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Challenges in Tahfidz Learning among Students at SDIT Nurul Fikri Bengkulu

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Abstract

This study aims to analyze the challenges in the implementation of Tahfidz Al-Qur'an learning among students at Nurul Fikri Islamic Integrated Elementary School, Bengkulu City. Tahfidz learning plays a crucial role in strengthening students' religious character and improving their Qur'an memorization skills from an early age. However, various obstacles often emerge that affect the effectiveness of the learning process. This research employed a qualitative approach with a case study design. Data were collected through classroom observations, interviews with 2 Tahfidz teachers, 10 fifth-grade students as primary informants, and secondary informants consisting of 1 principal, 5 parents, and 1 caregiver, as well as documentation. The data were analyzed using data reduction, data display, and conclusion drawing techniques. The findings reveal several major challenges, including students' varying memorization abilities, limited instructional time, low motivation and concentration, and differences in parental support at home. In addition, teaching strategies and the availability of learning resources also influence the effectiveness of the Tahfidz program. This study highlights that the interaction between internal (student-related) and external (instructional and environmental) factors significantly shapes students' memorization outcomes. This study contributes by providing a comprehensive multi-informant perspective on Tahfidz learning challenges and proposing a thematic framework that can inform the development of more effective Qur'an memorization programs in Islamic elementary schools.

Keywords: elementary school students, Islamic education, learning challenges, Qur'an memorization, and Tahfidz Al-Qur'an

Introduction

The Qur'an serves as the primary source of Islamic teachings and a fundamental guide for Muslims in their daily lives. One important form of engagement with the Qur'an is through memorization (tahfidz), which has been practiced since the time of the Prophet Muhammad and remains central in Islamic education. In contemporary Islamic schools, tahfidz programs are widely implemented to develop students' Qur'anic literacy, religious character, and discipline. Previous studies have shown that such programs contribute to improving memorization quality and strengthening students' understanding of the Qur'an (Alwi et al., 2023; Athari et al., 2023; Hasanah et al., 2022; Jabir et al., 2024; Nasution & Siregar, 2024; Yugo et al., 2025).

However, existing studies tend to focus on the effectiveness, methods, management, or character-building outcomes of tahfidz programs, while limited attention has been given to the specific challenges encountered during their implementation, particularly at the elementary school level (Ayyusufi et al., 2022; Fakhruddin et al., 2020; Farida et al., 2021; Rahmad et al., 2021). Moreover, prior research often emphasizes single perspectives, such as teachers or students, without integrating insights from multiple stakeholders involved in the learning process (Fadil et al., 2024; Nik Abdullah et al., 2021).

Therefore, this study aims to analyze the challenges in the implementation of tahfidz learning at Nurul Fikri Islamic Integrated Elementary School, Bengkulu City, by incorporating perspectives from teachers, students, and supporting stakeholders. The novelty of this study lies in its multi-informant approach and its effort to develop a thematic understanding of both internal and external factors influencing students' Qur'an memorization process in an Islamic elementary school context.

Learning tahfidz al-Qur'an at the elementary school level is particularly important because, at this stage, children's cognitive abilities and memory capacity develop rapidly. Developmental psychology studies show that during middle childhood, students experience significant improvement in memory retention and learning capacity, which supports memorization-based learning activities (Baddeley et al., 2015; Gathercole & Alloway, 2008). Children at the elementary school age have great potential for memorization due to their strong memory absorption. In the context of Islamic education, this condition makes Qur'an memorization programs more effective when introduced at an early stage of formal education (Alwi et al., 2023; Pratama et al., 2024; Yugo et al., 2025). For this reason, many Islamic educational institutions consider tahfidz programs as one of the distinctive advantages of their schools. The program is expected to produce qualified Qur'an memorizers among students and strengthen their religious character. However, in practice, memorizing the Qur'an is not an easy task for every student because the memorization process requires continuous repetition and concentration (Fakhruddin et al., 2020; Farida et al., 2021; Nik Abdullah et al., 2021; Ulumiyah et al., 2021). Memorizing the Qur'an requires patience, perseverance, and appropriate learning methods. In addition, support from teachers, the school environment, and families significantly influences students' success in memorizing the Qur'an (Fadil et al., 2024; Nik Abdullah et al., 2021; Rahmad et al., 2021). Without such support, the process of tahfidz learning often encounters various obstacles.

In the process of memorizing the Qur'an, students often face various challenges that may affect the success of their memorization. These challenges may originate from internal as well as external factors, as previous tahfiz studies have also identified motivation, time constraints, repetition habits, teacher guidance, and environmental support as key determinants of memorization success (Fakhruddin et al., 2020; Kamila et al., 2024; Nik Abdullah et al., 2021). Internal factors relate to students' psychological conditions such as motivation, learning enthusiasm, and level of concentration. Meanwhile, external factors are related to the learning environment, teaching methods, and support from teachers and parents. Both factors interact with one another in determining the success of the Qur'an memorization process. If one of these factors is not adequately fulfilled, the tahfidz learning process may experience difficulties. This indicates that tahfidz learning requires serious attention from various stakeholders. Therefore, it is important to understand the factors influencing the success of tahfidz programs in schools.

Several scholars state that obstacles in memorizing the Qur'an can be categorized into

two main types, namely internal and external obstacles. Internal obstacles are usually related to individual conditions such as laziness, lack of enthusiasm, easily giving up, and low motivation in memorizing the Qur'an. In addition, students' cognitive abilities and memory capacity also influence the memorization process. Meanwhile, external obstacles may include limited learning time, lack of teacher guidance, and an uncondusive learning environment. Another factor that often becomes an obstacle is the similarity of verses in the Qur'an, which makes it difficult for students to distinguish between them. The lack of repetition or muraja'ah may also cause students to easily forget the memorization they have previously learned. Therefore, the tahfidz learning process requires appropriate strategies to overcome these obstacles. By understanding these challenges, teachers can design more effective learning methods, including structured repetition, talaqqi, tahsin, wahdah, and muraja'ah-oriented strategies (Farida et al., 2021; Rahmad et al., 2021; Ulumiyah et al., 2021).

In Indonesia, tahfidz al-Qur'an programs have been widely implemented in various Islamic educational institutions, both at the elementary and secondary levels. This development reflects the increasing attention of Islamic schools toward strengthening Qur'anic literacy and character education among students (Alwi et al., 2023; Huda et al., 2018; Jabir et al., 2024; Pratama et al., 2024). Integrated Islamic Schools (Sekolah Islam Terpadu or SIT) are among the institutions that actively develop such programs. These schools integrate religious and general education to produce students who are intellectually competent and spiritually grounded (Damayanti, 2024; Pratama et al., 2024; Tan, 2014). The tahfidz program is usually positioned as part of a flagship curriculum that distinguishes the school from others. Through this program, schools strive to create a generation that is not only academically competent but also possesses strong spiritual intelligence. Furthermore, the tahfidz program is expected to cultivate religious character among students from an early age (Azizah & Murniyetti, 2023; Sahin, 2018). The implementation of this program requires careful planning as well as support from various stakeholders, including teachers, parents, and school management. Without proper learning management, the program will be difficult to achieve its expected objectives (Ayyusufi et al., 2022; Fatmawati, 2019; Fakhruddin et al., 2020). Therefore, evaluating the implementation of tahfidz learning is highly necessary in order to improve the quality and effectiveness of Qur'an memorization programs in Islamic schools.

One of the educational institutions that implements a tahfidz al-Qur'an program is Nurul Fikri Islamic Integrated Elementary School in Bengkulu City. This school is an Islamic educational institution that demonstrates a strong commitment to developing Qur'an-based education. The main vision of the school is to produce a Qur'anic generation capable of learning, memorizing, and practicing the teachings of the Qur'an in daily life. To achieve this vision, the school provides special attention to the tahfidz al-Qur'an program. The school also offers educational scholarships to orphans and underprivileged students who have a strong desire to memorize the Qur'an. This initiative demonstrates the school's strong commitment to supporting the development of Qur'anic education. Through this program, students are expected to develop both academically and spiritually. Consequently, the tahfidz program has become one of the distinctive characteristics of the school.

Nevertheless, the implementation of tahfidz al-Qur'an learning in schools does not always run smoothly. In practice, various obstacles are encountered by both students and teachers during the learning process. These obstacles may influence the effectiveness of tahfidz learning in the classroom. Some students experience difficulties in memorizing Qur'anic verses because their reading abilities are still not optimal. In addition, the lack of

repetition of memorization also becomes a factor causing students to forget the verses they have learned; therefore, consistent muraja'ah is repeatedly emphasized in tahfidz literature as an essential mechanism for maintaining memorization stability (Fakhruddin et al., 2020; Jabir et al., 2024; Ulumiyah et al., 2021). Learning motivation also plays an important role in students' success in memorizing the Qur'an. If students' motivation is low, the tahfidz learning process becomes less effective. Therefore, identifying the various obstacles that arise in the learning process is essential.

Preliminary observations indicate that several students at Nurul Fikri Islamic Integrated Elementary School in Bengkulu City still face difficulties in the process of memorizing the Qur'an. Some students show a relatively low level of motivation in participating in tahfidz activities. This can be seen from their lack of seriousness in memorizing Qur'anic verses. In addition, some students' ability to read the Qur'an still needs improvement, particularly in terms of makhraj al-huruf and tajwid. These conditions make the memorization process more difficult for them. Moreover, some students are less active in performing muraja'ah of the memorization they have learned. As a result, the memorized verses are easily forgotten. These conditions indicate that tahfidz learning still faces various challenges in practice.

Apart from reading ability, time management is also one of the obstacles in the process of memorizing the Qur'an. Students often experience difficulties in balancing their time between general academic activities and Qur'an memorization. This situation causes the tahfidz learning process to be less optimal. In addition, the limited time allocated for learning at school also poses challenges for teachers in guiding students. The process of memorizing the Qur'an requires sufficient time and consistent repetition. If the available time is limited, the learning process becomes less effective. Therefore, effective learning strategies are required so that students can utilize their study time optimally. Teachers play an important role in managing tahfidz learning time in the classroom.

The learning environment also influences students' success in memorizing the Qur'an. A conducive environment can help students focus better during the memorization process. Conversely, an unsupportive environment may disrupt students' concentration during learning activities. Interaction among peers can also influence students' learning motivation. In some cases, students are observed chatting with friends while tahfidz learning is taking place. This indicates that students' concentration levels still need improvement. In addition, family support is very important in helping students maintain their memorization because parental motivation, supervision, and a conducive home environment can strengthen students' memorization routines (Fadil et al., 2024; Nik Abdullah et al., 2021). Without support from the surrounding environment, the tahfidz learning process becomes less optimal.

Tahfidz al-Qur'an learning in elementary schools still faces several challenges that require serious attention. These problems are not only related to students' memorization abilities but also to factors such as motivation, teaching methods, and the learning environment. Therefore, research on the challenges of tahfidz learning is highly important to conduct. Through this research, it is expected that a clearer understanding of the obstacles faced in the tahfidz learning process can be obtained. The findings of this study are also expected to contribute to the development of more effective tahfidz learning methods. In addition, this research can serve as an evaluation material for educational institutions in improving the quality of their tahfidz programs. Thus, tahfidz learning can be implemented more optimally and achieve its intended objectives.

Despite the growing body of research on tahfidz al-Qur'an learning, several important

gaps remain. Previous studies have predominantly focused on measuring the effectiveness of memorization outcomes or the implementation of instructional methods, with limited attention to the complex challenges encountered during the learning process, particularly at the elementary school level. In addition, most studies tend to rely on a single perspective, such as teachers or students, without integrating insights from multiple stakeholders involved in tahfidz learning, including parents and school management. As a result, a comprehensive understanding of the interplay between internal (student-related) and external (instructional and environmental) factors is still lacking.

Therefore, the novelty of this study lies in its multi-informant approach, incorporating perspectives from teachers, students, parents, and school stakeholders, as well as its effort to develop a thematic analysis of the challenges in tahfidz learning within the context of an Islamic elementary school.

Based on the explanation above, this study aims to analyze the challenges encountered in tahfidz al-Qur'an learning among students at Nurul Fikri Islamic Integrated Elementary School in Bengkulu City. This research is expected to provide deeper insights into the factors influencing students' success in memorizing the Qur'an and to identify various obstacles arising during the implementation of tahfidz learning. By identifying these challenges, appropriate solutions can be formulated to improve the effectiveness of tahfidz learning. This study is also expected to contribute to the development of Islamic education, particularly in the field of Qur'anic learning, by serving as a reference for teachers in designing more effective instructional strategies and for future researchers exploring similar topics.

Method

This study employed a qualitative research approach with a case study design to analyze the challenges encountered in the implementation of tahfidz al-Qur'an learning among students at Nurul Fikri Islamic Integrated Elementary School, Bengkulu City. A case study design was chosen because it allows an in-depth exploration of a bounded system within its real-life context, particularly when investigating complex educational phenomena involving multiple perspectives (Creswell & Poth, 2018; Stake, 1995; Yin, 2018). The focus of this research was to identify and analyze various internal and external factors that influence students' difficulties in memorizing the Qur'an. By examining this specific case, the study seeks to provide a comprehensive understanding of the challenges in tahfidz learning as experienced by students, teachers, and other stakeholders involved in the program.

The research was conducted at Nurul Fikri Islamic Integrated Elementary School in Bengkulu City, Indonesia. This school was selected as the research site because it implements a structured tahfidz al-Qur'an program as part of its flagship curriculum. Islamic integrated schools are widely recognized for combining general education with Islamic values, including Qur'an memorization programs as part of their educational innovation (Alwi et al., 2023; Huda et al., 2018; Jabir et al., 2024; Pratama et al., 2024). The participants of this study consisted of 2 tahfidz teachers, 10 fifth-grade students, 1 school principal, 5 parents, and 1 caregiver, all of whom were involved in the Qur'an memorization program. The inclusion of fifth-grade students was based on the consideration that they have actively participated in the tahfidz program and have sufficient experience in the memorization process. The selection of participants was carried out using purposive sampling to ensure that the selected informants possessed relevant knowledge and experience regarding the tahfidz learning process (Patton, 2015). The inclusion criteria for participants were as follows: (1) teachers who are directly involved in teaching tahfidz, (2) students

who actively participate in the tahfidz program, (3) parents who provide learning support at home, and (4) school stakeholders who understand the implementation of the tahfidz program. This approach ensured that the data collected reflected a comprehensive perspective on the challenges of tahfidz learning.

Data were collected using observation, interviews, and documentation techniques. Classroom observations were conducted using an observation checklist and field notes to systematically record teaching and learning activities, student participation, memorization practices, and challenges encountered during tahfidz sessions. The observation focused on aspects such as instructional strategies, student engagement, time allocation, and classroom interactions. Semi-structured interviews were conducted using an interview guide consisting of open-ended questions designed to explore participants' experiences, perceptions, and difficulties related to tahfidz learning. The interview protocol included key themes such as memorization challenges, learning motivation, instructional support, and parental involvement. Interviews were conducted with tahfidz teachers, students, and supporting stakeholders to obtain in-depth and diverse perspectives.

Documentation techniques were used to collect supporting data, including school curriculum documents, students' memorization progress records, and reports of learning activities. The use of multiple data collection techniques enabled data triangulation and enhanced the credibility of the findings (Lincoln & Guba, 1985; Merriam & Tisdell, 2016). In terms of ethical procedures, this study adhered to research ethics involving human participants. Informed consent was obtained from all adult participants, while parental consent and student assent were secured for student participants prior to data collection. Participants were informed about the purpose of the study, their voluntary participation, and their right to withdraw at any time. To ensure confidentiality, all participant identities were anonymized using codes, and the data were used solely for research purposes.

To ensure the credibility of the data, this research employed data triangulation techniques, including triangulation of sources and methods. Source triangulation was conducted by comparing information obtained from different participants, such as teachers and students. Method triangulation was implemented by comparing data obtained through observation, interviews, and documentation. Triangulation is widely used in qualitative studies to strengthen the trustworthiness and credibility of research findings (Denzin, 2017; Lincoln & Guba, 1985).

The data collected in this study were analyzed using an interactive qualitative data analysis model consisting of three stages: data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and simplified the collected data by focusing on information relevant to the research objectives. In the data display stage, the data were organized systematically in the form of narrative descriptions to facilitate interpretation. Finally, conclusions were drawn based on patterns, themes, and relationships identified in the data analysis process. This analytical framework is commonly used in qualitative educational research to interpret complex social data (Miles et al., 2014; Nowell et al., 2017).

To make the coding and theme-generation process more explicit, interview summaries, observation notes, and supporting documents were read repeatedly before being coded. Initial codes were assigned to meaningful units related to motivation, Qur'an reading ability, instructional time, concentration, muraja'ah, teacher support, and parental involvement. Similar codes were then grouped into broader categories representing internal student-related factors and external instructional-environmental factors. These categories were compared across informant groups and data sources before being refined into the main themes presented in the Results section. This procedure ensured that the themes were grounded in multiple sources rather than in a single participant perspective and followed qualitative thematic-analysis principles of familiarization,

coding, theme development, review, and interpretation (Braun & Clarke, 2021; Nowell et al., 2017).

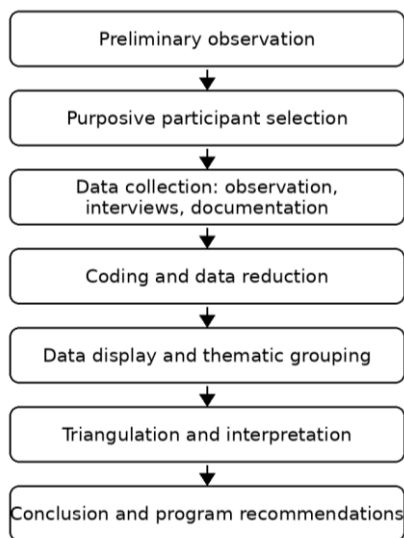


Fig. 1 Research flow of the qualitative case study

Table 1 Overview of research procedure and data sources

Stage	Main activity	Data source/output
1. Site and participant selection	Selected SDIT Nurul Fikri Bengkulu and purposively identified informants involved in the tahfidz program.	Bounded case and multi-informant participant group
2. Classroom observation	Observed tahfidz sessions, student engagement, teacher guidance, memorization practice, and time allocation.	Observation checklist and field notes
3. Semi-structured interviews	Explored experiences and perceived challenges from teachers, students, principal, parents, and caregiver.	Interview summaries/transcripts
4. Documentation review	Reviewed curriculum documents, memorization records, and learning activity reports.	Supporting documentary evidence
5. Coding and thematic analysis	Reduced data, coded meaningful units, grouped similar codes, and refined main themes.	Internal and external challenge themes
6. Triangulation and interpretation	Compared data across sources and methods to validate the interpretation.	Credible thematic findings and recommendations

Through this methodological approach, the study aimed to provide a comprehensive understanding of the challenges encountered in tahfidz al-Qur’an learning among elementary school students. The findings are expected to contribute to the development of more effective learning strategies and to support the improvement of tahfidz programs in Islamic educational institutions.

Results

The implementation of tahfidz al-Qur’an learning at Nurul Fikri Islamic Integrated Elementary School is carried out systematically as part of the school’s religious education program. Based on the results of classroom observations, the tahfidz learning process is conducted regularly according

to the schedule determined by the school. The activity usually begins with collective recitation of previously memorized verses, followed by the addition of new memorization. Teachers guide students to read the verses correctly according to the rules of tajwid before asking them to memorize the verses individually. This initial process is intended to ensure that students pronounce the Qur'anic verses accurately before committing them to memory.

Furthermore, students are given time to memorize verses independently before presenting their memorization to the teacher. The teacher listens carefully to each student's memorization to evaluate its accuracy and fluency. If errors are found, the teacher provides corrections and asks the student to repeat the memorization until it is correct. This process shows that teacher supervision plays an important role in maintaining the quality of students' memorization. In addition, students are encouraged to repeat previously memorized verses through muraja'ah activities to strengthen their memory retention.

However, despite the structured implementation of the tahfidz program, several challenges were identified during the learning process. Some students experienced difficulties in memorizing verses consistently, while others showed limited concentration during memorization activities. Teachers also reported that differences in students' learning abilities often influence the effectiveness of the learning process. These findings indicate that although the tahfidz program has been implemented systematically, various factors still affect the success of Qur'an memorization among students.

Table 2 Thematic summary of main challenges in tahfidz learning

Theme	Supporting evidence/source	Analytical meaning
Student motivation	Teacher and student accounts indicated uneven enthusiasm, delayed memorization tasks, and inconsistent effort in repeating memorized verses.	Motivation shapes persistence and determines whether students can sustain memorization practice.
Qur'an reading ability	Observation and teacher statements showed difficulties in makhraj al-huruf and tajwid, requiring correction before memorization.	Accurate reading is a prerequisite for effective memorization because students must encode the text correctly.
Limited instructional time	Teachers reported difficulty balancing new memorization and muraja'ah within the available school schedule.	Time allocation affects the intensity of guidance and the stability of memorized verses.
Concentration during memorization	Classroom observation noted distraction, chatting, and fluctuating attention during tahfidz sessions.	Attention control is crucial for retention, especially among elementary school students.
Muraja'ah and home support	Teachers and parents indicated that repetition outside school varied depending on parental supervision and student discipline.	School-home collaboration influences the continuity and sustainability of memorization.

Students' Motivation in Memorizing the Qur'an

One of the major challenges identified in this study is the varying levels of motivation among students in memorizing the Qur'an (Nik Abdullah et al., 2021; Ryan & Deci, 2020). Based on interview data with teachers, it was found that students demonstrate different attitudes toward tahfidz learning activities. Some students show high enthusiasm and actively participate in memorization activities. They tend to memorize verses quickly and are eager to add new

memorization regularly. These students usually perceive memorizing the Qur'an as an enjoyable and meaningful activity.

However, other students show lower levels of enthusiasm during tahfidz learning sessions. Some students appear less interested in memorizing verses and often feel bored during the activity. This condition may affect their concentration and memorization ability. Teachers reported that students with low motivation often delay memorization tasks or show minimal effort in repeating previously memorized verses. As a result, their memorization progress tends to be slower compared to other students.

The differences in students' motivation indicate that motivational factors significantly influence the success of Qur'an memorization. Students who possess strong internal motivation tend to show greater persistence and concentration during memorization activities. Conversely, students with weaker motivation often experience greater difficulty in maintaining consistency in their memorization process. Therefore, teachers need to apply motivational strategies such as encouragement, rewards, and interactive learning activities to increase students' enthusiasm for memorizing the Qur'an.

Students' Qur'an Reading Ability

Another challenge identified in this study relates to students' ability to read the Qur'an correctly. Classroom observations revealed that several students still experience difficulties in pronouncing certain Arabic letters accurately according to their makhraj. In addition, some students have not fully mastered the rules of tajwid, which affects their ability to read the Qur'an fluently. These difficulties often slow down the memorization process because students must first correct their reading before memorizing the verses.

Teachers explained that students with good reading abilities generally find it easier to memorize the Qur'an. When students can read verses fluently and correctly, they are able to memorize them more efficiently. On the other hand, students who still struggle with reading often require more time to memorize the same verses. This condition indicates that reading ability is an important prerequisite for effective Qur'an memorization.

Therefore, improving students' Qur'an reading skills is essential to support the success of tahfidz learning. Teachers need to provide additional guidance in correcting students' pronunciation and strengthening their understanding of tajwid. Through consistent practice and guidance, students can gradually improve their reading skills and perform memorization activities more effectively.

Limited Time for Memorization Activities

Time limitation is another challenge identified in the implementation of tahfidz al-Qur'an learning, as adequate learning time is widely recognized as an important condition for effective practice and feedback (Hattie, 2009). Based on interview results, teachers stated that the time allocated for tahfidz activities at school is relatively limited. This is because students must also participate in other academic subjects as part of the school curriculum. Consequently, the memorization process sometimes cannot be carried out as intensively as expected.

Teachers often need to manage the available time carefully to balance between adding new memorization and repeating previously memorized verses. However, the limited duration of tahfidz sessions sometimes makes it difficult to provide sufficient attention to each student. Students who require additional guidance may not receive enough time for practice during the learning session.

In addition, students are expected to continue memorizing and repeating verses outside the

classroom. However, not all students are able to manage their time effectively at home. Some students focus more on completing academic assignments rather than practicing their memorization. This condition may slow down the overall memorization progress of students. Therefore, effective time management strategies are necessary to optimize the implementation of tahfidz learning.

Students' Concentration During Memorization

Students' concentration during memorization activities also became an important issue identified in this study. Observations conducted during tahfidz sessions showed that some students had difficulty maintaining focus for extended periods. For example, several students were observed chatting with friends or becoming distracted during memorization activities. This behavior often disrupts the learning process and reduces the effectiveness of memorization.

Teachers explained that maintaining students' concentration is one of the biggest challenges in teaching tahfidz at the elementary school level. Children at this age generally have high levels of energy and curiosity, which can sometimes make it difficult for them to remain focused during structured learning activities. As a result, teachers must continuously remind students to concentrate on their memorization tasks.

To address this challenge, teachers often attempt to create a more engaging learning environment. For example, teachers may use group memorization activities or provide short breaks during learning sessions to maintain students' attention. By applying more interactive learning strategies, teachers hope to improve students' concentration and enhance the effectiveness of the memorization process.

Lack of Muraja'ah (Memorization Repetition)

The lack of consistent muraja'ah or repetition of memorization is another challenge identified in this study. Based on interviews with teachers, many students tend to focus more on adding new memorization rather than repeating previously memorized verses. As a result, some students gradually forget the verses they had previously memorized.

Teachers emphasized that muraja'ah plays a crucial role in maintaining the stability of Qur'an memorization. Without regular repetition, memorized verses may easily fade from memory. Therefore, students are encouraged to repeat their memorization both at school and at home. However, the effectiveness of this practice largely depends on students' discipline and consistency.

In addition, family support also influences the effectiveness of muraja'ah. Students who receive encouragement and supervision from their parents tend to perform memorization repetition more consistently. Conversely, students who lack such support often neglect the repetition process. These findings indicate that collaboration between teachers and parents is important in supporting students' success in memorizing the Qur'an.

Discussion

Taken together, these findings both confirm and extend previous studies on tahfidz al-Qur'an learning. Consistent with earlier research (Fakhrudin et al., 2020; Huda et al., 2018; Nik Abdullah et al., 2021; Yugo et al., 2025), this study confirms that motivation, repetition (muraja'ah), and reading ability are key determinants of successful memorization. However, this study also extends prior research by demonstrating how these factors interact simultaneously within a real classroom context, rather than operating independently. Unlike many previous studies that focus primarily on instructional effectiveness or individual factors, the present findings highlight the interconnected

nature of internal (motivation, concentration, reading ability) and external factors (time allocation, teacher support, parental involvement) (Fadil et al., 2024; Jabir et al., 2024; Kamila et al., 2024).

In addition, this study provides a more context-specific contribution at the elementary school level, where students' cognitive and psychological characteristics differ from those of older learners. The findings reveal that challenges such as limited attention span and inconsistent muraja'ah practices are particularly prominent at this level, thereby offering a nuanced understanding that is often underexplored in prior tahfidz research. Thus, this study not only supports existing theoretical perspectives but also refines them by emphasizing a holistic and multi-stakeholder approach to Qur'an memorization.

Despite its contributions, this study has several limitations. First, the research was conducted in a single Islamic elementary school, which may limit the generalizability of the findings to other educational contexts. Second, the number of participants was relatively small and focused on specific informants, which may not fully represent the diversity of experiences in tahfidz learning. Third, this study relied primarily on qualitative data, which provides in-depth insights but may benefit from complementary quantitative measures in future research.

Therefore, future studies are recommended to involve larger and more diverse samples across different schools or regions to enhance the generalizability of findings. In addition, further research could adopt a mixed-methods approach to examine the relationship between motivational, cognitive, and environmental factors more comprehensively. Future studies may also explore the development and testing of specific instructional interventions or models aimed at improving the effectiveness of tahfidz learning in Islamic education settings, such as integrated tahsin-muraja'ah models, parental monitoring systems, and student-centered memorization strategies (Ayyusufi et al., 2022; Farida et al., 2021; Ulumiyah et al., 2021).

Conclusion

This study concludes that the effectiveness of tahfidz al-Qur'an learning at Nurul Fikri Islamic Integrated Elementary School is shaped by the interaction between student-related factors and the learning environment. Rather than being solely dependent on individual ability, successful memorization emerges from the alignment of motivation, instructional support, time management, and consistent practice. The findings imply that improving tahfidz learning requires adaptive and student-centered teaching strategies, strengthened student motivation, and more effective management of instructional time. In addition, sustained collaboration between teachers and parents is essential to ensure consistent muraja'ah and support students' memorization beyond the classroom. Therefore, this study recommends the development of integrated tahfidz learning strategies that combine pedagogical innovation, motivational support, and family involvement to enhance the quality and sustainability of Qur'an memorization programs in Islamic elementary schools.

The findings of this study have several important implications for the development of tahfidz al-Qur'an learning in Islamic educational institutions. Practically, teachers need to apply more innovative and engaging strategies to increase students' motivation and concentration during memorization activities. Schools are also encouraged to strengthen students' Qur'an reading skills before intensifying memorization targets and to organize tahfidz scheduling more specifically, for example by separating short daily sessions for new memorization from scheduled muraja'ah sessions. In addition, muraja'ah supervision should be documented through a simple monitoring sheet or memorization log that can be checked by teachers and parents. Home-school coordination also needs to be strengthened through regular communication with parents, periodic progress

reports, and agreed home-based repetition routines. From a theoretical perspective, this study contributes to Islamic education research by showing that Qur'an memorization among elementary students is shaped by the interaction of cognitive readiness, motivation, instructional management, and family support. Future research is recommended to explore and test more specific instructional models for improving the quality of tahfidz programs in Islamic schools.

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