

Implementation of Tahfidz Juz 29 Program with Dzikroni Method in Class VIII A at MTs Muhammadiyah Waru Baki Sukoharjo Academic Year 2025/2026

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ABSTRACT

Many parents send their children to Islamic educational institutions that have Al-Qur'an memorization programs. However, some students experience difficulties in memorizing despite being given various methods. This study aims to explore the implementation of the Tahfidz Juz 29 program in Class VIII A MTs Muhammadiyah Waru Baki and identify the supporting and inhibiting factors. This research uses a descriptive qualitative approach. The study was conducted at MTs Muhammadiyah Waru Baki Sukoharjo from January to October 2025. The subjects were the Tahfidz teacher and students of Class VIII A, a superior class. Data collection methods used observation, interviews, and documentation. Data validity techniques used source triangulation and method triangulation. Data analysis techniques involved three steps: data reduction, data presentation, and conclusion drawing. The results show that the implementation of the Tahfidz Juz 29 program uses the Dzikroni method for all superior classes, especially Class VIII A at MTs Muhammadiyah Waru Baki Sukoharjo for the 2025/2026 academic year. The tahfidz program is guided by a tahfidz teacher, starting with murojaah, ziyadah, and depositing memorization. Evaluation is conducted mid-semester and end-semester. Supporting factors include incorporating tahfidz into the lesson schedule, allocating funds to support the program, and providing a special schedule for tasmii'. Inhibiting factors include student fatigue, lack of confidence, limited time, and lack of family support at home.

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INTRODUCTION

The Quran is the holy book of Islam, revealed by Allah SWT to Prophet Muhammad SAW through Angel Gabriel (Jibril) in a gradual manner. It contains messages from Allah SWT that serve as guidance for Muslims, regulating human relationships with God, with each other, and with the environment. According to Ash-Shabuni, the Quran is the word of God that has no equal, revealed to Prophet Muhammad SAW as the final book of the prophets and messengers through Angel Gabriel (Arief, 2022)

The Quran is the primary and authoritative source of Islamic teachings (Mighfar, 2023). The Quran's uniqueness lies in it being the only holy book memorized by many people worldwide. It is stored in the hearts and minds of its memorizers. Allah SWT guarantees its preservation, ensuring no additions, omissions, or changes are made to it, as stated in QS. Al Hijr: 9:

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ

"Indeed, it is We who sent down the Quran, and indeed, We will be its guardian." (QS. Al Hijr: 9)."

Based on the verse, Allah SWT revealed the Quran with its authenticity and preserved it through its memorizers. Therefore, scholars say that those who memorize the Quran are considered part of Allah SWT's family (Ansari, 2017:2).. The Prophet Muhammad SAW said:

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

“The best among you are those who learn the Quran and teach it” (HR. Bukhari).

The hadith explains that those who study, memorize, and practice the Quran are considered the best of people. Therefore, memorizing the Quran is a noble act, esteemed by Allah SWT and humanity, with numerous virtues for Quran memorizers in this world and the hereafter.

The challenge of memorizing the Quran lies in maintaining and preserving memorization to prevent forgetfulness, which is a test for every Quran memorizer (Gusman et al, 2018:203).

Despite facing many obstacles and challenges, Quran memorizers remain committed to maintaining and recalling their memorization to prevent forgetfulness. Therefore, effective methods are needed to facilitate memorization and retention. Like the teaching and learning process in education, which requires methods to convey material effectively, memorizing the Quran also requires suitable methods. Using the right method will facilitate the Quran memorization process and ensure success in memorizing the Quran (Najib, 2018: 334).

Various methods can be used in memorizing the Quran, such as Tikrar, Kitabah, Talaqqi, Wahdah, and Sima'i. However, the choice of method should be tailored to individual abilities, as it affects memorization effectiveness. Memorizing the Quran requires perseverance, patience, and discipline, as memorizers are not only expected to memorize but also understand the meaning of each verse and surah. Becoming a Quran memorizer is not an instant or easy task, as it involves facing various trials and challenges.

Everyone can become a Quran memorizer with determination and patience, but not everyone possesses these qualities. Many Quran memorizers initially had fluent memorization but later forgot due to lack of maintenance (tadarus). To improve memorization quality, suitable methods are needed to maintain and develop memorization (Nurhidayati et al, 2021: 5). Memorizing the Quran also requires sincere intention, high concentration, and perseverance. Support from the environment, family, teachers, and fellow memorizers is crucial for maintaining motivation and ensuring a smooth and consistent memorization process. The awareness of Muslims to memorize the Quran is increasing annually, evident from the growing number of parents enrolling their children in Islamic educational institutions with tahfidz programs, such as Rumah Tahfidz, Yayasan, Pondok Pesantren, and even formal schools (Rusadi, 2020: 20).

The Tahfidz Juz 29 program at MTs Muhammadiyah Waru Baki aims to facilitate students in memorizing short surahs in the Quran, introducing them to Islamic teachings from an early age, and strengthening their understanding of the holy book. Despite the noble goals, implementation faces challenges, such as differences in students' abilities and difficulties in maintaining motivation. Previous research shows that Quran memorization can improve students' discipline and character, but challenges like limited time and parental support must be addressed for optimal results. Some students struggle to memorize despite receiving various methods, such as individual guidance and enjoyable approaches. External factors like lack of parental support and limited time also affect desired outcomes.

Therefore, a comprehensive evaluation of the methods used in the tahfidz program and more effective ways to increase student participation and results are needed. The Tahfidz Juz 29 program at MTs Muhammadiyah Waru Baki aims to introduce students to the Quran by memorizing short surahs in Juz 30. Previous research shows that well-organized tahfidz programs can have a positive

impact on students' memorization skills and character development, such as discipline and responsibility (Sulastrri & Kurniawan, 2020:37; Rohmat, 2021:39).

However, implementation faces challenges, including differences in students' abilities, limited time, and lack of parental support (Fajri & Nisa, 2022:34). Therefore, evaluating the program's implementation is crucial to determine the effectiveness of the methods used and find solutions to existing obstacles.

Research indicates that the tahfidz program has a positive impact on students' character development, such as discipline and responsibility (Mustofa & Sari, 2021:112). Effective methods like talaqqi and imla' can aid students in the memorization process (Mulyadi, 2020:98). Guidance with a proper and consistent approach is essential for the program's success (Lestari & Fauzi, 2021:87), supported by regular evaluations to ensure student progress (Pertiwi & Widodo, 2020:56).

Proper management and methods are needed to maximize the tahfidz program at MTs Muhammadiyah Waru Baki. Technology and group approaches can accelerate memorization and maintain student consistency (Nurchayani & Yuliana, 2021:50). However, challenges like limited time and lack of student motivation remain (Rachmawati & Adi, 2022:112). The tahfidz program can be an effective tool for strengthening character education in madrasas (Hidayat & Aswandi, 2021:141).

Personal and group-based approaches can increase student motivation and tahfidz results (Ali & Fathoni, 2021:109). The role of guides is crucial in facilitating students to achieve their memorization goals (Kartika & Rudianto, 2020:89). Limited time is a major obstacle to the program's success. Students often struggle to allocate sufficient time for Quran memorization due to numerous subjects (Rohmat, 2021:39). Inadequate time can hinder students' consistency in memorizing. These phenomena indicate that implementing the tahfidz program requires attention to individual student factors, parental support, and a suitable approach to create a supportive environment.

Differences in students' abilities to memorize the Quran are a common phenomenon in tahfidz programs. Research by Sulastrri & Kurniawan (2020:50) shows that intelligence levels and previous memorization experience affect students' speed and accuracy in memorization. Therefore, each student may require a different learning approach to support their memorization process.

In implementing the tahfidz program, various factors influence success. Some studies indicate that the tahfidz program not only affects memorization skills but also shapes students' character, such as discipline and responsibility (Sujiono & Lestari, 2022:85). However, obstacles like limited time, inadequate facilities, and varying student motivation often hinder the program's success (Yusuf & Farida, 2021:52). To address this, madrasas should implement effective learning models, such as using talaqqi and mutaba'ah methods, and leverage technology to facilitate student memorization (Nisa & Hidayah, 2021:101). Additionally, support from committed parents and teachers is crucial for achieving success in the tahfidz program (Wahid & Anggraeni, 2021:74).

This is reinforced by pre-research observations and interviews with the Head of Madrasah on Tuesday, May 27, 2025. Findings indicate that the Tahfidz Juz 30 program is implemented for superior classes, including Class VIII A. Tahfidz activities are conducted once a week, from 13.30 to 14.30 WIB, on Mondays, Tuesdays, Wednesdays, Thursdays, and Saturdays. During observation, the Tahfidz program uses the Dzikroni method, a practical approach to reading the Quran with a melodic tone, following tajwid rules. This method is suitable for children, teenagers, and adults learning to read the Quran correctly and beautifully.

Given these issues, the researcher is interested in conducting a study focusing on the implementation of the Tahfidz Juz 29 program using the Dzikroni method in Class VIII A at MTs Muhammadiyah Waru Baki Sukoharjo for the 2025/2026 academic year.

METHOD

The research method uses a descriptive qualitative approach. This research was conducted at MTs Muhammadiyah Waru Baki Sukoharjo from January to October 2025. The subjects of this research were the Tahfidz teacher and students of class VIII A, which is an outstanding class. Data collection methods used observation, interviews, and documentation. Data validity techniques used source triangulation and method triangulation. Data analysis techniques used three steps: data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Implementation of Tahfidz Juz 29 Program in Class VIII A at MTs Muhammadiyah Waru Baki Sukoharjo Academic Year 2025/2026

The implementation of the tahfidz program must consider careful planning, appropriate methods, and systematic evaluation so that the program can be successfully implemented and achieve the set goals. The implementation of the Tahfidz Juz 29 program in class VIII A at MTs Muhammadiyah Waru Baki was carried out as follows.

Planning of Tahfidz Program

Planning the tahfidz program is a very important initial step in developing the ability to memorize the Quran among students. In this planning, the goals and objectives of the program must be clear and well-defined (Hanafi, 2022). The main goal of the tahfidz program is to improve students' ability to memorize the Quran properly and correctly, as well as understand its meaning and application in daily life.

In preparing the tahfidz program plan, several factors need to be considered, such as the level of students' abilities, effective learning methods, and available resources. Additionally, the planning of the tahfidz program must also consider the needs and interests of students, so that the program can be tailored to their needs.

Effective planning of the tahfidz program also requires identification of appropriate learning methods. The Dzikroni method is used at MTs Muhammadiyah Waru Baki. The memorization targets for students are: Juz 30 for class VII, Juz 29 for class VIII, and Juz 28 for class IX.

Implementation of Tahfidz Program

The implementation of learning is the interaction between educators and students in an educational environment that utilizes learning resources and facilities to achieve the previously formulated learning objectives (Hanafi, 2022). Based on the results of observations, the implementation of the tahfidz program with the Dzikroni method at MTs Muhammadiyah Waru Baki Sukoharjo involves three main activities:

a. Muroja'ah

In the process of memorizing the Quran, murojaah is an important step that cannot be ignored. Before adding new memorization (ziyadah), students must ensure that they have memorized the previous surah well. Therefore, conducting murojaah of the previous surah before adding new memorization is crucial. By doing murojaah, students can strengthen their memorization and ensure that they do not forget what they have previously memorized. During murojaah, students also use the Dzikroni method to repeat their memorization of the previous surah. Thus, conducting murojaah with the Dzikroni method becomes an effective strategy to

strengthen their memorization, correct mistakes, and memorize new surahs more easily and enjoyably.

b. Ziyadah

Ziyadah is the process of adding new memorization in memorizing the Quran. In ziyadah, students will memorize new verses that they have not memorized before. The Dzikroni method is used for ziyadah. This method uses tone to help students memorize Quranic verses more easily and enjoyably. With the Dzikroni method, students can memorize new verses more quickly and effectively. The tone used in the Dzikroni method helps students remember Quranic verses better. Additionally, the Dzikroni method makes the memorization process more enjoyable and not boring.

In implementing ziyadah with the Dzikroni method, the Tahfidz teacher reads the verse first according to the Dzikroni method. Then, students start repeating the new verses slowly with the tone matching the teacher's. Students repeat the verses several times to ensure they have memorized correctly. After that, students can increase their memorization speed by repeating the verses more quickly. Using the Dzikroni method, students can memorize the Quran more easily and effectively. Thus, ziyadah with the Dzikroni method can be an effective way to improve Quran memorization skills.

c. Setoran (Recitation)

Setoran is the process of evaluating and assessing students' ability to memorize the Quran. In setoran, students recite their memorization in front of the tahfidz teacher to ensure they have memorized correctly and fluently using the tone in the Dzikroni method.

In implementing setoran with the Dzikroni method, the tahfidz teacher can ask students to recite their memorization using the tone in the Dzikroni method as demonstrated by the teacher. Meanwhile, the teacher assesses the students' ability and provides constructive feedback if there are any errors in the recitation.

Evaluation

Evaluation of learning is a systematic, continuous, and comprehensive process to control, ensure, and determine the quality (value and meaning) of various learning components based on certain considerations and criteria as a form of accountability in implementing learning (Hanafi, 2022). This activity is the final step taken by the Tahfidz teacher to assess student learning outcomes. Additionally, it aims to determine students' abilities in the tahfidz program.

In tahfidz learning with the Dzikroni method, there are two types of evaluations: mid-semester evaluation and end-of-semester evaluation. The explanation for each evaluation is as follows: Assessment is based on the number of errors in the memorization recitation. There are value levels: Mumtaz (91-100), Jayyid Jiddan (81-90), Jayyid (71-80), and hafal category (with many errors).

a. Mid-Semester Evaluation

This evaluation is conducted in the middle of the semester. It is carried out through memorization recitation of what students have memorized over 3 months. The assessment components include adab, fluency, and tajwid.

b. End-of-Semester Evaluation

This evaluation determines whether students pass or fail the tahfidz learning with the Dzikroni method. The process and time given for this evaluation are quite long. After students have undergone learning activities for almost a semester, the final evaluation stage is conducted at the end of the semester. The components assessed in the final evaluation are adab, fluency, and tajwid.

From the above explanations, it can be concluded that the implementation of the Tahfidz Juz 29 program in class VIII A at MTs Muhammadiyah Waru uses the Dzikroni method. The implementation of the tahfidz program starts with murojaah, ziyadah, and setoran. Evaluation activities are then conducted every mid-semester and end-of-semester.

Driving and Inhibiting Factors of Tahfidz Juz 29 Program in Class VIII A at MTs Muhammadiyah Waru Baki Sukoharjo Academic Year 2025/2026

The success of an educator in implementing teaching and learning activities is inseparable from the presence of supporting and inhibiting factors, including:

Driving Factors

a. Inclusion of tahfidz program in the lesson schedule

The tahfidz program at MTs Muhammadiyah Waru Baki Sukoharjo is included in the subject schedule, not as an extracurricular activity. This is in line with Hidayat's research (2022), which suggests that better integration between extracurricular and main curriculum can maximize available time and provide more opportunities for students to develop their tahfidz skills consistently.

b. Allocation of funds for tahfidz

The allocation of funds by the school principal for the tahfidz program, such as costs for Tasmi' and graduation activities, is a significant supporting factor. This aligns with Abidin & Syafi'i's research (2025), which highlights the importance of support from the school principal and teachers for the availability of adequate facilities and infrastructure in the tahfidz program.

c. Special schedule for Tasmi'

Providing a special schedule for Tasmi' is a requirement for graduation. This activity aims to improve students' ability to memorize the Quran correctly and properly. The presence of Tasmi' is beneficial in strengthening Quran memorization (Zahraini & Hizam). With consistent routine, students can get accustomed to continuously learning and repeating their memorization.

4.2.2 Inhibiting Factors

a. Student Fatigue

Implementing the tahfidz program in the afternoon after teaching and learning activities can cause fatigue among students. After attending dense learning activities in the morning, students are expected to remain focused and concentrated in following the tahfidz program in the afternoon. However, the physical and mental condition of students who are already tired can affect their ability to memorize and understand tahfidz material.

Fatigue can be caused by several factors, such as lack of rest and unbalanced nutrition. After dense learning activities, students need sufficient rest time to recover their energy. However, with the tahfidz program in the afternoon, students must remain focused and concentrated, which can affect their ability to memorize.

This is in line with Zubaidillah's research (2024), where fatigue is a inhibiting factor in implementing the tahfidz program, resulting in lack of focus and motivation, disturbance among friends, boredom, and laziness.

To overcome student fatigue, adjustments to the schedule and more effective learning methods are needed. For example, the tahfidz program can be implemented in the morning when students are still fresh and focused. Additionally, teachers or ustadz can use more interactive and enjoyable learning methods, so students remain motivated and focused in following the tahfidz

program. Learning is not just about conveying material or reciting memorization, but also transferring moral values in memorizing the Quran (Mighfar, et.al., 2025). Because teachers serve as role models for religious behavior for students (Mighfar, et.al., 2025). Dialogical and participatory learning is a solution to various problems to prevent students from getting bored and drowsy easily (Mighfar, et.al., 2025).

In the long term, fatigue experienced by students can affect their ability to memorize the Quran. Therefore, proper evaluation and adjustments are needed in implementing the tahfidz program, so students can gain maximum benefits from the program. Thus, students can improve their Quran memorization skills more effectively and efficiently. Training activities need to be conducted to improve teacher quality (Mighfar & Nisa, 2023). Educational institutions require good human resources. With good human resources, an educational institution will develop optimally as expected (Zahra, et.al, 2025).

b. Lack of Student Confidence

Lack of confidence can affect students' ability to memorize and understand tahfidz material. They may feel hesitant to repeat Quranic verses they have memorized or feel unsure about their ability to memorize correctly. This can lead to a lack of motivation to continue learning and memorizing the Quran.

To address this issue, appropriate approaches and learning methods are needed to boost students' confidence (Mighfar, et.al., 2024). Teachers or ustadz can provide positive support and motivation to students, helping them understand that memorizing the Quran is a process that requires time and patience. By doing so, students can feel more confident and motivated to continue learning and memorizing the Quran. The importance of an adaptive approach relevant to the development of the times among Gen-Z students (Mighfar, et.al., 2024).

In the long term, enhancing students' confidence in memorizing the Quran can help them achieve their memorization goals. Therefore, efforts should be made to increase students' confidence, such as providing opportunities for them to practice memorizing in a supportive environment and giving positive feedback. A competent teacher not only possesses knowledge and teaching skills, but is also able to inspire, guide, and shape the next generation well (Mighfar, et.al., 2024). This way, students can feel more confident and motivated to continue learning and memorizing the Quran.

c. Limited Time

One of the inhibiting factors of the tahfidz program is the limited time with a large number of students, which is 30 people. The tahfidz program is only implemented for one hour in the afternoon, from 13.30 to 14.30, making it insufficient to provide maximum attention to each student.

With a large number of students, teachers or ustadz may find it difficult to monitor and provide effective feedback to each student. The limited time and large number of students can cause students to feel they are not getting enough attention in memorizing the Quran. They may feel it is difficult to get opportunities to practice memorizing in front of the teacher or ustadz, which can affect their ability to memorize the Quran.

Additionally, the short time can also cause teachers or ustadz to feel rushed in delivering tahfidz material, which can affect the quality of learning.

To address this issue, adjustments to the schedule and more effective time allocation for the tahfidz program are needed, or perhaps consider dividing students into smaller groups. This way, teachers or ustadz can provide more maximum attention to each student and help them improve their Quran memorization skills more effectively.

d. Lack of Family Support at Home

One of the inhibiting factors of the tahfidz program is the lack of support from families at home. Although students have attended the tahfidz program at school or educational institutions, if they do not receive support and motivation from their families at home, their ability to memorize the Quran may not develop optimally.

Families play an important role in helping students improve their Quran memorization skills by providing a supportive environment and motivating them to continue learning. Lack of family support can cause students to feel unmotivated to memorize the Quran. They may feel that memorizing the Quran is not important or does not have significant value in daily life. Support from various parties, including parents and the school environment in efforts to nurture students effectively (Mighfar, et.al, 2025). There is also a need for gender equality between mothers and fathers in paying attention to their child's memorization at home to develop the quality of students' memorization (Mighfar,et.al., 2024). Synergy among students, educators, and parents will improve the quality of students' memorization (Mighfar, (link unavailable), 2025).

Therefore, efforts are needed to increase family awareness and participation in supporting the tahfidz program. This way, students can feel more motivated and supported in memorizing the Quran.

To address this issue, effective communication between educational institutions and families is necessary. Educational institutions can hold meetings with parents or students' families to discuss the importance of the tahfidz program and how families can support students in memorizing the Quran. Thus, families can understand their role in supporting the tahfidz program and help students improve their Quran memorization skills more effectively.

CONCLUSION

The implementation of the Tahfidz Juz 29 program for Class VIII A at MTs Muhammadiyah Waru Baki Sukoharjo Academic Year 2025/2026 uses the Dzikroni method. In planning the Tahfidz program, the Principal communicates with the Vice Principal for student affairs, curriculum, and facilities. Then, it is socialized to the teachers. Mentors for tahfidz are then sought. The Tahfidz program is implemented in the outstanding classes: VII A (target: juz 30), VIII A (target: juz 29), and IX A (target: juz 28). The implementation of the tahfidz program is guided by a tahfidz teacher. Muroja'ah, ziyadah, and setoran of Quran memorization use the Dzikroni method. Evaluations are conducted mid-semester and end-of-semester. Driving factors for the implementation of the Tahfidz Juz 29 program in Class VIII A at MTs Muhammadiyah Waru Baki Sukoharjo include: Including tahfidz in the lesson schedule, allocating funds to support the program, providing a special schedule for Tasmi' (memorization test). Inhibiting factors include students feeling tired, students lacking confidence in memorizing the Quran, limited time, and lack of support from families at home.

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