The Takhassus Qur'an Memorization Program: A Strategy for Shaping a Qur'anic Generation

Lutfiah Holifa Balkis[1], Umi Hijriyah[2], Sunarto[3], Listiyani Siti Romlah[4], Jalaluddin[5]
[1,2,3,4,5]Universitas Islam Negeri Raden Intan Lampung, Indonesia
E-mail: lutfiahholifa@gmail.com

Article Info	Abstract
	Memorizing the Qur'an is a religious tradition with significant impacts on character formation and spiritual intelligence. This study examines the implementation of the takhassus memorization program at SMP IT Ikhlas Cendekia Lahat, focusing on its strategies and challenges. Employing a descriptive qualitative approach, data were collected through in-depth interviews, participatory observations, and document analysis from 13 students aged 13–14 years. The program's structured daily schedule, incorporating murojaah, talaqqi, and memorization sessions, proved effective in improving students' memorization skills. Results showed a reduction in average memorization time from 10 to 3 minutes per page, with enhanced accuracy in tajwid and makharijul huruf. Additionally, the program fostered discipline and responsibility among students. However, challenges included diverse learning capabilities, limited time for individualized guidance, and the need for more intensive teacher training. These findings highlight the potential of the takhassus program in general schools and its role in fostering Qur'anic generations. Further research is recommended to explore the integration of technology in similar programs to optimize efficiency and learning outcomes.

Artikel Info	Abstrak
	Menghafal Al-Qur'an merupakan tradisi keagamaan yang memiliki dampak signifikan terhadap pembentukan karakter dan kecerdasan spiritual. Penelitian ini mengkaji implementasi program takhassus menghafal Al-Qur'an di SMP IT Ikhlas Cendekia Lahat dengan fokus pada strategi pelaksanaan dan tantangan yang dihadapi. Pendekatan kualitatif deskriptif digunakan dengan pengumpulan data melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen pada 13 siswa berusia 13–14 tahun. Program ini menerapkan jadwal harian terstruktur yang meliputi kegiatan murojaah, talaqqi, dan sesi hafalan, yang terbukti efektif meningkatkan kemampuan siswa dalam menghafal. Hasil penelitian menunjukkan penurunan rata-rata waktu hafalan dari 10 menjadi 3 menit per halaman, serta peningkatan ketepatan tajwid dan makharijul huruf. Program ini juga berhasil membentuk kedisiplinan dan tanggung jawab siswa. Namun, terdapat tantangan seperti perbedaan kemampuan belajar siswa, keterbatasan waktu bimbingan individu, dan kebutuhan pelatihan guru tahfidz yang lebih intensif. Penelitian ini menunjukkan bahwa program takhassus memiliki potensi besar untuk diterapkan di sekolah umum sebagai upaya mencetak generasi Qur'ani. Penelitian lanjutan disarankan untuk mengeksplorasi integrasi teknologi dalam program ini guna meningkatkan efisiensi dan hasil pembelajaran.

I. INtRODUCTION

Memorizing the Qur'an is a religious tradition that has a significant positive impact on shaping one's character and spiritual intelligence. This activity is not only an act of worship but also contributes to the intellectual and emotional development of its practitioners. For instance, research has shown that individuals who memorize the Qur'an often possess better cognitive abilities because the memorization process involves high levels of concentration and structured repetition (Hodijah and Supendi, 2021). Additionally, this practice can enhance discipline and a sense of responsibility, as

success in memorization requires strong commitment and effective time management (A. Shukri, M. Nasir, and Abdul Razak, 2020). Nevertheless, amidst current social and technological changes, the challenges of preserving this noble tradition are becoming increasingly complex.

The phenomenon observed among children today indicates a decline in the ability to properly read the Qur'an. Many children struggle to correctly recite its verses, particularly regarding the rules of tajweed and the articulation points of letters (makharijul huruf). Research by Hanafi et al. (2024) revealed that a lack of understanding

of tajweed is one of the primary factors hindering the ability to read the Qur'an among the younger generation. Furthermore, unsupportive social environments and limited access to effective Qur'anic education exacerbate this condition (Mappanyompa, 2022). This phenomenon highlights the need for strategic approaches to improve Qur'anic reading and memorization skills among youth.

Previous studies have discussed various methods and techniques to enhance Qur'an memorization skills. For example, research by Orba Manullang et al. (2021) highlighted the effectiveness of the 3T+1M method in improving the quality of memorization among students in Islamic boarding schools. Meanwhile, Abidin et al. (2024) emphasized the importance of a holistic approach that includes spiritual, mental, and technical aspects in the memorization process. However, most of these studies have focused on the context of Islamic boarding schools or religious educational institutions, while research on takhassus (specialized Qur'anic programs) in general schools such as junior high schools remains limited. This indicates a research gap that needs to be addressed to understand how takhassus programs can be effectively implemented in general school environments.

This research gap serves as a crucial foundation for this study. Based on previous studies and existing challenges, the takhassus program is believed to be a strategic solution to enhance Qur'an memorization skills among junior high school students. This program is designed using a descriptive qualitative approach to explore implementation strategies and the challenges faced during its execution. The research subjects involve 13 eighth-grade students from SMP IT Ikhlas Cendekia Lahat, aged 13–14 years. This approach allows the researcher to gain an in-depth understanding of the effectiveness of the takhassus program in cultivating a Qur'anic generation.

Focusing on the implementation strategies and challenges of the takhassus program, this study aims to provide practical contributions to the development of Qur'anic education in Indonesia. The research findings are expected to serve as a foundation for policymakers and educators in designing similar programs in various educational institutions. Additionally, these findings can enrich academic literature on Qur'anic teaching methods in the modern era.

II. METHOD

This study employs a descriptive qualitative approach aimed at exploring the implementation strategies of the takhassus Qur'an memorization program at SMP IT Ikhlas Cendekia Lahat, conducted from December 16, 2024, to January 30, 2025. This approach was chosen for its ability to provide a deep understanding of the phenomenon under investigation, particularly in the context of faith-based education. Data were collected through in-depth interviews, participatory observations, and document analysis, focusing on the experiences of students, teachers, and school administrators involved in the program's execution.

Data collection began with semi-structured interviews involving 13 eighth-grade students as the primary research subjects. These interviews were designed to explore students' experiences in participating in the takhassus program, including the challenges they faced and the program's impact on their memorization skills. Additionally, interviews were conducted with Qur'an memorization mentors to understand the teaching strategies employed. The semi-structured interview technique allowed flexibility in delving deeply into respondents' answers. Participatory observation was conducted throughout the daily activities of the takhassus program, from 4:00 AM to 9:00 PM. These observations included activities such as murojaah (review), memorization, and submission of memorized verses. The researcher documented interaction patterns between students and teachers as well as group dynamics during the activities. This observation provided rich contextual data to complement the interview findings.

Furthermore, supporting documents such as the daily schedule of the takhassus program and records of students' memorization progress were analyzed to provide a more comprehensive picture of the program's structure and effectiveness. Document analysis helped validate findings from interviews and observations, providing additional evidence to support the research results. The daily schedule of the takhassus program plays a crucial role in shaping students' routines. Activities begin with tahajjud prayer and murojaah from 4:00 AM to 4:20 AM, followed by the fajr prayer and memorization sessions until 6:00 AM. The main memorization and submission sessions take place from 8:00 AM to 11:00 AM and resume in the afternoon after the asr prayer until the evening following the isha congregational prayer. This structured

schedule is designed to maximize students' time for Qur'an memorization while maintaining a balance between spiritual activities and the need for rest.

III. RESULT AND DISCUSSION
A. RESULT

This study revealed a significant improvement in students' ability to memorize the Qur'an after participating in the takhassus program at SMP IT Ikhlas Cendekia Lahat. Before the program commenced, the average time required by students to memorize one page of the Qur'an was 10 minutes. After one month of program implementation, this time decreased to an average of 3 minutes, with better recitation quality, including correct tajweed and precise articulation of letters (makharijul huruf). Moreover, students demonstrated improved understanding of the meaning of the verses they memorized, as expressed by one of the mentors during an interview:

"Students not only memorize quickly but also begin to understand the meaning of the verses" (Tahfidz Mentor Interview, January 20, 2025).

Table 1. Interview Results (January 18–20, 2025)

Respondent	Statement
Tahfidz Mentor	" "This program helps students become more disciplined in managing their time. With a structured daily routine, students are more focused on their memorization."
Student A	"Initially, it was difficult to follow the tight schedule, but after two weeks, I got used to it, and my memorization became smoother."
Parent	"We've noticed a major change in our child. They've become more diligent, and their memorization has improved significantly."
Principal	"The takhassus program is an important innovation to nurture a Qur'anic generation. We can see tangible results in the improvement of students' abilities."
Assistant Teacher	"The halaqah and murojaah methods are very effective in ensuring students not only memorize but also retain their memorization well."

The observations revealed that students were highly enthusiastic about participating in the daily activities of the takhassus program. Morning activities, such as *murojaah*

before *fajr*, helped students start their day with a focus on memorization. During the afternoon and evening sessions, students appeared more confident when reciting their memorization to their *tahfidz* teachers. However, some students still required additional guidance to improve their tajweed and fluency in recitation. The following table presents the development of students' abilities throughout the program:

Table 2. Research Findings

Aspect	Pre-Program	Month 1	Month 2
Memorization Time (minutes)	10	5	3
Tajweed Accuracy (%)	60	80	95
Recitation Fluency (%)	65	85	98
Understanding of Meaning (%)	50	70	90

The daily schedule of the takhassus program is designed to maximize students' learning time without neglecting their need for rest and other activities:

Table 3. Takhassus Program Activity Schedule

Time	Activity
04.00 - 04.20	*Tahajjud* prayer and *murojaah*
04.20 - 06.00	Congregational *fajr* prayer, morning *al-matsurat*, memorization, and recitation submission
08.00 - 11.00	Main Qur'an memorization session
13.00 - 15.00	Extracurricular activities or additional memorization session
19.30 - 21.00	Evening *murojaah* and recitation submission

The impact of this schedule is evident in the improvement of students' discipline and their success in meeting weekly memorization targets.

The findings of this study illustrate that the takhassus program is not only effective in enhancing memorization skills but also in cultivating discipline and responsibility among students. These results highlight the importance of implementing similar programs in other schools to develop a Qur'anic generation that excels both spiritually and academically.

B. Discussion

This study highlights the effectiveness of the takhassus program in improving students'

ability to memorize the Qur'an at SMP IT Ikhlas Cendekia Lahat. The findings indicate that the program successfully enhanced memorization efficiency, recitation quality, understanding of tajweed, and articulation of letters (*makharijul huruf*). To strengthen these findings, this discussion critically examines various aspects based on research data and relevant literature.

1. Effectiveness of the Takhassus Program in Enhancing Memorization

    The results show that the takhassus program reduced the average memorization time per page from 10 minutes to just 3 minutes. This achievement reflects the effectiveness of intensive methods such as *murojaah*, *talaqqi*, and daily memorization targets. Hasanah (2024) revealed that similar intensive strategies accelerated memorization by up to 40% compared to traditional methods. Furthermore, the systematic approach helped students set daily priorities and maximize their study time. However, it is important to consider the challenges that may arise when implementing such intensive methods. Not all students have the same learning capacity, making the program's success heavily dependent on consistent individual guidance. In this context, regular evaluations are essential to ensure that every student achieves their targets with optimal progress.

2. Improvement in Recitation Quality

    In addition to accelerating memorization, the program also improved the quality of students' recitations, particularly in the aspects of tajweed and *makharijul huruf*. In the context of tahfidz education, recitation quality is often a key indicator of program success. Research conducted at SMP Tahfizh Azhar Centre by Markhabi et al. (2024) supports the effectiveness of *talaqqi* and *musyafahah* methods in improving recitation quality. *Tahfidz* teachers play a crucial role as active correctors, providing immediate feedback to minimize errors in recitation. Moreover, recitation quality depends not only on learning techniques but also on the intensity of practice and individual student focus. Here, internal motivation becomes a critical supporting factor that cannot be overlooked. If motivation is low, achieving optimal recitation quality can be hindered, even when the learning methods employed are appropriate.

3. The Role of the Daily Schedule in Student Discipline

    structured daily schedule is one of the key strengths of the takhassus program. Activities such as morning *murojaah*, midday memorization, and evening recitation submissions encourage students to develop discipline and effective time management. This routine provides a clear framework for students to achieve their memorization targets. Research by Kurnia et al. (2024) shows that a tightly organized schedule increases learning efficiency by up to 30%. However, placing a strong emphasis on discipline can also become a source of psychological pressure for students. In the long term, this may affect their mental health if not balanced with a more flexible and supportive approach. To address this, periodic breaks and activities that promote mental well-being should be integrated into the schedule to maintain a healthy balance between discipline and relaxation.

4. Social Support as a Contributing Factor

    The success of the takhassus program is closely tied to social support from teachers, parents, and peers. This support not only provides emotional motivation but also builds students' confidence in memorizing the Qur'an. Yundianto et al. (2023) found that social support increases students' self-efficacy by up to 45%, which in turn contributes to improved learning outcomes. However, a common challenge is the consistency of external support, particularly from parents who may face time constraints or lack understanding of the memorization process. To overcome this, collaboration between schools and families must be strengthened through intensive communication and relevant training. This partnership can help ensure that students receive consistent support, both emotionally and practically, throughout their memorization journey.

5. Challenges in Program Implementation

    Although the program has proven effective, several challenges remain, such as differences in students' abilities, limited time for individual guidance, and the

pressure to meet collective targets. Hayati and Ushalli (2024) noted that variations in students' abilities are a major obstacle in collective memorization programs at Islamic boarding schools. To address this issue, a more adaptive and personalized approach is needed, such as leveraging technology to support individualized learning. Tools like digital Qur'an applications and online feedback platforms could help students progress at their own pace while maintaining alignment with program goals.

6. Educational Implications

The findings of this study have significant implications for Islamic education, particularly in shaping an excellent Qur'anic generation. The takhassus program can serve as an innovative model that other schools, whether Islamic boarding schools or general schools, can adapt. Basir et al. (2024) emphasized that integrating spiritual and academic education can produce individuals who excel not only in memorization but also in character development. The successful adoption of this model requires supportive policies from both the government and relevant educational institutions. Providing training for *tahfidz* teachers and equipping schools with necessary facilities are essential first steps to ensure effective implementation. This approach not only enhances students' Qur'anic memorization skills but also contributes to the broader goal of nurturing a generation with strong moral and intellectual foundations.

7. Relevance to Previous Studies

The findings of this study align with numerous previous studies emphasizing the importance of intensive methods in *tahfidz* education. For example, research by Fajri et al. (2024) demonstrated that intensive approaches such as *murojaah* and *talaqqi* significantly enhance students' memorization speed and quality. These methods not only yield substantial results in memorization but also help students gain a deeper understanding of the meanings of Qur'anic verses. However, this study provides a new contribution by exploring the implementation of the *takhassus* program in a general school setting, rather than exclusively in Islamic

boarding schools. This is particularly relevant given the increasing demand for a Qur'anic education model that can be broadly applied.

Another study by Nadhifah et al. (2023) highlighted the importance of innovation in *tahfidz* learning, especially during the COVID-19 pandemic. That study found that technologies such as video calls and online-based applications allowed students to stay connected with their *tahfidz* teachers, even under restricted circumstances. However, these approaches were limited in providing direct guidance on *makharijul huruf* and tajweed. In this context, the *takhassus* program conducted face-to-face in general schools offers a more effective solution to ensure the quality of students' recitations is maintained.

A further study by Najah (2024) utilized the CIPP (Context, Input, Process, Product) evaluation model to assess the effectiveness of *tahfidz* programs in Islamic boarding schools. Najah's findings revealed that the success of such programs heavily depends on clear planning and active involvement from all stakeholders, including teachers, students, and parents. In the current study, parental involvement also emerged as a key factor supporting the success of the *takhassus* program, as noted through interviews with several respondents.

Overall, this study enriches the literature on *tahfidz* education by providing new perspectives on the implementation of the *takhassus* program in general schools. It also opens avenues for further exploration of how similar models can be applied across diverse educational contexts.

IV. CONCLUSION AND SUGGESTION
A. Conclusion

This study revealed that the *takhassus* Qur'an memorization program at SMP IT Ikhlas Cendekia Lahat has proven effective in shaping a Qur'anic generation. The strategies implemented, such as a structured daily schedule, *murojaah*, *talaqqi*, and memorization submissions, successfully improved students' abilities in terms of memorization speed, recitation accuracy (tajweed and *makharijul huruf*), and understanding of Qur'anic verses. The main challenges faced include variations in

students' abilities, limited time for individual guidance, and the need for more intensive training for *tahfidz* teachers. Social support from teachers, parents, and peers also emerged as a crucial factor contributing to the program's success.

B. Suggestion

For further development, it is recommended that the *takhassus* program be more widely implemented in general schools with adjustments tailored to local needs. Intensive training for *tahfidz* teachers should be enhanced to ensure their competency in guiding students effectively. Additionally, future research can explore the integration of technology into the *takhassus* program to improve learning efficiency without compromising the quality of students' memorization.

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