

**THE ROLE OF FUTURE QUR'AN MEMORIZATION TEACHERS (TQ-MD)  
IN IMPROVING THE QUALITY OF QUR'AN MEMORIZATION  
OF STUDENTS OF MTS MU'ALLIMIN UNIVA MEDAN**

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## Abstract

The purpose of this study is to determine the implementation of the implementation of tahfiz Qur'an learning, the strategies of TQ-MD teachers in improving the quality of memorization, and the supporting and inhibiting factors of TQ-MD teachers in improving the quality of memorization of the Qur'an of MTs Mu'allimin UNIVA Medan students. This study uses qualitative research methods. The data collection methods used are observation, interviews, and documentation. Data analysis techniques are data reduction, data presentation, and conclusion drawing. The sources of informant data for researchers are the principal of MTs Mu'allimin UNIVA Medan, the vice principal for curriculum, the 9th grade tahfiz coordinator, the tahfiz teacher of the TQ MD program, and several 9th grade TQ MD students. The results of this study indicate 1) the implementation of tahfiz qur'an learning in class 9 TQ-MD is carried out in a structured manner, the implementation is carried out with routine tasmi' activities by applying several variations of methods. 2) TQ MD teacher strategies in improving the quality of students' memorization of the Qur'an are by applying repetition methods (tikrar), routine tasmi' deposits, structured muroja'ah, variations in methods such as halaqah, talaqqi, and memorizing with translation, providing motivation and periodic evaluation, paying attention to time discipline, the existence of rewards and punishments, and collaboration with parents of students. 3) Supporting factors for TQ-MD teachers in improving the quality of students' Al-Qur'an memorization are high student motivation, support from students' parents, a conducive school environment and adequate facilities, and a structured TQ-MD program. Meanwhile, inhibiting factors are lack of student motivation and psychology

**Keywords:** *Teacher's Role, Future Quranic Memorisation, TQ-MD, Memorization Quality*

## INTRODUCTION

As Muslims, we should continue to strive to read, study, understand, memorize and apply the contents of the Qur'an in our lives. This is not merely to hope for a reward from Allah SWT, but because we believe that the Qur'an is a guide and also a source of knowledge that has no doubt in it. In this era, there are more and more teaching and learning activities for the Qur'an. Starting from tahfiz, tahsin, recitations, tartil, and so on. Memorizing the Qur'an or tahfiz is an effort carried out to continue to maintain the purity of the Qur'an from all attempts at change that occur, even though Allah SWT has guaranteed its authenticity as in the QS. Al Hijr verse 9 is:

God willing

Meaning: "Indeed, it is We who sent down the Qur'an and surely We (also) preserve it"(Al-Qur'an Ministry of Religion)

This verse provides a guarantee regarding the purity and purity of the Al Qur'an forever, so by memorizing the Al Qur'an we participate in maintaining its purity. Allah SWT promises a lot of glory for servants who memorize the Qur'an, including those contained in the Tirmidhi hadith number 2915 contained in Sunan At-Tirmidhi by Al Kattani et al. (2017a:21) that is:

حَدَّثَنَا نَصْرُ بْنُ عَمِّ حَدَّثَنَا عَبْدُ الصَّمَدِ بْنِ أَخْبَرَنَا God willing language : يَا رَبَّ حَلِّهِ فَيُلَيْسَ تَا، ثُمَّ يَقُولُ: يَا رَبِّ زِدْهُ، فَيُلَيْسَ خَلَّةً  
 لَهُ أَفَرَأَوْا وَارَقَ، وَتَزَادُ بِكُلِّ آيَةٍ حَسَنَةً : God willing message: message: message

"From Nasr bin Ali al-Jahdhami, from Abdus Shamad bin Abdul Warits, from Syu'bah, from Ashim, from Abu Salih, from Abu Hurairah, from the Prophet SAW., he said, On the Day of Resurrection, the Qur'an will come and say, 'O Rab, adorn him (one who likes to read the Qur'an).' again, 'O Rab, add to her jewels. Then put on her a noble garment. Then the Qur'an says again, 'O Rab, be pleased with her.' So Allah was pleased with him. Then it was said to him, 'Read and ascend (to heaven)' And added to him in every verse one good thing." In addition, Allah SWT also guarantees ease in memorizing the Qur'an as mentioned four times repeatedly with exactly the same sentence in QS. Al Qamar verses 17, 22, 32, and 40, namely:

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

Meaning: "Indeed, We have really made the Koran easy as a lesson. So, is there anyone who wants to take a lesson?"(Al-Qur'an Ministry of Religion)

However, memorizing the Qur'an also has challenges in the process, namely maintaining memorization so that it remains strong and is not easily forgotten by doing muroja'ah, namely the activity of remembering and repeating the memorization of the Qur'an, both its words and its structure, which is done continuously to maintain and optimize the quality of memorization of the Qur'an that has been previously memorized. Recognizing the detrimental impact of not maintaining the quality of Quran memorization, such as poor reading fluency and loss of memorization, has sparked the establishment of a future Quran memorization program at MTs Mu'allimin UNIVA Medan. The memorization program in Islamic education plays a crucial role in guiding students to memorize and maintain their memorization of the Quran. Tahfiz Qur'an Masa Depan (hereinafter abbreviated as TQ-MD) is present as one of the manifestations of the vision and mission of MTs Mu'allimin UNIVA Medan school, namely striving for mastery of memorizing the Qur'an. This program has several advantages, including selecting students who have memorized the most in the previous class, having a memorization target of 5 juz in 3 years, active muroja'ah activities, and regular memorization testing by people who are competent in the field of tahfiz. The tahfiz teacher who guides students at TQ-MD is also a hafizh/hafizhah of 30 juz who is competent in the field of tahfiz. To further increase student motivation in memorizing, the school also gives prizes to TQ MD students who have memorized the most each month.

This program was created as a school effort to better maintain the quality of students' Quran memorization, including through active recitation activities. The recitation activities implemented at TQ MD aim to strengthen memorization, maximize fluency in reading the Quran, and ensure that memorization remains embedded in students' memories. This aligns with what was explained by Afidah & Anggraini (2022:6) That is, "regular repetition or muroja'ah is very important for strengthening and maintaining memorization." Without consistent muroja'ah, memorization will be vulnerable to forgetting and unstable in the long term. Furthermore, tajwid lessons are also provided to improve the quality of memorization. In the implementation of tahfiz learning at TQ MD, most students have good memorization quality. This is certainly inseparable from the tahfiz teachers who play a strategic role in fostering student memorization. Not only as teachers, tahfiz teachers are also motivators, guides, and role models in maintaining the Qur'an. Teachers must adapt their tactics, approaches, and support systems to the needs and abilities of their students. Therefore, the purpose of this study is to examine the role of TQ-MD teachers in improving the quality of students' Qur'an memorization. This study is expected to provide a clear picture of how TQ-MD teachers can help students of MTs Mu'allimin UNIVA Medan in memorizing the Qur'an more effectively. The findings of this study can also be a source of information for parents, tahfiz teachers, and schools.

## LITERATURE REVIEW

### Definition of Teacher

Teacher is a term we know to refer to someone who teaches and educates at a particular educational institution. According to Mujib & Jusuf(2006)"A teacher is someone who is responsible for guiding and directing students to develop optimally." Tobrani stated, "The term teacher has several domains of terms such as ustadz, mualim, muaddib, and murabbi." The names "ta'lim," "ta'dib," and "tarbiyah" are some terms related to the title of teacher. The phrase "mua'allim" highlights the role of teachers as educators who transmit knowledge. The term mu'addib emphasizes teachers as fosterers of morality and character in students through exemplary behavior, while the term murabbi emphasizes the development and maintenance of both the physical and spiritual with love."(Nidawati, 2020:6). Allah SWT mentions this in His word QS. Al Jumu'ah verse 2, namely:

﴿ هُوَ الَّذِي بَعَثَ فِي الْأُمِّيِّينَ رَسُولًا مِنْهُمْ يَتْلُوا عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ صَلَّىٰ مُبِينٌ ۝ ٢ ﴾

Meaning: "It was He who sent a Messenger (Prophet Muhammad) to an illiterate people from (among) themselves, who read to them His verses, purified their (souls), and taught them the Book (Al-Qur'an) and Wisdom (Sunnah),

even though previously they were in clear error."(Al-Qur'an Ministry of Religion) According to Ibn Kathir's interpretation, this is because the Arabs once practiced the religion of Abraham, peace be upon him, but they changed, distorted, and twisted it, replacing faith with doubt and monotheism with polytheism. Just as the People of the Book changed, distorted, and misinterpreted their texts, they also created new things that were not permitted by Allah. Furthermore, Allah SWT entrusted the Prophet Muhammad (peace be upon him) with a comprehensive sharia that addressed all the needs of animals. In addition to inviting them to engage in activities that would bring them closer to Paradise and Allah's pleasure, and to distance themselves from anything that would bring them closer to Hell and Allah's wrath, this sharia also contained guidance and explanations on everything they needed to know about life in this world and the hereafter.(Ghoffer et al., 2004a)

The description above shows that just as Allah SWT sent the Prophet Muhammad SAW to provide correct guidance to his people, so too is the task of a teacher, namely to provide knowledge, direction, guidance, and be an example to his students so that they do not deviate to the wrong path. When associated with a tahfiz teacher, a tahfiz teacher is an educator who is competent in teaching students to memorize the Quran. A tahfiz teacher not only delivers memorization material but also provides spiritual and moral guidance to students. Teachers do not only play the role of instructors, but there are several other roles that teachers also play, as explained by Sopian (2016:91) These include educator, manager, administrator, supervisor, leader, innovator, and motivator. Teachers have duties both within and outside of their work, in the form of devotion. Usman wrote(2005:7) explains that if we group them, there are 3 types of teacher duties, namely duties in the professional profession, humanitarian roles, social responsibilities of educators.

### Competencies of Tahfiz Teachers

Tahfiz teachers are teachers who teach the Qur'an and have the ability to teach tahfiz Al Qur'an to their students. Kusmawati in her writing(2019:3) explains that the competence of a tahfiz teacher is as follows: Adorning oneself with commendable values, the ability of ahlul Qur'an, being kind to students, showing empathy, and building strong relationships with other educators, Mu'allim

From the description, in more detail the competencies that a tahfiz teacher must have are:

NO	GENERAL TEACHER COMPETENCIES	TAHFIZ TEACHER COMPETENCIES
1.	Personality	Adorn yourself with commendable morals
2.	Professional	The abilities of the people of the Qur'an
3.	Social	The ability of hablumminannas
4.	Pedagogy	<i>Navigators</i> an educator of noble morals

**Table1 Teacher Competence**

### Definition and Purpose of TQ MD

Tahfiz Quran Masa Depan (TQ MD) is the name of a special tahfiz program that was established at MTs Muallimin Univa Medan(Hardiansyah, 2023:30)The word "takhasus" comes from Arabic and is derived from the root word "khasasa," which means "special." The term "takhasus" refers to a specific program or activity focused on a specific goal.(Fauziah, 2024:4). Based on the description, it is concluded that TQ MD is the name of a program at MTs Mu'allimin UNIVA Medan which focuses on memorizing the Quran. This TQ-MD is aimed at producing a generation of Quranic scholars who are intelligent, have noble morals, are superior, and have good memorization of the Quran in terms of quantity and quality, as explained.Ardila (2022:14)"The goal of Takhasus is to expand students' knowledge and abilities related to religious knowledge." All students in the TQ-MD Program are encouraged to achieve memorization targets in accordance with the specified number and time of memorization. This TQ MD is a guardian of the quality of memorization in the future when more and more students have difficulty reading and memorizing the Qur'an, in addition to that, it is also so that TQ MD students who have graduated are encouraged to continue their memorization at the Aliyah/SMA level and beyond.

### TQ MD special steps

Hardiansyah(2023:31)said that there are several aspects that must be considered so that this special program runs well, namely:

- 1) Setting memorization targets

Setting memorization targets also functions as a preventative measure so that what has been mastered is not easily forgotten.(Aini, 2016:54)

2) Selection of tahfiz teachers

Based on Heavenly, (2024:54)"Tahfiz teachers must be able to convey tajwid clearly and precisely, and have the expertise to correct students' reading so that it is in accordance with the correct tajwid rules."

3) Facility

According to Fitriyah, (2008:39)"Memorizing the Quran in a noisy, dirty, and poorly lit environment will be more difficult than doing so in a quiet, clean, and adequately lit place." This explanation shows that facilities are important in supporting students' success and comfort in memorizing the Quran.

4) Evaluation

Evaluation is necessary to ensure the success of the Quran memorization program. The program itself is one of the main topics of evaluation. Halima & Mustofa state that "program evaluation can be understood as the process of assessing the value and usefulness of an activity plan." The results of this evaluation can then serve as a basis for implementing improvements, so that the program can develop better in the future.(Reski, 2024:2).

### Definition and Purpose of Tahfiz Al-Qur'an

Tahfiz Al Qur'an comes from two words, namely "tahfiz" and "Al Qur'an". The word tahfiz according to...Sanusi (2024:53) which comes from the word تَحْفِيزٌ - يُحْفِزُ - حَفَّظَ (haffadza, yuhaffidzu, tahfiidhzon) which is a verb that means to memorize, and this comes from the word tsulasi mujarrod حَفِظَ - يَحْفِظُ - حَفِظًا (hafidzo, yahfadzu, hifdzon) which means to memorize. Etymologically, "hafal" means to remember something and have knowledge about something. A memorizer means a person who has a good memory and rarely forgets. In terms of terminology, memorizing means the action or act of imbibing something in the mind so that it is always remembered. Based on Masduki, (2018:4)"Memorizing means entering material into memory, so that at some point it can be remembered again according to what has been memorized previously, and this can be remembered down to the subconscious." Memorizing this in reality means reading it repeatedly until you memorize it as from the Prophet Muhammad SAW which is recognized by the scholars, and also from teachers who have a sanad and guaranteed knowledge and experience in the world of learning and memorizing the Qur'an.(Zamani & Maksum, 2009).

Based on Daulay et al., (2023:2)"The Qur'an etymologically comes from the word قَرَأَ - يَقْرَأُ - قِرَاءَةً (qara-a, yaqra-u, qira'atan, or qur'anan) which means to collect (al jami'u) and gather (ad-dhammu) letters and words from one part to another arranged in an orderly manner". The three definitions of the Qur'an expressed by Muhammad Salim Muhsin, Abdul Wahab Khalaf, and Shaykh Muhammad Abduh, appear to perfect each other. (Ajahari, 2018:3). Based on the description above, it can be stated that memorizing the Quran is the activity of repeatedly reading, entering and absorbing the words of the Quran into memory, so that it can be remembered again as it was memorized previously, then listening to the memorization to a teacher whose knowledge in the field of memorizing the Quran is guaranteed. The purpose of memorizing the Qur'an is to help preserve its authenticity and purity, which Allah SWT has guaranteed will never fade. This is in line with what was mentioned by Zulina & Fikri (2018:4)"Tahfizul Quran is an effort to maintain, care for and preserve the purity of the Quran so that there are no changes and falsifications and to protect oneself from forgetting either partially or completely.

### The Virtues of Memorizing the Qur'an

Allah SWT gives many virtues to memorizers of the Qur'an who have guarded and maintained the Qur'an as explained Baihaqi (2024:15,16) Among them are: Gaining a high position in the sight of Allah SWT, Gaining multiple rewards, Becoming Ahlullah (family of Allah SWT)

### Basic Rules for Memorizing the Qur'an

Despite the many benefits bestowed by Allah SWT upon those who memorize the Quran, there are also many challenges to overcome. Therefore, memorizing the Quran requires maximum preparation beforehand. As Sirjani & Khaliq (2022:55,63,74) explains several basic rules in the process of memorizing the Qur'an, including:

1. Sincere
2. Strong and Firm Determination
3. Distance yourself from the snares of sin
4. Pray



### Al-Quran Memorization Method

Mubarakah (2019:2) explains "to achieve a goal requires a strategy and a suitable and appropriate method, as is the case with memorizing the Qur'an." Alfatoni (2019:29,30) explains that there are several common methods implemented by those who memorize the Al-Quran, namely:

1. The Fahmul Mahfudz method, namely understanding the verse that is to be memorized so that the memorizer truly understands and is aware of the verse that he is memorizing.
2. The Tikrarul Mahfudz method, for example, repeats the verses to be studied until you can read them without looking at the mushaf, one by one.
3. The Kitabul Mahfudz method involves writing down the verses being memorized on paper until they are imprinted in your memory. This method is also known as the Lauh method, as explained by Lufanza (2022:30) This method requires students to write verses dictated by their teacher. After their writing is declared correct by the teacher, the students will begin to memorize the verses. Once they have memorized them, they must rewrite the memorized verses to check their accuracy and memorization strength.
4. Isti'amul Mahfudz Method, In other words, the memorizer is exposed to the verses of the Koran repeatedly until he can remember and recite them without looking at the mushaf.
5. Muqattha'ah method, based on Gunawan, (2021:24) "How to memorize the Qur'an by cutting long verses of the Qur'an into two or three short parts so that it is easy to remember."
6. The Talqin method involves the teacher guiding the students by reciting a verse first, then following the teacher's recitation. This process is repeated several times until the verse is fluent. Once the student has mastered the verse, they can move on to the next verse using the same process. (Ruswandi & Juliawati, 2023:6)

The description above demonstrates the many memorization methods that can be applied by Quran memorizers. Everyone's abilities and memorization methods are certainly different, so it's important for Quran memorizers to find and implement the memorization method that best suits them, thereby further promoting success in memorizing the Quran

### Learning to memorize the Qur'an

Learning is basically a process of interaction between students and their environment that leads to increased abilities and behavior that are beneficial for each student. Rukajat (2018:16) explains that a teacher must carry out three important tasks as part of the learning mechanism, namely everything that includes planning, implementing, and evaluating Al-Quran memorization learning.

### Quality of Memorizing the Qur'an

The quality of memorization is the result of the quality of memorization of the entire contents of the Qur'an. (Afidah & Anggraini, 2022:8). People who memorize the Qur'an should not only pay attention to quantity (the amount of memorization), but should also pay serious attention to the quality of memorization. Based on Dewi, (2020:2) "The quality of memorization is a benchmark that determines the good or bad memory of someone memorizing the Quran, memorizing it perfectly according to the rules of tajweed, and the sincerity in maintaining memorization from forgetting.

Indicators of memorization quality according to Afidah & Anggraini (2022:9) can be seen from several aspects, namely:

#### a. Tajweed

According to Siregar et al., (2020:2) "Tajweed is a form of mashdar from the verb madhi جَوَّدَ which means to beautify". Tajweed according to Khodijah (2022:5) "Linguistically, it means fulfilling it well, while in terms of terms, it is the study of giving rights to letters, as well as other aspects such as the nature of letters, izhar, ikhfa, iqlab, idgham, and so on." This is related to Allah SWT's command not to rush in reading the Qur'an so that reading rights as in the QS are fulfilled. Al Qiyamah verse 16:

لَا تُحَرِّكْ بِهِ لِسَانَكَ لِتَعْجَلَ بِهِ

Meaning: "Don't you (Prophet Muhammad) move your tongue (to read the Koran) because you want to rush (master) it." (Al-Qur'an Ministry of Religion)

#### b. Fashahah

Besides tajweed, fluency is also an indicator of memorization quality. In Arabic, fluency means clarity or straightforwardness. In the science of rhetoric, fluency refers to fluency or clarity in language use. (Obaidullah et al.,

2022:3). Fashahah in the context of reading and memorizing the Qur'an refers to fluency or clarity in the pronunciation of letters, words and sentences in the Qur'an so that the meaning conveyed is clear and appropriate without causing doubt.

### c. Memorization Fluency

This is also no less important as an indicator of the quality of memorization. Memorization is said to be fluent if it can be recited without looking at the Qur'an, of course accompanied by good tajweed and fashahah. The pronunciation of the Qur'anic verses is well-structured in memory in accordance with the structure of the Qur'an. This fluent memorization is of course achieved through frequent repetition so that it enters long-term memory. This repetition is also called muroja'ah. Because it is very easy to forget the Qur'an, as shown by the hadith in Sahih Bukhari (Al Bukhari: 193), the activity of muroja'ah is one way to maintain memorization. These hadith include:

God willing God bless you

"Take care of (memorize) the Qur'an, then by the One in Whose hand my soul is, it (the Qur'an) will be lost faster than a camel from its bonds." (HR. Bukhari no. 5033)

There is no memorization without recitation. The more you memorize, the more frequently you should recite recitation. (Ilyas, 2020:15). The more often you recite the Quran, the more the memorized verses will enter your long-term memory and encourage smooth memorization, which will improve the quality of your memorization of the Quran.

### Previous Research

Based on the author's research results, several academics have conducted research related to this theme, including:

1. Neliwati et al (2024) in their journal entitled "The Role of Tahfizh Teachers in Guiding Students to Improve Al-Qur'an Memorization According to Curriculum Achievements at MTs Pab 2 Sampali, Percut Sei Tuan District". Based on curricular achievements at MTs N 2, this study highlights the importance of tahfizh teachers in helping students improve their Al-Qur'an memorization. Sampali has a significant impact on students' motivation to read and memorize the Al-Qur'an. To ensure accurate and fluent tajweed, tahfizh teachers guide students using the talaqqi method, which is to read each verse aloud first.
2. Putri Ayu Wandirah (2024) is a thesis entitled "The Role of Teachers in Improving the Ability to Memorize the Qur'an with the Wafa Method on Students at the Umar bin Khattab Tahfidz House in Batam". This study explains the role of teachers in improving memorization of the Qur'an with the wafa method, including guiding students, providing special time for muroja'ah, accompanying students in submitting memorization, providing motivation for students to be more enthusiastic in memorizing and muroja'ah and facilitating students in strengthening memorization.
3. Taufiq Hardiansyah (2023) namely his thesis entitled "Implementation of the Future Quran Memorization Class (TQ MD) at MTs Muallimin UNIVA Medan". According to this study, the Quran memorization class is specifically designed for students who are better at memorizing. In addition, this future Quran memorization class has a different curriculum and objectives from other classes. This class has advantages over other classes in terms of reading quality, memorization quantity, and memorization quality. Meanwhile, the condition of the students and the allocated time are the shortcomings and challenges of this program.
4. Zulfah Uswatun Khoiriyah (2023) wrote a thesis entitled "The Role of Tahfidz Teachers in Improving the Quality of Al-Qur'an Memorization of Students at the Tathmainnul Qulub Sendangdalem Padureso Kebumen Tahfidz Islamic Boarding School". This study explains how teachers can help students memorize the Al-Qur'an more effectively by teaching, guiding, directing, training, and evaluating. In addition, the boarding school supervisor and students' parents collaborate in its implementation.
5. Kahiza Rani (2022) is a thesis entitled "The Role of Al-Qur'an Tahfiz Teachers in Improving Memorization and Maintaining Memorization Skills of 6th Grade Students of SDIT Al Ihsan Kebagusan South Jakarta". This study explains that the tahfizh program at SDIT Al Ihsan is implemented from grades 1-6 and must reach a target of 10 juz, and this tahfiz is implemented using the sima'I method, talaqqi, and muroja'ah. The role of the tahfiz teacher includes guiding, accompanying, and providing motivation to students.

The study of teacher function and improving students' Quran memorization is the main point of this research title in relation to the previous research mentioned above. Different from previous research, what makes this research different is that it focuses on the TQ-MD program which is still rarely studied and not only its implementation but

also the strategies & roles of TQ MD teachers in improving student memorization, as well as supporting and inhibiting factors.

## **METHOD**

### **Research Background**

The location of this research is at the Mu'allimin Islamic Junior High School UNIVA Medan, Jl. Sisingamangaraja Km. 5.5 UNIVA Complex, Harjosari I Village, Medan Amplas District, Medan City, North Sumatra. The research was conducted at MTs Mu'allimin UNIVA Medan for 2 months.

### **Research Subjects**

The subjects of this study were those deemed to have relevant and in-depth information regarding the implementation of tahfiz learning in grade 9 of TQ MD. Subject selection was carried out using a purposive technique, based on specific considerations aligned with the needs and focus of the study. The total number of students in grade 9 of TQ MD is 26, with 14 females and 12 males. The informants in this study include:

1. The principal, Mr. H. Muhayan, MA, provided a general overview of the Quran memorization program at the school and the policies implemented.
2. The deputy principal for curriculum is Mr. Irwan, M.Pd, who plays a role in planning and supervising the implementation of the curriculum, including the tahfiz program in teaching and learning activities.
3. The coordinator of tahfiz class 9 and homeroom teacher for class 9 TQ MD is Mrs. Dewi Puspita Sari, S.Psi, who understands the development and daily tahfiz activities of students in class.
4. The 9th grade TQ MD memorization teacher, namely Ustadz Muhammad Abdul Latif, S.Pd, who was directly involved in the process of students' Quran memorization activities.
5. Some of the 9th grade TQ MD students are Hafizah Surya Khalilah, Asma Salsabila Siregar, and Fachri Arya Habibie, who have participated in the future tahfiz Qur'an program for more than a year and can provide direct perspectives regarding experiences and challenges in improving memorization.

By involving various parties, it is hoped that the data obtained will be more in-depth and able to provide an overview of the role of TQ-MD teachers in improving the quality of Quran memorization of students at MTs Mu'allimin UNIVA Medan.

### **Data and Data Sources**

The data used in this study are primary and secondary data. Primary data sources are verbal data sources or spoken words spoken by trusted sources. In this study, primary data were obtained from the principal of MTs Mu'allimin, the vice principal for curriculum, the coordinator of Qur'an memorization for grade 9 of MTs Mu'allimin UNIVA Medan, the Qur'an memorization teacher for grade 9 TQ-MD, and several grade 9 TQ MD students. Supporting data comes from secondary sources. Physical books, e-books, and journals on the principles of the Qur'an, tajwid, tahsin, the role of tahfiz teachers, as well as the TQ-MD program at MTs Mu'allimin UNIVA Medan, served as secondary data sources in this study.

### **Research methods**

This research applies a descriptive qualitative method which aims to provide facts systematically and accurately. According to Saryono in his writings Nasution (2023:34) "Qualitative research is research that is useful for investigating, discovering, describing, and explaining the qualities or characteristics of social influences that cannot be explained, measured, or depicted through a quantitative approach." The results of this descriptive research will describe the results or facts found. The research approach is to use narrative. Narrative research is explained Kusumastuti & Khoiron (2019:9) is a "research strategy in which researchers investigate the lives of individuals and ask them to tell what they experienced or their lives which are then retold by the researcher in a narrative chronology".

### **Data collection technique**

For data collection, several techniques are implemented, namely:

- a. Through observations to see directly in the classroom how the implementation of tahfiz learning and the strategies of TQ-MD teachers at MTs Mu'allimin UNIVA Medan.
- b. Interviews, which involve question and answer sessions with informants related to the research topic. In this study, the principal, vice principal for curriculum, the 9th-grade tahfiz coordinator and homeroom teacher of TQ

MD, the 9th-grade tahfiz teacher of TQ MD, and several TQ MD students of MTs Mu'allimin UNIVA Medan served as informants for this interview.

- c. Documentation, namely conducting research on existing documents at MTs Mu'allimin UNIVA Medan. Documents can be in the form of images or writing. In this study, the researcher needed several documents, including: student memorization books, a summary of student memorization results, and the implementation of tahfiz learning in class 9 TQ-MD MTs Mu'allimin UNIVA Medan.

### **Data Analysis Techniques**

This research applies the Miles and Huberman data analysis technique which consists of 3 activity flows, namely:

1. Data reduction

Based onRukin, (2019)“Data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming raw data that emerge from research notes in the field.” In this reduction stage, the researcher focuses on how the process of implementing tahfiz learning in class 9 TQ-MD students at MTs Mu'allimin UNIVA Medan.

2. Data presentation

After data reduction, the researcher will present the data in narrative form, making it easier to see the contribution of TQ-MD teachers in improving the quality of students' Quran memorization at MTs Mu'allimin UNIVA Medan. This data was collected through interviews and observations.

3. Draw a conclusion

After reducing and presenting the data, the researcher will draw conclusions regarding the role of TQ-MD teachers in improving the quality of students' memorization of the Al-Qur'an at MTs Mu'allimin UNIVA Medan.

### **Data Validity Checking Techniques**

Data triangulation—the process of collecting data from a specific individual, a specific time, and a specific location from multiple, different data sources—is a data validation technique used in this study. As explainedArianto (2024:10)"Triangulation serves to increase the accuracy, validity, and depth of data analysis. Triangulation ensures that data interpretation is not based solely on a single perspective." Triangulation helps reduce potential bias that may arise from both research participants and researchers.

## **RESULTS AND DISCUSSION**

### **1. Implementation of Quran Memorization Learning in Class 9 TQ-MD MTs Mu'allimin UNIVA Medan**

MTs Mu'allimin UNIVA Medan has had a structured tahfiz program since 2000. However, before 2000, the Al Washliyah diniyah curriculum stipulated that junior high school graduates must complete the 30th chapter (juz), which is included in the final school exam (imtihaan umumy) and is tested orally. Then, since 2000, each semester has been set a memorization target, eventually becoming 3 juz for the 3 years of junior high school until now. MTs Mu'allimin also has a provision that students who do not reach the memorization target each semester are not allowed to take the semester exam. In addition, all memorization will also be tested at the end of junior high school.

The head of MTs Mu'allimin saw that nowadays more and more elementary school/Islamic elementary school graduates have difficulty in reading and memorizing the Qur'an, so the head of MTs Mu'allimin was encouraged to form a takhassus program called the future tahfiz qur'an (TQ MD) which not only has memorization, but also good memorization quality. MTs Mu'allimin hopes that this TQ MD will be the guardian of the quality of memorization in the future when more and more students have difficulty reading and memorizing the Qur'an, in addition, it is also hoped that MTs Mu'allimin students, especially TQ MD students who have graduated, are encouraged to continue their memorization at the aliyah/high school level and beyond. This is in accordance with the results of an interview with Mr. Muhayan, MA, who is the head of MTs Mu'allimin UNIVA Medan:

"In the process of memorizing the Quran, we have difficulty finding students whose Quran reading is really good, why? Because maybe the afternoon Quran study schools have ended, so almost 80 percent of those who enter are from public elementary schools or public elementary schools, 20 percent are from MI and elementary school children maybe they study the Quran in the afternoon or evening, based on that, they have difficulty reading the Quran, let alone memorizing it. So if we force them to memorize these 3 juz, maybe they can memorize it but they just let it go, especially since this is an exam requirement, they memorize it just because of the exam. So we thought, as madrasah leaders and fellow teachers, how can we do this? It seems we need a class that really focuses on memorization, even though the memorization target may be the same but with a



slight difference. The regular ones might be targeted for exams, but this TQ MD is indeed the Quran memorizers in whom we instill a sense of love and mutqin memorization, and encourage their enthusiasm to graduate from Mu'allimin, perhaps continuing their memorization, perhaps going to a tahfiz school, perhaps to another tahfiz institution, it's up to them." (interview on June 30, 2025 at MTs Mu'allimin UNIVA Medan school).

The above description concludes that TQ MD is a special tahfiz program that is formed into a class and the program has ziyadah activities, muroja'ah, and structured memorization exams with predetermined targets. This class contains selected students who have memorized the most in the previous class and students recommended by the previous homeroom teacher and tahfiz coordinator who are considered to have better memorization abilities compared to other students. This is also as explained by Mr. Irwan, M.Pd who is the WKM curriculum field of MTs Mu'allimin UNIVA Medan:

"Related to the tq md class at mts mu'allimin, it can be said that this is a special class formed at mts muallimin, which contains people who are recommended by the tahfiz coordinator and also the homeroom teacher in grade 7, people who have the ability to memorize more than their friends so they are recommended and gathered together and with the approval of parents and students, then when parents and students also agree that their children enter the tq md class, then the tq md class is formed. The tq md class has only been running for 2 years and this year is the third year. "Why is it called 'future Quran memorization'? Because in the future, they are expected to become Quran memorizers who can recite the Quran well and have a strong memorization." (Interview on June 30, 2025, at MTs Mu'allimin UNIVA Medan).

The Takhassus program implemented at MTs Mu'allimin UNIVA Medan differs from that implemented at Islamic boarding schools. In addition to memorization targets, the TQ MD at MTs Mu'allimin also faces academic burdens such as teaching and learning activities, mid-term exams (mid-term exams), final exams (final exams), and so on. This aligns with the explanation of the vice principal for curriculum:

"For general subjects, TQ MD students are the same as other classes. If we look at the past two years, we can see that children who have memorization abilities are academically proportional to their academic abilities, so they continue to study as usual. Now, for additional learning, they study in the afternoon, which is for the national curriculum content they already learned during the day. So in the afternoon they add memorization and review memorization. So it doesn't interfere." (interview on June 30, 2025 at MTs Mu'allimin)

Tahfiz learning in the TQ MD class has several parts: planning, implementation, and evaluation. Before describing the implementation, the planning for this TQ MD learning should first be outlined. The planning for tahfiz learning in the TQ MD program includes:

- a) Selection. Students entering this special tahfiz program are selected through a selection process.
- b) Developing a schedule for Ziyadah and Muroja'ah contributions, memorization targets, and memorization learning methods. After conducting selection and interviews with selected students
- c) Parents and selected students will be summoned. The tahfiz coordinator will gather the parents and selected students who will be selected for the MD TQ.
- d) Class formation. The final step is for the school to form a TQ MD class and elect a TQ MD homeroom teacher.

Furthermore, the implementation of Quran memorization learning in the TQ MD class is carried out routinely by the TQ MD teacher and students. The routine implementation in the memorization learning process in the TQ MD class according to the author's observations is as follows:

- Starting the memorization learning by praying together
- The teacher checks attendance
- The teacher provides an opening sentence for the lesson and sufficient motivation/encouragement to students at the start of the lesson.
- The teacher distributes the tahfiz books so that students can review their final memorization limits.
- Students seek additional memorization/ziyadah (Monday, Tuesday, Wednesday)
- Students are looking for memorization for exams/references (Thursday, Friday, Saturday)
- When they have got it, the students take turns coming forward to recite it to the ustadz/ustadzah.
- The ustadz/ustadzah listens carefully and corrects the students' reading/memorization if there are any mistakes.
- If everyone has finished memorizing, the teacher will provide the necessary instructions regarding the required tajwid & tahsin.
- The teacher closes the lesson by reading a prayer and collecting all the students' memorization books.
- The teacher invited the students to go home.

The implementation of the TQ MD tahfiz on Fridays and Saturdays is slightly different. This is because students must still attend academic lessons and tahfiz within a short timeframe. Therefore, while students are engaged in academic learning in class, the TQ MD teacher calls students one by one to the tahfiz room provided for a brief memorization session. This is done, of course, with the permission of the subject teacher. During the memorization learning process in the TQ MD class, the TQ MD teacher also applies several variations of methods to improve student memorization. The various methods are applied according to the students' needs. Therefore, some methods are applied comprehensively by the TQ MD teacher, such as the tasmi' method and the tikrar method. In addition, the talaqqi method is applied to several students who have difficulty reciting the verses they are memorizing. The teacher helps them by repeating the verses until they memorize them fluently. In addition to planning and implementation, evaluation is a crucial element in the memorization learning process. Evaluation is conducted to measure the success of the learning process in achieving its objectives. Some forms of evaluation conducted in the TQ MD program based on observations include:

- a) A routine memorization test per juz. After completing each juz of muroja'ah, students will be tested on that juz by the ustadz before moving on to the next juz.
- b) End of semester memorization exam with live streaming system that can also be watched by TQ MD student guardians
- c) In addition to exams, the TQ MD teacher also routinely summarizes students' memorization results monthly and semesterly. These reports are then submitted to the tahfiz coordinator and the principal of MTs Mu'allimin. The TQ MD teacher explained:

"We also routinely summarize the children's memorization." (interview on July 21, 2025 at MTs Mu'allimin)

## **2. TQ-MD Teachers' Strategies in Improving the Quality of Al-Qur'an Memorization of Students at MTs Mu'allimin UNIVA Medan**

Based on observations, to improve the quality of students' Quran memorization, TQ MD teachers implemented several learning strategies tailored to the students' needs, character, and the objectives of the Quran memorization program. Among the strategies employed by students were:

- a) Repetition Method (Tiklar)
- b) Routine Memorized Deposits (Tasmi')
- c) Implementation of Structured Muroja'ah.
- d) Application of Method Variations

In this case, the teacher looks at the classroom atmosphere and the students' abilities, so that TQ MD teachers sometimes apply several variations of methods such as:

- The halaqah method involves students forming groups and memorizing together. Student HF explained in his interview:
- The talaqqi method is where the teacher repeats the verse that the student wants to memorize until the student finally memorizes the verse fluently.
- The memorization method with translation is that students are directed to pay attention to the word-by-word translation of the verses they memorize so that it can help students to digest the meaning of the memorized verses and make it easier for students to memorize them by knowing the meaning of the verses.

- e) Providing Motivation and Periodic Evaluation

During the observation process, the author observed teachers occasionally providing brief motivational feedback to students at the beginning or end of memorization sessions. They also provided encouragement and positive affirmations to ensure students were confident they could memorize well and fluently. This significantly increased student motivation for memorization. Teacher TQ MD explained:

"To approach the TQ MD students, I use a motivational approach and provide them with an overview of the Quran. This way, the students don't get bored while the learning continues." (interview on July 21, 2025 at MTs Mu'allimin)

In addition, teachers routinely conduct evaluations in the form of memorization exams per juz (chapter), which require three questions connecting verses within each juz. Teachers also routinely monitor students' memorization progress by summarizing their results at the end of each month and semester.

- f) Time Discipline
- g) Reward and Punishment

Based on the author's observations, the school together with the tahfiz coordinator and TQ MD teachers gave awards to students who memorized the most each month.

In addition to rewards, teachers also impose sanctions on students who don't meet their targets. For example, if a student fails to complete the daily memorization target, they won't be allowed to go home until they've submitted their memorization for the day.

h) Collaboration with Parents

The TQ MD teacher and the tahfiz coordinator also communicate with parents.

### **3. Supporting and Inhibiting Factors for TQ-MD Teachers in Improving the Quality of Al-Qur'an Memorization of Students at MTs Mu'allimin UNIVA Medan**

TQ MD teachers undoubtedly face various dynamics that help and hinder them in improving their students' Quran memorization. Observations, interviews, and documentation revealed a number of factors that both help and hinder teachers in improving their students' Quran memorization:

a) Supporting Factors

Several supporting factors found in the coaching process carried out by TQ MD teachers in improving the quality of students' memorization of the Al-Qur'an include:

- High student motivation
- Support from parents of students
- Conducive school environment & adequate facilities
- Structured TQ MD program

b) Inhibiting Factors

Several inhibiting factors found in the coaching process carried out by TQ MD teachers in improving the quality of students' memorization of the Al-Qur'an include:

- Lack of student motivation and psychological condition of students
- High academic load
- Time constraints
- Disturbances from the social environment

## **Discussion**

The author discusses the research findings from the previous chapter based on the problem formulation above. The purpose of this discussion is to review and evaluate the data findings based on the theoretical foundation, conceptual framework, and established problem formulation. The discussion in this chapter is structured around three problem formulations:

### **1. Implementation of Quran Memorization Learning in Class 9 TQ-MD MTs Mu'allimin UNIVA Medan**

Based on the results of the research that has been conducted, the implementation of tahfiz learning in class 9 TQ MD MTs Mu'allimin UNIVA Medan includes three main aspects, namely planning, implementation, and evaluation of learning. The planning of tahfiz learning carried out by TQ MD teachers includes various important aspects to support the success of student memorization. The tahfiz coordinator selects students who will enter the TQ MD class, then the tahfiz coordinator together with the TQ MD teacher prepares a ziyadah and muroja'ah schedule, designs memorization targets, and designs the implementation of tahfiz learning including learning strategies and methods. In addition, teachers also call parents to align perceptions and support from home, and form a special tahfiz class. The selection stage is a crucial step in planning the TQ MD program. This process is carried out systematically by the tahfiz coordinator. Selection is based not only on memorization volume but also on the student's reading ability, comprehension, and internal drive. These are assessed through memorization tests, a quick comprehension test (memorizing  $\frac{1}{4}$  of a page in 15 minutes), and interviews. The schedule planning is made with a special day division, namely Monday-Wednesday for ziyadah (additional memorization) and Thursday-Saturday for muroja'ah (memorization reinforcement). Learning is carried out outside formal school hours (2:00 PM–4:00 PM), and also flexibly during school hours (Friday–Saturday) with permission from the subject teacher. The TQ MD program sets measurable and gradual targets starting from the daily target of ziyadah  $\frac{1}{2}$ -1 page and muroja'ah 1-1.5 pages, up to the target of 3 years of tsanawiyah. The methods used by TQ MD teachers in the tahfiz learning process are also quite varied, namely the tasmi' method, the tiktirar method, talaqqi, halaqah, and by understanding the

meaning. Before the program begins, the school calls the parents of selected students to explain their responsibilities, the memorization burden, and the importance of support at home. Afterward, the TQ MD class is formally established, and students are placed in a dedicated class, supervised by a dedicated tahfiz teacher and homeroom teacher. The description of TQ MD planning above aligns with Rukajat's (2018) statement that planning begins with establishing targets, objectives, or desired outcomes, followed by developing steps or strategies to achieve them. This planning demonstrates the school and teachers' commitment to fostering quality memorization of the Qur'an for students. In the context of memorization, planning becomes even more crucial because Qur'an memorization requires continuity, time targets, and specific strategies.

The implementation of learning follows a disciplined routine, namely:

- Opening (prayer together, attendance, motivation)
- Alternating memorization deposits
- The teacher listens, evaluates, and corrects students' reading.
- Tajwid/tahsin and closing briefing

Furthermore, implementation is flexible. On Fridays and Saturdays, students take turns memorizing outside of normal hours by calling into the memorization room. This flexibility represents an innovative approach to time management in learning. TQ MD evaluations are also conducted routinely. Each student who completes one juz (chapter) will be tested using a system of connecting verses or sima'an (reference) for that juz without consulting the Mushaf (the original manuscript). This evaluation system encourages students to truly master memorization before moving on to the next juz. In addition, there are end-of-semester exams conducted via live streaming and can be watched by parents. This creates a serious yet motivating evaluation atmosphere. The presence of external examiners demonstrates the objectivity of the evaluation process. Teachers also routinely summarize monthly and semester memorization to monitor student progress. These reports serve as evaluation materials and a communication tool between teachers, students, and parents.

These various evaluations are conducted so that TQ MD teachers can determine the extent to which students are achieving memorization targets and achieving success in memorizing the Quran. This aligns with Rukajat's explanation.(2018)Evaluation plays a crucial role in measuring the achievement of predetermined objectives. The TQ MD evaluation system demonstrates that memorization learning at MTs Mu'allimin not only fosters memorization but also instills a sense of responsibility, courage to perform, and Qur'anic morals. The description above shows that the TQ MD special program includes planning, implementation and evaluation as stated by Hardiansyah.(2023)namely the takhassus program must pay attention to several things including setting memorization targets, selecting tahfiz teachers, providing facilities, and evaluation. The implementation of tahfiz learning in class 9 TQ MD MTs Mu'allimin UNIVA Medan shows a planned, structured, and quality-oriented system. Starting from participant selection, memorization scheduling, target setting, designing learning strategies and methods, to a routine evaluation system that directly involves parents, everything is designed to shape students who are not only well-memorized, but also strong, focused, and of high quality. This program is a model for future tahfiz education that is worthy of replication.

## **2. TQ-MD Teachers' Strategies in Improving the Quality of Al-Qur'an Memorization of Students at MTs Mu'allimin UNIVA Medan**

To improve the quality of Quran memorization of students in the TQ MD class at MTs Mu'allimin UNIVA Medan, the tahfiz teacher applies various structured strategies tailored to the students' conditions and characteristics. These strategies not only focus on quantitative memorization but also emphasize quality, accuracy of tajweed, and sustainability. The following are the strategies implemented by the TQ MD teacher:

### ➤ TIKRAR Method

The first strategy implemented is the repetition method before memorizing. The teacher encourages students to repeat memorized verses as many times as possible. This is intended to ensure the memorization is truly embedded in long-term memory. This aligns with Alfaton's explanation.(2019)One method that can be used for memorization is the "tikrar" method, which involves repeating the verses to be memorized until they can be read without looking at the Mushaf. With this practice, students become more confident and fluent in conveying their memorization.

### ➤ Routine Memorized Deposits (Tasmi')

Memorizing is done daily on a scheduled basis. This tasmi' method combines many activities: reciting, listening, and remembering the memorization. Therefore, this tasmi' method requires significant concentration from



students. Consistency in this daily tasmi' helps maintain student discipline and strengthens motivation to continue memorizing. Teachers not only listen to the memorization (ziyadah and muroja'ah) but also pay attention to the quality of pronunciation and tajwid. This demonstrates the teacher's role as a guide (murabbi) in tahfiz learning.

➤ Implementation of Structured Muroja'ah

The teacher established a two-way review system: independent with peers and formal with the teacher on Thursdays and Saturdays. Scheduling review sessions sequentially from chapters 30, 29, 28, 1, 2, and so on is a planned approach to ensure that existing memorization is maintained. This is where the teacher's role as a guardian of memorization quality becomes prominent. This strategy emphasizes the importance of maintaining existing memorization, rather than simply focusing on adding new memorization.

➤ Application of Method Variations

TQ MD teachers are flexible in applying various methods to suit the situation and students' needs. These include:

- The halaqah method, which divides students into small groups and takes them outside the classroom to create a fun learning environment.
- The talaqqi method is applied to students who have difficulty pronouncing verses read by the teacher. This method is also called talqin. This is in accordance with the explanation of Ruswandi & Juliawati.(2023)The talqin method involves the teacher guiding the students by reciting a verse, then the students follow along until they memorize it. This method strengthens the students' memory of the memorized verses because they hear and recite them repeatedly.
- The translation method helps students understand the meaning of verses, making them easier to memorize. This is a form of integrating understanding meaning into the memorization process.

The use of this variety of methods demonstrates that the teacher is not rigid in his approach, but rather prioritizes adaptive and enjoyable learning to prevent students from becoming bored. This aligns with Sopian's explanation.(2016)One of the roles of teachers is as innovators who can generate innovations to improve students' memorization of the Quran. In this regard, teachers play a role in creating innovations, such as specific methods for student convenience.

➤ Providing Motivation and Periodic Evaluation

TQ MD teachers actively motivate students by explaining the virtues of Quran memorizers, telling inspiring stories, and offering advice. This is often done at the beginning or end of lessons to boost student enthusiasm. This role demonstrates the teacher's role as a motivator and spiritual role model for students. This aligns with Sopian's explanation.(2016)namely, teachers also act as motivators for students to increase their enthusiasm and passion for memorizing, as well as being educators, namely as role models for students in building the enthusiasm for memorizing and behaving as memorizers of the Qur'an. In addition, periodic evaluations conducted by teachers through verse connection tests and recapitulations of memorization achievements every month and semester, demonstrate their role as evaluators who not only look at final achievements, but also the development process of each student.

➤ Enforcement of Time Discipline

In terms of discipline, teachers play the role of character educators (Muaddib). This is in line with Tobrani's statement in(Nidawati, 2020)There are several terms for teachers, including Muaddib. This term indicates that teachers foster morality and ethics in students through exemplary behavior. Teachers instill the importance of punctuality as a form of respect for the Quran. In this regard, teachers play a role in enforcing school regulations and rules, including adhering to the established learning schedule. This aligns with the statementSopian (2016:91)The teacher's role as manager is to enforce the provisions, rules, and regulations agreed upon at the school. Teachers guide students to adhere to the provisions and regulations agreed upon in memorization learning. The teacher's firmness in disciplining students also fosters a sense of responsibility and commitment to the memorization process. The teacher's consistent approach to providing disciplinary training also influences the consistency of student memorization.

➤ Reward and Punishment

By giving awards to students who have achieved and educational sanctions to students who have not met the targets, this is done in a balanced way, where awards are given as a form of appreciation, while sanctions are not intended to bring down students, but rather as a driving force for improvement.

➤ Collaboration with Parents

Teachers also act as bridges between schools and families. TQ MD teachers not only focus on the process at school but also involve parents to support their children's memorization at home. Communication between teachers and parents ensures students remain consistent in reviewing memorization outside of school hours.

Through this collaboration, memorization learning is not solely the responsibility of the school but also involves the family environment. This demonstrates that teachers also play a role as communicators who contribute to strengthening the memorization environment outside of school.

Based on the description above, the strategies implemented by TQ MD teachers are not merely technical in their teaching but also reflect the many roles they fulfill. Teachers function as instructors, guides, motivators, evaluators, and character builders. These strategies demonstrate that students' success in memorizing the Quran is largely determined by the teacher's active role in developing the students holistically.

### **3. Supporting and Inhibiting Factors for TQ-MD Teachers in Improving the Quality of Al-Qur'an Memorization of Students at MTs Mu'allimin UNIVA Medan**

In the implementation of the Al-Qur'an memorization program at MTs Mu'allimin UNIVA Medan, the role of TQ MD teachers cannot be separated from various factors that support or hinder the process of improving the quality of student memorization. As the main driver in the coaching process, TQ MD teachers are not only required to have the ability to guide memorization, but also must be able to respond to the dynamics that occur in the student and school environment. The results of the study indicate that there are several factors that strengthen teachers' efforts, as well as factors that actually become challenges in implementing the program.

#### **a) Supporting Factors**

Supporting factors are elements that facilitate the implementation of memorization coaching by TQ MD teachers. Some aspects found include:

##### **➤ High student motivation**

Students' intrinsic motivation is one of the most important factors in successfully memorizing the Quran. Students who are motivated by their own inner strength tend to demonstrate discipline in following memorization and recitation sessions. This greatly facilitates the teacher's task of guiding memorization, as students come prepared and with a strong will. In this case, the teacher serves not only as a memorization guide but also as a motivator, sustaining and fostering students' enthusiasm on an ongoing basis.

##### **➤ Parental support**

Parental involvement is a crucial part of memorization education. TQ MD teachers greatly benefit when parents participate in supervising, reminding, and encouraging their children in the memorization process at home. With this support, the memorization process takes place not only at school but also sustainably within the family. Good collaboration between teachers and parents also fosters a sense of shared responsibility for student success. TQ MD teachers recognize that memorization education will be more optimal when strengthened by a religious and supportive family environment.

##### **➤ Conducive school environment and supporting facilities**

A religious, comfortable, and well-equipped school environment is also a significant strength for teachers. With air-conditioned classrooms, clean and tidy facilities, and Islamic practices such as congregational prayer and morning tasmi', TQ MD teachers can more freely conduct memorization lessons. This provides physical and psychological comfort for both students and teachers. Furthermore, the relatively small number of students in one class allows for more effective and personalized memorization guidance.

##### **➤ Structured TQ MD program**

The existence of a planned and systematic memorization program greatly assists TQ MD teachers in carrying out their duties. Memorization targets, a muroja'ah schedule, and regular evaluations make the coaching process more focused. Teachers can design strategies and methods based on the established program framework. Thus, teachers carry out their duties with direction.

#### **b) Inhibiting Factors**

Apart from supporting factors, TQ MD teachers also face various challenges in their efforts to improve the quality of students' memorization:

##### **➤ Lack of motivation and psychological problems of students**

Not all students share the same passion for memorization. Some students experience a decline in motivation, which impacts their enthusiasm for memorization. This can be caused by mental fatigue, laziness, or even personal issues, such as internal problems that are carried over to school. TQ MD teachers often encounter students who come to school in an unstable psychological state, making it difficult to focus on memorizing. In situations like this, teachers are required to have a high level of empathy and a more personal approach to re-motivate students and help them overcome their problems. This aligns with Sopian's

explanation.(2016)namely, among the roles of teachers is as a supervisor who provides guidance, assistance in finding and understanding student problems related to the learning process and providing solutions to problems experienced by students.

➤ High academic load

TQ MD students not only undergo the tahfiz program but also continue to attend general lessons like regular students. As academic assignments pile up, students' time and energy for memorization diminish. This naturally presents a challenge for teachers in managing effective tutoring time. TQ MD teachers must be able to find ways to ensure students maintain their memorization amidst the busy workload of other subjects.

➤ Limited time for memorizing at school

The memorization learning time in TQ MD classes is only about two hours per day, from Monday to Thursday. Teachers often find this time insufficient, especially when dealing with students who require more intensive support. Some students aren't even ready to submit their notes when class begins, having not had time to prepare their memorization at home. Therefore, TQ MD teachers strive to instill the importance of personal preparation before coming to school to ensure that learning time is not wasted.

➤ Disturbance from the social environment

The social environment also significantly influences the consistency of students' memorization. Excessive use of social media and gadgets is a major distraction. Many students admit to being more tempted to play games or watch entertainment than to review their memorization. Furthermore, socializing with peers who lack enthusiasm for memorization also lowers student motivation. TQ MD teachers must play a role in providing guidance and advice that instills the importance of limiting social distractions to maintain Quran memorization.

## CONCLUSION

Based on the results of research conducted on the role of future Qur'an memorization teachers (TQ MD) in improving the quality of Al-Qur'an memorization of students at MTs Mu'allimin UNIVA Medan, the following conclusions can be drawn:

1. The implementation of Quran memorization learning in grade 9 of TQ-MD MTs Mu'allimin UNIVA Medan includes three main aspects, namely planning, implementation, and evaluation of learning. Planning is carried out through selection, scheduling of ziyadah and muroja'ah deposits, designing memorization targets and learning strategies, summoning parents and selected students, and class formation. Implementation is carried out through routine tasmi' activities by applying several memorization methods according to student conditions. In addition, evaluation is also carried out with exams per juz, live streaming exams, and is equipped with a summary of student memorization results at the end of the month and the end of the semester.
2. The strategy of TQ MD teachers in improving the quality of memorization of MTs Mu'allimin UNIVA Medan students is by using several methods including implementing the tikrar method before depositing, carrying out routine tasmi' deposits, structured muroja'ah, applying a variety of methods such as the halaqah method, talaqqi, and memorizing with translation, providing motivation and periodic evaluation, implementing time discipline, holding rewards and punishments, and not forgetting to collaborate with students' parents. Based on this, TQ MD teachers play a role as guides, motivators, memorization controllers, role models, and assessors in the student memorization process.
3. Factors that support TQ MD teachers in improving the quality of student memorization are high student motivation, support from students' parents, a conducive school environment and adequate facilities, and a structured TQ MD program. Meanwhile, factors that hinder TQ MD teachers in improving the quality of student memorization are lack of student motivation and psychological conditions, high student academic load, limited time in tahfiz learning, and interference from students' social environment.

Based on the conclusion of the research on the role of future Quran memorization teachers (TQ MD) in improving the quality of Quran memorization of students at MTs Mu'allimin UNIVA Medan, the researcher provides several suggestions as follows: To the school, it is hoped that they can continue to support and develop the Quran memorization program by providing more adequate facilities and improving the quality of guidance for Quran memorization teachers, To Quran memorization teachers, it is recommended to continue to develop a variety of creative and interesting teaching methods, and maintain student motivation to remain enthusiastic in memorizing the Quran, To students, it is hoped that they can further increase their enthusiasm in adding or maintaining memorization, and discipline in participating in the Quran memorization program and utilizing memorization time optimally, To parents, they should provide moral support and a conducive environment at home, and be actively involved in

monitoring the development of children's memorization., For other researchers, the results of this study can be used as reference material for subsequent research.

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