menganalisis pelaksanaan program pembelajaran tahfizh Al-Qur'an di MITQ Al Manar Klaten. Metode penelitian yang digunakan yaitu kualitatif dengan menggunakan pendekatan evaluasi. Model evaluasi yang diterapkan adalah model CIPP. Hasil penelitian ini yaitu pelaksanaan program pembelajaran tahfizh Al-Qur'an di MITQ Al Manar belum sepenuhnya sesuai dengan rencana awal. Target hafalan yang ditetapkan tidak tercapai, rata-rata siswa hanya mampu menghafal 1-2 Juz dari target 3 Juz. Faktor pendukung pelaksanaan program meliputi semangat guru dalam meningkatkan keterampilan tahsin dan tahfizh Al-Qur'an, dukungan orang tua, pengintegrasian program tahfizh dalam visi dan misi sekolah, komitmen guru untuk memperbaiki kemampuan membaca dan menghafal Al-Qur'an, serta adanya komunikasi yang baik antara guru dan orang tua. Faktor penghambat termasuk keterbatasan anggaran, kualitas guru, siswa yang baru bergabung, absensi guru, keterampilan mengajar guru, kemampuan Al-Qur'an dari orang tua, keterbatasan fasilitas sekolah, banyaknya siswa yang orang tuanya bekerja, serta kurangnya kesadaran siswa untuk melakukan muraja'ah secara mandiri. Program tahfizh Al-Qur'an di MITQ Al Manar belum mencapai target hafalan yang ditetapkan, meskipun didukung oleh guru, orang tua, dan visi sekolah, namun terkendala oleh faktor anggaran, kualitas pengajaran, keterbatasan fasilitas, dan rendahnya kesadaran siswa untuk muraja'ah secara mandiri. Temuan penelitian ini dapat dijadikan sebagai rujukan dan model percontohan dalam mengembangkan program tahfizh Al-Qur'an pada lembaga lain, dengan memprioritaskan kualitas dan keberhasilan siswa dalam menghafal Al-Qur'an.

**Kata Kunci:** Al-Qur'an; Evaluasi; Tahfizh

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## INTRODUCTION

The development of elementary school-aged children requires special attention from both parents and teachers. Children of that age have unique characteristics (Amelia & Sumarni, 2022; Phillips & Boyd, 2023). The importance of cooperation between parents and teachers in educating children is the basis for the formation of character and success of children in the future (Darna et al., 2023; Latifa, 2024). The role and cooperation of parents and teachers are also needed in studying the Qur'an (Khafid et al., 2023; Septiani & Ghofur, 2022). The purpose of learning the Qur'an in Madrasah Ibtidaiyah is stated in the regulation of the Ministry of Religion of the Republic of Indonesia Number 912 of 2013; that students are able to read, write, memorize, interpret, explain, and are able to apply the Qur'an in the daily lives of people who believe and have good morals in personal life, family, society, nation and state (PERMENAG, 2013).

Based on this and the process of educating a generation of a nation with noble morals, in the last few decades, many Madrasah Ibtidaiyah and Integrated Islamic Elementary Schools have emerged in Indonesia (Sitorus & Yasir, 2022). This is the right choice for parents to obtain worldly and afterlife education in one institution. Madrasah Ibtidaiyah and Integrated Islamic Elementary Schools were established with the aim to form an Islamic generation with the combination of general and religious education arranged into one curriculum (Mamonto, 2022). Educational institutions typically highlight a specific characteristic or program, such as memorizing the Al-Qur'an. According to Al Kilani, establishing an Islamic-based elementary school with a program to memorize the Al-Qur'an is a way of preaching to maintain the Islamic religion (Mu'ammam & Muchtar, 2024; Syifa et al., 2022).

In recent decades, Islamic schools such as Madrasah Ibtidaiyah and Integrated Islamic Elementary Schools in Indonesia have developed rapidly along with education that combines religious and general knowledge (Sitorus & Yasir, 2022). One of the leading programs that has attracted public attention is tahfizh Qur'an, where students are encouraged to memorize the Al-Qur'an as part of the formation of Islamic character

(Gozali, 2023; Zuhannan & Musyarrofah, 2024). According to Al Kilani, the establishment of schools based on the tahfizh program is part of the da'wah to maintain and instill Islamic values among the younger generation (Mu'ammam & Muchtar, 2024; Syifa et al., 2022). Various Islamic educational institutions are increasingly promoting the tahfizh program, even at the elementary school level, increasing the enthusiasm of the Muslim community in Indonesia to memorize the Al-Qur'an (Dewita et al., 2022; Rojiyah et al., 2023). This program is now an integral part of many Islamic schools, indicating the progress of Islamic education in Indonesia (Hilmi et al., 2023).

MITQ Al Manar Klaten is a formal school that integrates Islamic values and teachings in an integrated Islamic curriculum structure, thus eliminating the dichotomy in education. With an effective learning approach, the school prioritizes in maximizing efforts and collaboration between teachers, parents, and the community in fostering students' morals and competencies to improve intellectual (IQ), emotional (EQ), and spiritual (SQ) intelligence. One of the leading programs at MITQ Al Manar Klaten is memorizing the Qur'an. MITQ Al Manar Klaten is the first formal school to carry out the Qur'an memorization program in Klaten Regency. Al-Qur'an memorization is able to be implemented with the school system's full day model, as Qur'an memorization require consistency, free time, teachers, a clear learning system, and a must in implementation based on a clear program (K. Daulay, 2024). MITQ Al Manar Klaten aims for students to memorize at least three juz of the Quran at each educational level.

Researchers conducted a search for relevant studies, with the results revealing several studies with various study focuses: (1) Focus of study on various methods of tahfizh Al-Qur'an (Ansari et al., 2020; Mu'minat & Misbah, n.d.; Umayah & Misbah, 2021); (2) focus of study on the tahfiz Qur'an program as character building (Alwi et al., 2023; Shobirin, 2019; Utami & Fatoni, 2022); (3) focus on the study of Qur'an memorization learning management (Nurhani & P, 2023; Syarifudin et al., 2023); (4) focus on the Qur'an memorization learning curriculum (H. P. Daulay et al., 2021; Rasyidi, 2023). Based on the literature review, there has been no study related to the evaluation of the Qur'an memorization process at MITQ Al Manar Klaten, instead what exists is Handika's research (2024) which examined the leadership strategy of the head of MITQ Al Manar in improving teacher performance, and also Fatoni's research (2024) which examined the

improvement of prayer memorization skills with the habituation method through Dhuha prayers at MITQ Al Manar Klaten.

Although previous studies have examined important aspects related to memorizing the Qur'an, such as memorization methods, character development through memorization programs, learning management, and memorization curriculum, none have specifically evaluated the memorization process as the leading program at MITQ Al Manar Klaten. Meanwhile, the local research at MITQ Al Manar also does not discuss the evaluation of memorization learning as a whole. This study fills the gap in the literature related to evaluating memorization learning as a leading program at MITQ Al Manar Klaten.

Departing from this, this study aims to analyze: first, the implementation of the Qur'an memorization program at MITQ Al Manar Klaten. Second, the supporting factors of the implementation process of Qur'an memorization program. And third, the inhibiting factors of the implementation process of the Qur'an memorization program. Furthermore, this research is expected to help MITQ Al Manar in compiling a more effective and efficient curriculum in order to achieve the school's objectives in the future. It can also be a reference for other schools with the intention to implement or improve their Al-Qur'an memorization program. By understanding the supporting and inhibiting factors of the Al-Qur'an memorization program faced by MITQ Al Manar Klaten, other schools can learn and apply appropriate strategies to improve or build similar programs.

## **RESEARCH METHODS**

This study applies a qualitative method with an evaluation approach as its analysis tool. The evaluation model that was chosen is the CIPP (Context, Input, Process, and Product) evaluation model. This evaluation model was designed and developed by Stufflebeam in 1956 as a form of his efforts to evaluate the Elementary and Secondary Education Act. The CIPP evaluation model is an evaluation model used to evaluate a program or system by considering context, input, process, and product. This model is one of the most widely used evaluation models in the world of education. This study focuses on process evaluation, one of the four components of the CIPP evaluation model. According to Stufflebeam & Shinkfield, the essence of process evaluation is to check the implementation of a plan/program (Rama et al., 2023).

The CIPP (Context, Input, Process, Product) model was chosen in this study for its comprehensive approach in evaluating the program, allowing researchers to understand every important aspect of the implementation of the Al-Qur'an memorization program (Musolin et al., 2023). This approach helps evaluate not only the final result (the amount of memorizations), but also the ongoing process, such as the quality of teaching, the availability of resources, and the suitability of the program to the needs and goals of the school. With this model evaluation, it can provide in-depth insights into the strengths and weaknesses of the tahfizh program, as well as recommendations for future program improvement and development.

Primary data and sources of information were obtained from the foundation chairman, school principal, and vice principal who are responsible for the curriculum, vice principal for student affairs, vice principal for tahfizh or tahfizh coordinator, tahfizh teachers, parents of students, students. The secondary data sources are from the surrounding community, BKM Mosque around the school, the destination school for MITQ Al Manar Klaten graduates. More details are written in the following table:

Table 1. Information about Research Informants

<b>Informant</b>	<b>Total</b>	<b>Responsibilities/Tasks</b>
Head of Foundation	1	Director of education policy
Principal	1	Overall manager of school operations
Vice Principal for Curriculum	1	Responsible for curriculum development
Vice Principal for Student Affairs	1	Student guidance and student activities
Vice Principal for Tahfizh or Tahfizh Coordinator	1	Responsible for tahfizh program
Tahfizh Teacher	6	Quran memorization instructor and tutor
Parents of Students	10	Family support for students
Students	15	Main subjects in the learning process
Surrounding Community	3	External support in the surrounding environment

The research data were obtained through three methods, namely observation, interview, and documentation (Creswell, 2017). Observations were carried out by directly observing situations, activities, or phenomena that occurred in the field. Researchers were present at the location to observe in detail the behavior, interactions, and conditions that are relevant to the research topic using observation sheets or field notes. The aspects observed included the interaction between teachers and students during the tahfizh learning process, the methods used by teachers in guiding memorization, and the use of supporting media such as mushaf, murottal, and audio devices. In addition, observations also included monitoring student discipline in tahfizh activities, the level of student involvement in repeating memorization (muraja'ah), and

routine evaluations conducted by teachers to assess the progress of student memorization. The condition of the classroom environment and other supporting factors, such as the availability of a conducive tahfizh room and complete facilities, were also observed to obtain a comprehensive picture of the implementation of the tahfizh program.

Interviews were conducted by applying three types of interview models: Open interviews, structured interviews and in-depth interviews. For the open interviews, researchers gave respondents the freedom to answer questions in their own way, without being limited by a particular answer format. The questions asked were general and allowed respondents to provide broad and in-depth responses. Structured interviews used a list of questions that had been prepared in advance, with the same order and form of questions for all respondents. Structured interviews used a list of questions that have been prepared in advance, with the same order and form of questions for all respondents. Documentation involved collecting data from various relevant documents such as reports, books, articles, archives, and other written records related to the research. Documentation aimed to obtain secondary data that supported the results of observations and interviews.

Activities in data analysis included data reduction, data presentation, and drawing conclusions or verification. The data analysis procedure was to follow the evaluation steps of the CIPP model (Context, Input, Process, Product) which was focused on process evaluation. The technique to ensure the validity of the data collected in this study was to establish four criteria: credibility test, transferability test, dependability test, and confirmability test. For more details, it is described in the following research flow:

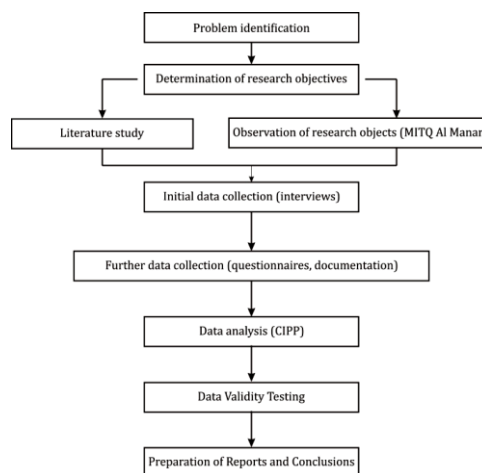


Figure 1. Research Flow Diagram

This research was conducted during the period April 2024 - July 2024, including the stages of preparation, data collection, data analysis, data validity testing, and report preparation.

## **RESULTS AND DISCUSSION**

### **1. Analysis of The Implementation of The Al-Qur'an Memorization Program at MITQ Al Manar Klaten**

#### **a. Program suitability**

The tahfizh Al-Qur'an program at MITQ Al Manar Klaten aimed to achieve a specific memorization target of 3 juz. However, its implementation faced challenges due to varying levels of students' memorization abilities. Consequently, the program did not fully meet its intended goal.

Furthermore, the principal added that the implementation of the Qur'an memorization program was initially carried out in groups, namely 1 group consisting of 10 students and guided by 1 teacher. The ineffectiveness of this group system made the principal introduce a new system: implementing a Qur'an memorization program in each class, which was supervised by 1 teacher each.

According to Muhammad Gusan, the coordinator of tahfizh, the implementation of the tahfizh Qur'an program at MITQ Al Manar Klaten was not in accordance with what was planned. In the target achievement planning, MITQ Al Manar Klaten alumni are expected to be able to memorize at least 3 Juz of the Qur'an, but in fact the average is only able to memorize 1-2 Juz of the Qur'an.

A similar phenomenon was also conveyed by a 5<sup>th</sup> grade tahfizh teacher, stating that the implementation of the program did not turn out as planned. The target achievement of memorizing 3 Juz of the Qur'an should have been achieved when students were in Grade V in order for students no longer needing to memorize the Qur'an and focus on exams when they reach 6<sup>th</sup> Grade.

#### **b. Mastery of tahfizh teacher material**

As a teacher, before explaining a lesson to his/her students, the teacher must master the material to be taught. In the Qur'an memorization program, what is meant by mastery of the material here is that the quantity and quality of the teacher's memorization is greater than that of his/her students, with the materials having been memorized by the teacher first before being taught to the students.

The principal of MITQ Al Manar Klaten explained that the major obstacle for MITQ Al Manar Klaten was that they did not yet have ideal tahfizh teachers in terms of memorizing the Qur'an. The lack of budget was the main factor in the school's inability to provide ideal human resources who had mastered the material for memorizing the Qur'an. The result of this absence was the tasmi' hafalan method, which requires teachers to see the Qur'an manuscript.

In an observation to one of the classes, the researcher saw the memorization process carried out by students to their tahfizh teacher. In this observation, the researcher himself saw one of the tahfizh teachers who listened to his students memorizing by looking at the Al-Qur'an. Based on the aforementioned the process, it seemed that the tahfizh teacher had not yet properly mastered the learning material being implemented, so they needed to look at the Al-Qur'an again when listening to their students memorizing.

### c. Learning methods

Tahfizh teachers explained that the method used is the talaqqi method which was done by cutting up verses. This method is used in 1<sup>st</sup> Grade. There are several steps taken by grade 1 teachers in using this method. For example, in Surah Al-Fiil Verse 1 as explained above, the steps are:

- a) Determine the verse to be memorized; in this example is Surah Al-Fil Verse 1

which reads: **أَلَمْ تَرَ كَيْفَ فَعَلَ رَبُّكَ بِأَصْحَابِ الْفِيلِ**

- b) The verse is broken down into several words,

namely: **أَلَمْ - تَرَ - كَيْفَ - فَعَلَ - رَبُّكَ - بِأَصْحَابِ - الْفِيلِ**

- c) Next, the tahfizh teacher teaches the first part, namely the word **أَلَمْ** to his students

until the students have memorized it. After the students memorize the first part,

they continue to the second part, **تَرَ**. After the students have memorized the word

**تَرَ** then the tahfizh teacher continues to recite the following words until the verse

is finished **كَيْفَ - فَعَلَ - رَبُّكَ - بِأَصْحَابِ - الْفِيلِ**



- d) The final step is to combine the pieces into one complete verse, then recites the complete verse to the students until they memorize it.

In field observations, researchers saw directly how the tahfizh teacher cut the verses to be memorized by MITQ Al Manar Klaten students. In its implementation, researchers saw that students were very enthusiastic in following the steps of memorizing the verses that had been cut into several words. Seeing this, researchers agreed with what was conveyed above that this method was effective for Grade I students of MITQ Al Manar Klaten.

To enhance the memorization process for all students, the 3<sup>rd</sup> Grade used a different method compared to 1<sup>st</sup> Grade. This method involved a two-steps: 1.) Engaging Activities: Students were encouraged to participate in structured and free-form games to create a relaxed and focused learning environment. 2.) Repetitive Memorization: Once students were settled, they would repeatedly read the verses together. For instance, they might read the first three verses of Surah An-Naba' multiple times before memorizing them.

The 5<sup>th</sup> grade Qur'an memorization method involved a multi-step approach: 1.) Daily Review: The first 15 minutes of each session were dedicated to a review (Muraja'ah) of recently learned material. 2.) Independent Memorization: Students are then assigned specific verses to memorize independently. 3.) Teacher Check: Once students complete their individual memorization, they present their work to the tahfizh teacher responsible for evaluation and correction.

#### **d. Learning media**

It cannot be denied that one strategy to achieve optimal learning outcomes easy is to utilize learning media. The principal explained that the learning media for memorizing the Quran were the Quran Mushaf (a codex referring to the Qur'an), Juz Amma (a small Mushaf specifically for Juz 30), and a whiteboard. Likewise, the explanation of the 1<sup>st</sup> Grade tahfizh teacher was that there was no special media for the Qur'an tahfizh program at MITQ Al Manar Klaten. The learning media used were only the Quran and Juz Amma manuscripts and liaison books as a means of communication between teachers and parents of students.

The tahfizh teacher stated that the media used for the implementation of the Qur'an memorization program, especially in 3<sup>rd</sup> Grade, were diverse and adjusted to the

needs of students in improving memorization. In addition to using the Al-Qur'an mushaf and Juz Aamma as the main media, teachers also utilize supporting technology in the form of active speakers to clarify the sound and attract students' interest in memorizing. On several occasions, teachers play murottal via cellphones as a means of listening and imitating readings in accordance with the rules of tajwid. The use of this murottal was expected to help students remember verses they have memorized more effectively and increase students' enthusiasm in following the tahfizh learning process in class.

**e. Daily target**

The target achievement was to be able to memorize at least 2 verses in one day. The problem was whether students were able to memorize and recite the 2 verses every day. The principal responded that he and his staff had difficulty assessing the achievement of the memorization target every day. This difficulty stemmed from the absence of a set daily target. Because of that, students who were not able to memorize well were taught by the tahfizh teacher and the vice principal to be more focused and help speed along the process. According to the principal, 70% of students met the target, while 30% did not.

In the memorization process, some students stated there were those who have memorized at home with their parents and also those who memorized it at school. It was noted that some of the MITQ Al Manar Klaten students preferred to memorize with their friends, while others cannot memorize in a noisy environment and preferred be in a quiet place. The researcher concluded that students have their own preferences in how to memorize the Qur'an.

**f. Reciting/repeating memorization**

In the implementation of memorization, there were still many MITQ Al Manar Klaten students that tend to forget their memorization. Especially students who already had many verses memorized, making it hard to recall verses they have memorized long in the past. It could be inferred from observation that students who do not follow along a muraja'ah session with other students had forgotten the verses.

Muhammad Gusan revealed that the cause of this loss of memorization was the lack of awareness from students to maintain memorization so that it is not lost. Newer students could only be aware of maintaining memorization when there were pressing

events such as Qur'an memorization competitions or memorization graduation ceremonies.

It was also found that the implementation was not fully in accordance with the initial planning. The target that was set was not achieved, with the average student only managing to memorize 1-2 Juz from the target of 3 Juz. Factors that influenced this discrepancy included the lack of mastery of the material by the tahfizh teacher due to limited human resources and budget, as well as the use of learning methods that needed to be adjusted to the needs of students at each grade level. Although the talaqqi and muraja'ah methods had been implemented, their effectiveness was still limited due to the variation in students' abilities in memorizing. In addition, the minimal use of modern learning media also affected the results of the program. In order to achieve the assessment of daily memorization achievement, a more systematic strategy was needed, including setting daily targets and ongoing support to maintain student memorization, considering that many students still forget their past memorization.

Looking at Rinjani's research (2024), the implementation of the tahfizh program at MITQ Al Manar Klaten had the potential to be improved with a systematic approach such as tahfizh activities taking place every morning before regular classes, with a duration of 90 minutes; covering memorization, depositing, and muraja'ah or repeating memorization twice a week. The implementation of this consistent time provided students with a strong foundation in building disciplined memorization habits. In addition, the flexibility of the teaching method could also be applied, where each tahfizh teacher was allowed to adjust the teaching approach according to the needs and abilities of students, such as dividing memorization into small parts to facilitate the process of remembering. This adaptive approach made the tahfizh process more effective and enjoyable for students, which can be applied at MITQ Al Manar to reduce the burden of memorization on students and encourage better results.

External support from the foundation and active involvement of parents also play an important role in the success of the tahfizh program. The foundation fully supported this program and encouraged parents to help their children at home, both by supervising memorization and providing ongoing motivation. MITQ Al Manar could be able to strengthen its program by involving parents more actively, such as through regular communication or monthly meetings discussing students' progress, and the foundation

could also provide awards for students who achieve certain targets to motivate them. According to the theory of learning motivation, external awards such as certificates or appreciation can motivate students to achieve higher (Keswara, 2017). In addition, supervision for the tahfizh class was carried out strictly by teachers who periodically evaluate students' memorization achievements. Evaluation at MITQ Al Manar could be deepened by adopting a tiered evaluation model, such as the Countenance model which considers input, process, and results holistically (Azizah & Lisnawati, 2022).

## **2. Supporting Factors For The Al-Quran Memorization Program At MITQ Al Manar Klaten**

The principal explained that the supporting factors for the success of implementing the Al-Qur'an memorization program were the teachers' willingness to improve their quality in tahsin and tahfizh of the Qur'an as well as students' parents' concern. For the principal, the support shown by the teachers in the form of their willingness to learn and teach also made the students grew enthusiastic. Furthermore, what was no less important was the concern of the parents, and according to him, if both parties (school and parents) were to synergize, then the success of the program would be easy to achieve.

The vice principal for curriculum explained that there are several things that are supporting factors for the program. *First*, determination of the Qur'an memorization program as part of the school's vision and goals. With the existence of the tahfizh program in the vision and goals, MITQ Al Manar Klaten was enthusiastic, bearing a great responsibility to produce superior products in memorizing the Al-Qur'an. *Second*, the enthusiasm of teachers in improving the quality of themselves in reading and memorizing the Qur'an, either by studying at Ma'had or continuing to study with colleagues. The provision of teacher upgrades made them compete to be the best, and this certainly had an impact on student memorization. *Third*, parental support. As is known, the average reason parents entrust their children to study at MITQ Al Manar Klaten was because of the Al-Qur'an memorization learning program, because of their desire to make their children Al-Qur'an. *Fourth*, communication between teachers and parents who communicated regarding the development of students, especially in the Qur'an tahfizh program.

Based on several other interviews, researchers concluded that there are several key factors supporting the implementation of the Al-Qur'an memorization learning program at MITQ Al Manar Klaten. These factors include: first, the dedication of teachers to enhancing the quality of Qur'an instruction; second, the role and support of parents; third, effective communication between teachers and parents; fourth, the integration of the memorization program into the school's vision and mission; and fifth, the enthusiasm of both students and teachers in memorizing and reviewing.

One of the parents explained that parents who actively helped students at home were a supporting factor in Qur'an memorization. The strategy was to call a tahfizh teacher (Quran teacher) to the house, and turn on the active speaker for reciting the Qur'an every morning at home.

It was revealed that the success of the tahfizh Qur'an program at MITQ Al Manar Klaten was driven by several key factors. First, the dedication and willingness of teachers to enhance their proficiency in reading and memorizing the Qur'an are crucial in supporting the learning process. Teachers who engage in studies at Ma'had or through independent learning with peers demonstrate a strong commitment that positively influences students' enthusiasm for memorization. Second, parental support plays a significant role. Many parents who enroll their children at MITQ Al Manar Klaten hope their children will become hafizh Al-Qur'an and actively contribute to the program by inviting tahfizh teachers to their homes and playing Qur'anic recitations (murottal) every morning. Third, effective communication between teachers and parents facilitates monitoring students' progress in memorization, allowing challenges to be swiftly addressed through collaboration. Fourth, embedding the tahfizh program within the school's vision and mission underscores MITQ Al Manar Klaten's commitment to producing students who excel in Qur'anic memorization. Finally, the enthusiasm shown by both students and teachers in the memorization and review (muraja'ah) process creates a positive synergy that reinforces the program's success. These interconnected factors foster an environment conducive to the effective implementation of the tahfizh Al-Qur'an program at MITQ Al Manar Klaten.

This study provides a more in-depth contribution compared to Rinjani's study (Rinjani et al., 2024), especially in its analysis and evaluative approach to the support received by students. If Rinjani's study describes supporting factors such as foundation

support, teacher attention, motivation through rewards, and parental involvement, this study adds a layer of analysis regarding the effectiveness of these supporting factors in improving the consistency and quality of student memorization.

### **3. Inhibiting Factors For The Al-Quran Memorization Program At MITQ Al Manar Klaten**

The principal conferred several factors that hampered the implementation of the Qur'an memorization program. *First*, budget constraints. Limited funding for the program had posed challenges, forcing the school to make do with existing resources. *Second*, teacher quality. The teachers leading the Al-Qur'an memorization program were not professional Qur'an educators but religious education teachers fulfilling this role. *Third*, transfer students. The acceptance of transfer students impacted memorization achievements, as these students often join without sufficient reading or memorization skills. *Fourth*, limited parental involvement. A lack of parental support in reinforcing students' memorization at home had also been an issue. While not applicable to all parents, students who fell behind in memorization often did so due to insufficient parental engagement.

Meanwhile, the Deputy Principal for Curriculum at MITQ Al Manar Klaten revealed that there are three inhibiting factors in the work of the deputy principal for curriculum. *First*, teacher presence. In this case, if the teacher who had been appointed as a tahfizh teacher cannot attend for various reasons, the school had difficulty finding a temporary replacement for the position left. The solution was that other teachers only give assignments without accompanying the learning. *Second*, teacher ability. The ability in question was the teacher's ability in learning Al-Qur'an memorization. For this, the solution given was to recruit teachers who have good Qur'an reading. *Third*, school facilities such as classrooms still did not support the tahfizh Al-Qur'an program. There were two things that need to be considered from the current condition of the classroom; the size of the room which according to him was still limited, and the distance between one class and another was still too close, and what happened was the voices from the classes compete, the loudest muraja'ah.

Furthermore, the inhibiting factor in the implementation of the Al-Qur'an memorization program in the view of the teacher was the lack of parental attention with students who lacked muraja'ah at home. Murojaah or repeating memorization

continuously helps maintain and strengthen memorization. Without murajaah, memorization can quickly slip away and be forgotten (Fauziah, 2022; Susanti, 2024). Some of the reasons why students did not muroja'ah at home that could be concluded are as follows: *first*, on average, they have career parents, absent most of the time of the day. Sometimes picking up students from school could even stretch to late in the afternoon. *Second*, lack of students' awareness to repeat their own memorization. *Third*, lack of studying and memorization media at home, with parents not owning Qur'an or Juz Amma at home. *Fourth*, parents who did not have the ability to read the Qur'an rendering them unable to listen to their children memorizing it at home. *Fifth*, parents who did not memorize the students' recitation material. And sixth, parents who came home from work late at night making the student having to live with someone else, usually a guardian.

A parent highlighted several issues that hinder the progress of memorizing the Al-Qur'an in the MITQ Al Manar Klaten memorization learning program. *First*, parents' limitations in reading the Qur'an. Although parents make efforts to assist their children with memorization at home, their inadequate ability to read the Qur'an effectively can slow the process, as the school often needs to prioritize correcting memorized recitations over advancing new material. *Second*, the demands of caring for younger children. This requires housewives to expend extra energy balancing teaching with caregiving responsibilities. *Third*, children's tendency to play with cellphones, which in some cases has escalated to addiction, means that as soon as they are unsupervised, they often turn to their phones instead of reviewing their memorization (muraja'ah). *Fourth*, parents who are occupied with work and return home tired find it difficult to monitor their child's memorization. *Fifth*, financial constraints prevent some families from hiring specialized teachers to assist with Qur'an instruction and memorization at home.

The findings on the obstacles to implementing the Al-Qur'an memorization program at MITQ Al Manar Klaten revealed several key challenges. Limited school budgets hindered program expansion and development, while teacher quality was insufficient, as most instructors were non-professional religious teachers. Additionally, the admission of transfer students, who often lacked adequate memorization skills, posed further difficulties. A less active parental role in supporting children's memorization at home compounded the issue, with many parents being too busy with work to assist their

children and lacking the ability to read the Al-Qur'an proficiently. Limited school facilities, such as cramped classrooms and close proximity between them, also disrupted the muraja'ah (review) process. From the tahfizh teachers' perspective, students' lack of motivation to practice muraja'ah independently and their reliance on gadgets added to the challenges. Overall, while there was evident enthusiasm for the program, improvements were needed in areas such as budget support, teaching quality, and increased parental involvement to better support children's memorization at home.

The findings on the inhibiting factors of the tahfizh program in this study are broader in scope compared to Rinjani's study (2024) because they highlighted more detailed aspects related to structural constraints, resource limitations, and social environmental support. In Rinjani's study (2024), the inhibiting factors found included general challenges such as lack of mastery of tajwid and makharijul huruf science, limited time allocation, and the influence of the social environment and students' ability to manage time. The study focused more on the obstacles faced by students individually and in the madrasah environment only. While this study has a broader scope, covering obstacles faced both at school and in the home environment, thus providing a more complete picture of the inhibiting factors of the tahfizh program. This analysis can be an important contribution in developing solutions that involve various parties, such as the government, schools, and families, to optimize the results of memorizing the Qur'an in students.

To overcome the inhibiting factors in the implementation of the tahfizh program at MITQ Al Manar Klaten, schools need to design a comprehensive long-term action plan. *First*, increasing the budget must be a priority by seeking additional funding sources through cooperation with private institutions or donors who care about education. *Second*, schools must provide training and certification for teachers to improve the quality of teaching, and consider recruiting more professional teaching staff in the field of tahfizh. *Third*, building collaborative programs with parents, such as workshops and seminars on how to support children in memorizing, can increase parental involvement. In addition, schools should create a better learning environment by improving facilities, such as larger and more comfortable classrooms. *Finally*, encouraging students to do muraja'ah independently can be done through the implementation of a reward system and integration of technology, such as applications that can help them monitor their



memorization progress. With these steps, it is hoped that the tahfizh program can be more effective and sustainable.

## CONCLUSION

This study highlights the urgency of evaluating the tahfizhul Qur'an program as a flagship program at Madrasah Ibtidaiyah MITQ Al Manar Klaten. In the context of Islamic-based education, this program plays an important role in shaping Islamic character and improving students' memorization abilities from an early age. With the increasing public interest in education that integrates religious and academic knowledge, this study is relevant as a guide for other institutions in implementing or improving similar tahfizhul Qur'an programs. This evaluation can be a reference to ensure that the tahfizhul Qur'an program is able to provide optimal results in achieving memorization and developing students' character.

The results of this study found that the implementation of the program was not fully in accordance with the initial plan. The context and support from teachers, parents, and the school's vision were quite strong, but constraints in budget, teacher quality, and limited facilities hampered the achievement of the target of memorizing three juz (students only reached 1-2 juz on average). The talaqqi and muraja'ah methods have been applied, but their effectiveness is limited due to variations in student abilities. The memorization results are not optimal, requiring a more systematic approach and ongoing support from the school environment and parents.

This study still has many shortcomings, including only focusing on process evaluation without comprehensively examining all components of the CIPP model. For future research, it is recommended to explore the evaluation of context, input, and product in more depth, as well as expand the scope of parental participation and external supporters. Further research is also recommended to examine the impact of using electronic learning media and identify more effective strategies in increasing students' awareness of independent muraja'ah.

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