

Strengthening Quran Memorisation Through Active, Creative, Effective, and Enjoyable Learning Strategies at Quran Memorization Islamic Boarding School

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How to cite :

Marliati, Ilyas, H., & B, M. R. (2026). Strengthening Quran Memorisation through Active, Creative, Effective, and Enjoyable Learning Strategies at Quran Memorization Islamic Boarding School. *Jurnal Ilmu Pendidikan Dasar Indonesia*, 5(2), 219-234.
<https://doi.org/10.51574/judikdas.v5i2.5691>

Abstract

This study examines the strengthening of Quran memorisation through Active, Creative, Effective, and Enjoyable Learning strategies at Pondok Pesantren Tahfizhul Quran Al-Imam Ashim Makassar. The study aims to analyse the implementation of the strategy, the role of tahfizh instructors, the supporting and inhibiting factors, and the solutions applied to overcome obstacles in maintaining students' memorisation quality. This qualitative study employed pedagogical, psychological, and phenomenological approaches. Data were collected from pesantren leaders, tahfizh instructors, students, institutional documents, books, and scientific journals through observation, interviews, and documentation. Data were analysed through data reduction, data presentation, and conclusion drawing and verification, with credibility strengthened through source, technique, and time triangulation. The findings show that Quran memorisation strengthening is implemented through an integrated sequence of fasohah, talaqqi, ziyadah, murajaah, sima'an, and periodic evaluation. The Active, Creative, Effective, and Enjoyable Learning strategy is manifested through active student participation in repetition, peer tutoring, mutual correction, verse continuation, and tajwid discussions; creative activities such as memorisation maps, keyword-based verse searches, and prayer leader simulations; effective target setting and systematic evaluation; and an enjoyable learning atmosphere supported by appreciation and close instructor-student relationships. Instructors function as facilitators, guides, motivators, role models, innovators, and evaluators who adapt guidance to individual learning abilities. The structured tahfizh schedule, halaqah environment, instructor guidance, and peer interaction support implementation, while differences in memorisation abilities, instructor tardiness, and student illness create obstacles. Intensive guidance, increased murajaah, talaqqi, peer tutoring, flexible targets, and improved instructor discipline provide practical solutions. The study concludes that integrating Active, Creative, Effective, and Enjoyable Learning with established tahfizh methods can strengthen memorisation quality while fostering student engagement, discipline, independence, and motivation.

Keywords: Quran Memorisation, Active, Creative, Effective, and Enjoyable Learning, Tahfizh Education, Islamic Boarding School, Murajaah

Abstrak

Penelitian ini mengkaji penguatan hafalan Al-Qur'an melalui strategi Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan di Pondok Pesantren Tahfizhul Quran Al-Imam Ashim Makassar. Penelitian bertujuan menganalisis implementasi strategi

tersebut, peran pembina tahfizh, faktor pendukung dan penghambat, serta solusi yang diterapkan dalam mempertahankan kualitas hafalan santri. Penelitian menggunakan pendekatan kualitatif dengan pendekatan pedagogis, psikologis, dan fenomenologis. Data diperoleh dari pimpinan pesantren, pembina tahfizh, santri, dokumen kelembagaan, buku, dan jurnal ilmiah melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Kredibilitas data diperkuat melalui triangulasi sumber, teknik, dan waktu. Hasil penelitian menunjukkan bahwa penguatan hafalan Al-Qur'an berlangsung melalui tahapan fasahah, talaqqi, ziyadah, murajaah, sima'an, dan evaluasi berkala secara terpadu. Strategi Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan diwujudkan melalui keterlibatan aktif santri dalam murajaah, tutor sebaya, saling menyimak, koreksi hafalan, penyambungan ayat, dan diskusi tajwid; aktivitas kreatif berupa peta hafalan, pencarian ayat berdasarkan kata kunci, dan simulasi imam; penetapan target sesuai kemampuan serta evaluasi sistematis; dan suasana belajar yang menyenangkan melalui apresiasi serta hubungan pembina dan santri yang dekat. Pembina berperan sebagai fasilitator, pembimbing, motivator, teladan, inovator, dan evaluator dengan memberikan pendampingan sesuai kemampuan individual santri. Jadwal tahfizh yang terstruktur, lingkungan halaqah, pendampingan pembina, dan interaksi antarsantri menjadi faktor pendukung. Sebaliknya, perbedaan kemampuan hafalan, keterlambatan pembina, dan kondisi kesehatan santri menjadi faktor penghambat. Solusi dilakukan melalui pendampingan intensif, peningkatan murajaah, talaqqi, tutor sebaya, penyesuaian target, dan peningkatan kedisiplinan pembina. Penelitian menyimpulkan bahwa integrasi strategi Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan dengan metode tahfizh dapat memperkuat kualitas hafalan sekaligus meningkatkan keterlibatan, kedisiplinan, kemandirian, dan motivasi santri.

Kata Kunci: Hafalan Al-Qur'an, Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan, Pendidikan Tahfizh, Pesantren, Murajaah

Introduction

Education is an effort to nurture and develop human personality, both in spiritual and physical aspects. Some experts also define education as a process of changing a person's attitudes and behaviour in order to mature through teaching and training ([Habsy et al., 2024](#)). Through education, a person can become more mature because education has a very positive impact. As stated in Law Number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, thereby possessing religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, and the state ([Husein, 2018](#)).

Pondok pesantren is an Islamic educational institution that has long developed in Indonesia, even existing before the independence era. Pesantren is also one of the platforms to bridge hafidz at various levels. Its presence continues to experience rapid development and is spread across various regions, including its role as a center for Quran memorisation training ([Syafe'i, 2017](#)). In this context, pesantren not only function as places of learning but also as environments that support the formation of memorisation habits through guidance, discipline, and directed methods. One of the efforts that can be made is through the implementation of the PAKEM (Active, Creative, Effective, and Fun) learning strategy, which can enhance the involvement of students in the memorisation process ([Mujahidin, 2021](#)).

The Quran is the holy book that serves as the main miracle of the Prophet Muhammad (PBUH) and the completion of the previous heavenly books, thus holding a special position in the lives of Muslims. The greatness and completeness of its content make the Quran the main guide that regulates various dimensions of human life, ranging from

issues of faith, education, social relations, politics, health, character building, and morals, to lessons in history (Muhammad, 2017). Through its teachings, the Quran offers various solutions orientated towards the welfare and progress of the Muslim community. As a book of guidance (hudan), the Quran directs humans to fulfil their role as stewards on earth responsibly, so the effort to draw closer to it is not only done through reading and studying but also through the activity of memorising the Quran as a means of preserving the purity of the revelation and internalising divine values in life (Nasier, 2020).

Memorising the Quran is a worship activity that holds a very important position in Islam, as it is directly related to the effort to maintain and preserve the purity of Allah's revelation. Memorising means inserting the verses of the Quran into memory so that they can be recited from memory correctly and continuously through constant repetition (Marlena et al., 2023). The virtues of memorising the Quran are immense, including obtaining blessings in life, elevated status in the sight of Allah, intercession in the hereafter, and a special position as a servant close to Allah. Based on this, the scholars have established the ruling of memorising the Quran as fard kifayah, which is a collective obligation that is lifted when it has been performed by some members of the community, but becomes the responsibility of the entire society if no one performs it (Fatimah & Rahmawati, 2020).

Strengthening the memorisation of the Quran is a series of pedagogical efforts carried out consciously, systematically, and sustainably to maintain the quality, accuracy, and stability of the Quranic verses so that they do not easily fade or become incorrect. This strengthening is carried out through the process of repetition (murajaah), habituation, guidance, and the application of teaching methods and strategies that are appropriate to the characteristics of the students. al-Nawawī in al-Tibyān fī Adāb Ḥamalāt al-Qurān emphasises that a memoriser of the Quran must constantly repeat their memorisation every day, because if not, the memorisation will quickly fade away. According to him, the Quran slips away from a person's heart faster than a camel from its tether if not maintained. This view highlights the importance of murajaah in the perspective of classical scholars as an effort to maintain the continuity of the memorisation that has been acquired (Harahap & Siregar, 2025).

The strategy for memorising the Quran is a key aspect that determines the success of the memoriser in achieving and maintaining their memorisation sustainably. Therefore, clear planning is required, starting from the method of beginning memorisation, setting targets, time management, to strategies for maintaining memorisation through regular and structured review (Salam & Herawan, 2026). Effective strategies include allocating specific time for memorisation, consistency in daily schedules, repeating verses before memorising, and dividing review time according to the fluency level of the memorisation, supported by a conducive and minimally disruptive learning environment. In addition, the success of memorisation is also supported by non-technical factors such as commitment, discipline, self-motivation, consistency, and spiritual reinforcement through sincere intentions and prayers.

Student-centered learning with the teacher as a facilitator who directs, guides, and strengthens the learning experience, so that learning is not only orientated towards material achievement but also towards depth of understanding, engagement, and attitude change (Panjaitan & Hafizzah, 2025). The quality of PAKEM is reflected in the application of the principle of activity through the direct involvement of students in discussions, explorations, and reflections; creativity through the development of open-minded thinking and contextual problem-solving; effectiveness through the use of targeted methods and

strategies that align with learning objectives; and a pleasant learning atmosphere that fosters motivation and enthusiasm for learning without pressure (Putra & Fatimah, 2023).

Based on the results of initial observations and interviews conducted by the researcher with Ustadz Masnawin, the tahfidz supervisor at Al-Imam Ashim Islamic Boarding School in Makassar, the process of strengthening Quran memorisation has been systematically designed through several stages. It begins with the tahsin/fasohah class to improve reading, mastery of basic Arabic language, and understanding of tajwid science, followed by the binnawwar program (completion of reading 30 juz), and then the bil ghoib stage as the core phase of memorisation with a target increase of about 11 pages per month and reinforcement through murojaah, which is even considered more important in maintaining memorisation. This process is also supported by the talaqqi method (direct learning from a teacher), the star program (evaluation of memorisation achievements of 10, 20, up to 30 juz), as well as the learning of supporting sciences such as tafsir, fiqh, and hadith, and even reinforced with the qira'at program and sima'an activities to test the quality of memorisation. Ideally, this structured system is expected to produce students with strong, well-maintained, and high-quality memorisation.

However, in reality, various problems are still found. Although various methods and strategies such as talaqqi, murojaah, sima'an, and other memorisation evaluation programs have been implemented, the execution of memorisation reinforcement still faces challenges in maintaining the consistency of murojaah because some students focus more on adding new memorisation rather than repeating what they have already memorised, causing some memorisation to become less fluent and even easily forgotten. As a result, the process of strengthening memorisation has not always been optimal and requires continuous effort to maintain the quality of the students' memorisation. In addition, the limited time due to many other activities outside the tahfiz program, as well as technical factors such as the delay of the instructor (badal), can affect the motivation, discipline, and consistency of the students in memorising. Thus, it causes the students' memorisation achievements to not yet be evenly distributed up to 30 juz. This condition shows that the process of strengthening Quran memorisation not only requires a good system but also a learning strategy that can create an active, creative, effective, and enjoyable atmosphere so that students are more motivated and consistent in memorising. Therefore, the implementation of the PAKEM learning strategy becomes important to study in an effort to improve the quality and success of the students' memorisation.

Research Method

This qualitative research was conducted at Pondok Pesantren Al-Imam Ashim Makassar by applying pedagogical, psychological, and phenomenological approaches to deeply examine the process of strengthening Quran memorisation through the Active, Creative, Effective, and Fun Learning (PAKEM) strategy. The data sources consist of primary data (leaders, tahfiz instructors, and students) as well as secondary data (institutional documents, books, and scientific journals), which were collected through observation, interviews, and documentation techniques. The researcher acts as the main instrument supported by interview guidelines, field notes, and digital recording devices while upholding research ethics, such as official permissions, informed consent, and confidentiality of identities. The data obtained is processed and analysed systematically through the stages of data reduction, data presentation, and conclusion drawing and verification. To ensure the validity and credibility of the findings, this research employs data

validity testing through source triangulation, technique triangulation, and time triangulation. Through a methodological framework and strict ethical application, this research is expected to objectively, comprehensively, and scientifically account for and interpret the practice of strengthening Quran memorisation.

Results

Strengthening Quran Memorisation Through the Active Creative Effective and Fun Learning Strategy

Strengthening the memorisation of the Quran is one of the main objectives of Pondok Pesantren Tahfizhul Quran Al-Imam Ashim Makassar. The process of strengthening memorisation is carried out through various structured learning stages combined with the Active, Creative, Effective, and Fun Learning (PAKEM) strategy. The PAKEM strategy is implemented so that students are not only able to increase their memorisation but also maintain the quality of their memorisation to remain mutqin. Active, Creative, Effective, and Fun Learning (PAKEM) is an educational approach that places students at the center of the memorisation activity (Durisa et al., 2022). In its implementation, PAKEM emphasises the active involvement of students, the development of creativity, the effective achievement of learning objectives, and the creation of an enjoyable learning atmosphere. The four elements are interconnected and form the foundation for creating a quality Quran memorisation process.

The selection of the Active Creative Effective and Enjoyable Learning (PAKEM) strategy as a method to strengthen Quran memorisation is based on several considerations. First, the PAKEM strategy is capable of creating a learning process that positions students as active subjects in memorising, repeating, listening, and evaluating their memorisation. Second, the implementation of this strategy is not only orientated towards achieving memorisation targets but also towards forming the quality of memorisation that is mutqin through activities such as murajaah, talaqqi, sima'an, and continuous evaluation. Third, the PAKEM strategy encourages the creation of a creative, effective, and enjoyable learning atmosphere, thereby enhancing the motivation, discipline, and responsibility of students in maintaining their memorisation.

In supporting the implementation of the Active, Creative, Effective, and Enjoyable learning strategy in strengthening Quran memorisation, integrated methods are applied so that the process of memorising the Quran is not monotonous. The main methods used are the talaqqi method, repetition, individual review, and group review. The talaqqi method, which is a direct learning method from the teacher, involves the teacher first reciting the verses of the Quran, followed by the students.

The results of the observations conducted by the researcher indicate that the forms of strengthening Quran memorisation include daily review before ziyadah, weekly review, cross-juz review, and semester evaluation. In addition, the students are accustomed to practicing their memorisation in daily life, such as becoming prayer leaders, reading the Quran in various pesantren activities, leading dhikr, and guiding friends who are still less proficient in their memorisation. The strengthening of memorisation is also manifested through the star program, which has become a hallmark. This program encourages students not only to complete their memorisation but also to ensure that each juz is truly mutqin before moving on to the next level. Thus, the orientation of learning is not merely the quantity of memorisation, but the quality of memorisation that aligns with the vision of the

pesantren, which is to produce a Qur'anic generation that is lafzan (strong in memorisation), ma'nān (understanding the content), and amalan (practicing the values of the Qur'an in daily life). The stage of memorising the Qur'an begins with the cultivation of fasohah. Students are guided to be able to read the Quran with correct pronunciation of letters, characteristics of letters, rules of Tajweed, and proper recitation rhythm. The instructor also said that correct recitation is the main foundation for strong memorisation. After the fasohah is deemed good, the students enter the talaqqi stage, which involves listening to the instructor's reading example. If there are still mistakes, the students are asked to correct them first before being allowed to continue with the next memorisation. After the submission is accepted, the students are required to perform daily and weekly reviews, as well as participate in sima'an activities as a form of comprehensive memorisation reinforcement.

In line with the above explanation, the results of the researcher's interview with Ustadz Rahmat Hamid, as the tahfizh supervisor, indicate that the stages designed above are then implemented in daily learning activities through tahfizh halaqah sessions. He explained as follows:

Active: "Before the memorisation submission begins, the students first perform murajaah as a preparation to strengthen their memorisation. During the memorisation process, the students not only submit their memorisation but also listen to their friends' memorisation and provide simple corrections according to their abilities. Students who have already memorised are given the opportunity to become teachers for their peers in the same assembly, so they not only repeat their own memorisation but also practice, guide, and help their friends improve their memorisation. In addition, we provide spontaneous questions such as connecting verses, determining the location of verses in the mushaf, or explaining the relationships between verses."

Creative: "Implemented through a variety of methods, such as having students create memorisation maps based on page divisions or verse themes so they can more easily remember the order of memorisation. Then, in the murajaah activities, we apply the memorisation estatef method, verse continuation, verse search based on keywords, and even simulations of becoming a prayer leader. Students are also trained to lead group recitations."

Effective: "Effectiveness is realised through the establishment of memorisation targets that align with the students' abilities, accompanied by daily and weekly evaluations, juz advancement tests, and sima'an as quality control for the students' memorisation. Then, we complete the ziyadah targets while ensuring that murajaah is maintained, and we record the memorisation progress of each student as a basis for determining the next coaching steps."

Pleasant: "We strive to build a close relationship with the students so that they feel comfortable and confident when submitting their memorisation." Mistakes are not immediately seen as failures, but rather as part of the learning process that must be corrected together. In addition, we show appreciation to students who demonstrate progress in memorising the Quran through praise, additional trust in becoming prayer leaders, and the opportunity to participate in sima'an. An approach like this motivates the students to continue developing without feeling pressured. Such a learning atmosphere creates a warm interaction between the teacher and the students, making the process of memorising the Quran take place in a comfortable and enjoyable environment."

Based on the interview results above, the researcher found that the implementation

of the Active, Creative, Effective, and Fun Learning (PAKEM) strategy in strengthening Quran memorisation has been carried out at every stage of the tahfizh learning process. The active aspect is evident from the students' involvement in murajaah, mutual listening to memorisation, providing corrections, peer tutoring, and answering verse continuation questions. The creative aspect is seen through the use of various methods, such as memorisation maps, verse continuation, verse search based on keywords, prayer leader simulation, and leading sima'an. The effective aspect is realised through setting memorisation targets according to the students' abilities, conducting periodic evaluations, and recording memorisation progress. The enjoyable aspect is reflected in the close relationship between the teacher and the students, the provision of appreciation, and a learning atmosphere that makes the students feel comfortable and motivated.

The Role of Instructors in Strengthening Quran Memorisation Through Active, Creative, Effective, and Enjoyable Learning

The implementation of Active, Creative, Effective, and Fun Learning (PAKEM) positions educators primarily as learning facilitators, in line with the constructivist theory perspective. Educators function to help students build the knowledge and skills needed to achieve learning objectives. As facilitators, mentors provide pedagogical, psychological, and academic support to develop students' cognitive structures. Therefore, mentors are required to master educational theories, teaching methods, and language proficiency to ensure the learning process runs effectively.

Based on the researcher's observations, the stage of memorising the Quran begins with the development of eloquence. Students are guided to be able to read the Quran with correct pronunciation of letters, characteristics of letters, rules of Tajweed, and proper recitation rhythm. They say that correct recitation is the main foundation for strong memorisation. After the fasahah is deemed good, the students enter the talaqqi stage, which involves listening to the ustadz's reading examples. If there are still mistakes, the students are asked to correct them first before being allowed to continue with the next memorisation. After the submission is accepted, the students are required to perform daily and weekly reviews, as well as participate in sima'an activities as a form of comprehensive memorisation reinforcement.

The above analysis is reinforced by the results of the researcher's interview with Ustadz Muh Al Azhar Isk, who serves as the secretary in the field of tahfizh, as follows:

"We avoid teacher-centered learning. Students are given the space to actively participate from the beginning to the end of memorising the Quran. The tahfizh instructor not only serves as a teacher but also as a mentor who nurtures the spiritual, academic, and moral aspects of the students. In the learning process, we consistently provide examples in maintaining the recitation of the Quran, discipline, and manners so that the students receive real-life examples that can be applied in their daily lives. In addition, motivation is provided continuously through advice, stories of scholars and huffaz, the importance of memorising the Quran, and appreciation for every progress made by the students, no matter how small. For students who experience difficulties, the ustadz takes a personal approach by identifying the root causes of the problems, whether related to learning methods, psychological conditions, or spiritual aspects, so that the students feel cared for, receive guidance tailored to their needs, and remain motivated to maintain and improve the quality of their memorisation. For students who are experiencing difficulties, the teacher takes a personal approach by identifying the causes of the problems, whether related to learning methods, psychological conditions, or spiritual aspects, so that the students feel cared for, receive guidance

tailored to their needs, and remain motivated to maintain and improve the quality of their memorisation."

Based on the results of the researcher's interview with Ustadz Muh Al Azhar Isk, who serves as the secretary in the field of tahfizh, he explained the implementation of the Active, Creative, Effective, and Fun (PAKEM) learning strategy in strengthening Quran memorisation as follows.

Active: realised by providing opportunities for students to read, repeat, listen, correct their peers' readings, and discuss tajwid errors and similar verses.

Creative: students are developed by providing various activities. For example, students are asked to create memorisation maps based on page divisions or verse themes so that they can more easily remember the order of memorisation. Then, there are murajaah activities, where we apply the memorisation method of connecting verses and searching for verses based on keywords, up to simulations of becoming prayer leaders. Students are also trained to lead sima'an.

Effective: each student is given the opportunity to complete their reading without interruption if the mistakes made can still be corrected at the end of the submission. After finishing, we provide corrections politely along with explanations of the causes of the mistakes and how to fix them, so that the students understand the errors in their memorisation. If there are students who have difficulty memorising, the teacher provides special assistance by reducing the ziyadah target and increasing murajaah until the memorisation is strong again.

Enjoyable: the students are very happy when participating in the joint sima'an program, the verse continuation competition, the Musbaqab Hifzhil, and the star program.

The tahfizh instructor has a role that is not only as a teacher but also as a facilitator, guide, motivator, role model, and evaluator in the process of strengthening the students' Quran memorisation. This role is evident from the training in fasohah, the implementation of talaqqi, the accompaniment in murajaah, the provision of motivation, the habituation of manners, and the personal guidance for students who experience difficulties in memorisation. Additionally, the instructors provide space for students to actively participate through activities such as murajaah, peer tutoring, verse continuation, and mutual correction of memorisation, so that the learning process is no longer centred on the teacher but orientated towards the students' activity.

Based on the interview results with the two informants above, the researcher concludes that the Active, Creative, Effective, and Fun (PAKEM) learning strategy has been consistently applied in the process of strengthening the students' Quran memorisation. Both informants emphasised the importance of active student involvement, the use of varied teaching methods, guidance according to the students' abilities, and the creation of a motivating learning atmosphere through various training programs.

Supporting and Hindering Factors in the Process of Strengthening Quran Memorisation of Students

The implementation of strengthening Quran memorisation through the Active, Creative, Effective, and Fun (PAKEM) learning strategy at Pondok Pesantren Tahfizhul Quran Al-Imam Ashim Makassar is not without various factors that influence its success. Based on the research findings, several supporting factors were identified that strengthen the implementation of the PAKEM strategy in the tahfiz process, as well as some inhibiting

factors that pose challenges for instructors and students in achieving memorisation targets. The identification of these factors is important to provide a comprehensive picture of the actual conditions of the implementation of Quran memorisation reinforcement in Islamic boarding schools.

Based on the researcher's observations, most students follow the memorisation reinforcement program well due to the well-organised mandatory tahfizh schedule from dawn until night. However, the researcher also noted obstacles in the form of differences in the students' memorisation abilities, which cause their memorisation targets to be uneven. In addition, the enthusiasm for memorisation among the students in the halaqah environment can sometimes decrease if the instructor arrives late or when the students' physical condition is poor due to illness. This condition shows that the success of the tahfizh program is greatly influenced by the discipline of the instructor and the physical readiness of the students themselves.

The analysis is supported by the results of the researcher's interview with Ustadz Masnawin, the tahfizh supervisor, who explained as follows:

"Regarding supporting factors, there is a tahfizh (Quran memorization) program implemented systematically with mandatory scheduled sessions: at dawn, in the morning, in the afternoon, and at night. Meanwhile, regarding obstacles specifically student limitations that hinder target achievement these include variations in memorization speed or ability, instructor tardiness (which affects student motivation), and other factors such as illness; thus, the obstacles do not stem from the program itself."

Based on interview findings, the researcher identified the strict scheduling of mandatory tahfizh (Quranic memorization) sessions as a key strength facilitating the students' fluency in reviewing their memorized material (murajaah). Conversely, the researcher found that limitations in the students' memorization speed or capacity served as a natural obstacle, making it difficult for some to achieve the target of perfect memorization fluency. These findings demonstrate that internal student factors along with the punctual presence of instructors significantly impact the effectiveness of fostering an active and enjoyable learning atmosphere within the pesantren (Islamic boarding school) environment.

In line with that explanation, the results of the researcher's follow-up interviews regarding the students' abilities indicate that differences in comprehension require extra patience from the instructors in accompanying the halaqah groups. When a student has a weak memory, the teacher must spend more time guiding them personally through the talaqqi method or seek help from other students who are more fluent through a peer tutoring approach. However, if the instructor arrives late due to certain obstacles, the concentration of the students who are ready to recite their memorisation often becomes disrupted, and the initially conducive learning atmosphere turns less effective. This delay can psychologically reduce the motivation and enthusiasm of the students to submit their new memorisation.

Furthermore, field analysis results indicate that physical obstacles, such as students falling ill, are also external reasons for the delay in meeting the memorisation targets, rather than issues with the tahfizh program system. When the students fall ill in the dormitory, they automatically have to rest and miss their mandatory halaqah time, which ultimately makes their previous memorisation prone to being forgotten again. Based on the overall research results, the main supporting factor in this pesantren is the well-structured

mandatory tahfizh time system, while the inhibiting factors include the low cognitive ability (IQ) of some students, the lack of discipline in attendance from the halaqah supervisors, and the physical health issues (illness) experienced by the students.

Solutions to Overcoming Obstacles in Strengthening Quran Memorisation Through Active, Creative, Effective, and Enjoyable Learning Strategies

Based on the research findings, the solution implemented to overcome the obstacles in strengthening Quran memorisation through the PAKEM strategy is by providing more intensive attention and guidance to students who are experiencing delays in their memorisation progress. The instructor provides guidance gradually according to each student's ability through activities such as talaqqi, murajaah, and peer tutoring, so that the students can continue to actively participate in the learning process.

In addition, the discipline of the instructors in accompanying the halaqah needs to be continuously improved so that the learning atmosphere remains conducive and the motivation of the students is maintained. With appropriate guidance tailored to the students' abilities and more directed learning implementation, obstacles arising from differences in memorisation skills or the discipline of the instructors can be minimised, allowing the strengthening of Quran memorisation through the PAKEM strategy to be more effective.

Discussion

Analysis of Strengthening Quran Memorisation Through Active, Creative, Effective, and Enjoyable Learning Strategies

The strengthening of Quran memorisation at Pondok Pesantren Tahfizhul Quran Al-Imam Ashim Makassar is not only directed towards achieving the number of memorised verses but also emphasises the students' ability to maintain their memorisation to remain strong, fluent, correct, and mutqin. Based on the research results, the process is carried out in stages starting from the development of fasohah, talaqqi, ziyadah, murajaah, sima'an, to evaluation through the star program. These stages indicate that the strengthening of memorisation is carried out continuously, with the quality of memorisation as the main objective. The findings are consistent with theoretical studies that explain that the reinforcement of Quran memorisation is a process of maintaining memorisation through repetition, recitation, and continuous evaluation. [Al-Hafidz \(2009\)](#) emphasises the importance of murajaah in maintaining memorisation so that it does not easily fade, while [Sa'dulloh \(2008\)](#) explains that consistent repetition helps strengthen memorisation in memory. The implementation of daily, weekly, cross-juz, and sima'an murajaah shows a consistency between field practices and the concept of strengthening memorisation.

The use of the talaqqi method also shows that the accuracy of recitation is fundamental before students continue with new memorisation. The instructor provides a direct example of the recitation, then the students follow and submit their recitations for correction if there are still mistakes in the articulation of letters, tajwid, or fluency of recitation. In line with the views of Ibn Al-Jazari, the learning of the Quran must be conducted through the process of receiving recitation directly from a teacher who has correct recitation, so that errors in pronunciation can be minimised. This view is evident in the practice of talaqqi, where students are not allowed to continue memorisation until their reading errors are corrected. Thus, talaqqi not only serves as a method for increasing memorisation but also as a means to ensure the accuracy of recitation and to form a strong

and mutqin memorisation (Nasrulloh & Mahyani, 2026).

The use of talaqqi also shows that the accuracy of recitation is fundamental before students continue with new memorisation. The instructor provides direct reading examples and corrects mistakes in makharijul huruf, tajwid, and reading fluency. This is in accordance with the theoretical study on talaqqi as a direct learning method between the teacher and the student. With this method, mistakes can be identified and corrected directly, so that the memorisation formed is not only abundant but also correct in terms of recitation (Kinesti et al., 2023).

The implementation of PAKEM is evident from the involvement of students in various tahfizh activities. The active aspect is manifested through murajaah, mutual listening, peer tutoring, memorisation correction, and verse continuation. The creative aspect is evident through memorisation maps, verse searches based on keywords, imam simulations, and variations in sima'an activities. The effective aspect is seen through setting targets according to the students' abilities, periodic evaluations, and recording memorisation progress. Meanwhile, the enjoyable aspect is realised through the provision of appreciation, a close relationship between mentors and students, as well as activities such as MHQ, sima'an, and the star program. These findings align with the PAKEM concept, which positions students as active subjects in the learning process. PAKEM not only emphasises achieving learning objectives but also provides space for students to develop creativity and learn in an enjoyable atmosphere (Sari et al., 2025). In the context of tahfizh, this principle is applied by integrating PAKEM with the methods of talaqqi, murajaah, sima'an, and evaluation (Triningsih et al., 2024).

Thus, the form of strengthening memorisation through the active, creative, effective, and enjoyable learning strategy (PAKEM) is an integrated process that combines the development of reading quality, memorisation enhancement, repetition, listening, and evaluation. This orientation shows that the success of the tahfizh program is not solely measured by the amount of memorisation achieved, but by the students' ability to maintain their memorisation with precision and apply it in their daily lives.

Analysis of the Role of Mentors in the Process of Strengthening Quran Memorisation Through the Active Creative Effective and Enjoyable Learning Strategy

The role of the mentor is an important part of the success in strengthening Quran memorisation through PAKEM. Based on the research findings, the mentor not only acts as a teacher who receives memorisation submissions but also as a facilitator, guide, motivator, role model, innovator, and evaluator. That role is evident from the training of fasohah, the implementation of talaqqi, the accompaniment of murajaah, the provision of motivation, to the evaluation through sima'an and the star program. As facilitators, the instructors provide space for the students to be directly involved in the learning process. Students not only submit their memorisation to the instructor but also engage in murajaah, listen to their peers' memorisation, provide corrections, become peer tutors, and participate in verse continuation activities and tajwid discussions (Mauluah, 2018). This finding aligns with the PAKEM concept, which positions educators as facilitators and students as active subjects of learning. In the perspective of constructivism, the instructor provides opportunities for students to gain direct learning experiences through learning by doing activities.

As a mentor, the instructor provides guidance based on the abilities of each student. Students who experience difficulties are not forced to continue adding to their memorisation, but are directed to reduce ziyadah and increase murajaah. This is in line with

theoretical studies on memory reinforcement that emphasise the importance of repetition to maintain memorisation. Thus, the instructor not only pursues quantitative targets but also pays attention to the quality and individual abilities of the students. That role is grounded in the Quran. Allah SWT in QS. An-Nahl/16:125: "Call (people) to the way of your Lord with wisdom and good teaching, and argue with them in the best way. Indeed, your Lord knows best who has strayed from His way, and He knows best who is rightly guided." This verse shows that the process of guiding and educating should be done with wisdom and good teaching. In the context of this research, this principle is reflected in the way the instructor corrects memorisation mistakes politely, gives advice, approaches students personally, and provides motivation to those who are struggling. The instructor does not view mistakes as failures, but rather as part of the learning process that needs to be improved. This aligns with the PAKEM principle in the enjoyable aspect, which is to create a comfortable learning atmosphere so that students are not afraid of making mistakes and remain motivated to learn.

As a motivator, the mentor provides encouragement through advice, conveying the virtues of memorising the Quran, sharing stories of the huffaz, and appreciating the students' progress. The opportunity to become an imam, lead sima'an, participate in MHQ, and join the star program also serves as a form of trust and motivation for the students. At the student evaluation stage, assessments are conducted through the recitation of memorized material, murajaah (review), sima'an (listening/verification), juz advancement exams, and the star program. The evaluation serves as the basis to determine whether the students have a strong enough memorisation before proceeding to the next memorisation. These findings align with the memorisation reinforcement theory, which places evaluation as an important part of maintaining the quality of memorisation.

The results of this study are also in line with the research of M. Hanif Satria Budi, which shows that tahfizh teachers play roles as facilitators, guides, motivators, and evaluators in improving the quality of students' memorisation (Sodik et al., 2024). Gunawan's research also shows that tahfizh teachers play a role in providing guidance, motivation, accompaniment, and evaluation of students' memorisation. The similarities are evident in the guidance of reading, talaqqi, murajaah, sima'an, motivation, and evaluation. The novelty of this research lies in the finding that all the roles of the instructor are implemented through the PAKEM strategy, manifested in peer tutoring, verse linking, tajwid discussions, sima'an, MHQ, and the star program (Gunawan, 2023).

Thus, the role of the mentor in this study has a direct relationship with the four aspects of PAKEM. The role as a facilitator supports the active aspect, the role as an innovator supports the creative aspect, the role as an evaluator supports the effective aspect, while the role as a motivator and role model supports the enjoyable aspect. These four roles are combined with the tahfizh method so that the mentor not only helps the students acquire memorisation but also fosters independence, responsibility, and Qur'anic character.

Analysis of Supporting and Hindering Factors in Strengthening Quran Memorisation Through Active, Creative, Effective, and Enjoyable Learning Strategies

The implementation of strengthening Quran memorisation through PAKEM is influenced by factors that support or hinder the learning process. Based on the research results, the main supporting factor is the existence of a structured tahfizh system through mandatory tahfizh schedules at dawn, morning, afternoon, and evening. The schedule

provides an opportunity for students to engage in ziyadah and murajaah regularly. In addition, the presence of mentors, the halaqah environment, and peer tutoring activities also support the active involvement of students in the learning process. On the other hand, the research found several inhibiting factors, namely the differences in the students' abilities, the tutors' tardiness, and the students' health conditions. Differences in comprehension abilities cause some students to take longer to master memorisation.

The late arrival of the instructor can reduce the effective time of the halaqah and lower the students' motivation, while illness prevents the students from participating in the tahfizh activities to the fullest. These factors indicate that the implementation of PAKEM does not only depend on the teaching methods but also on the readiness of the students and the discipline of the instructors. Differences in the students' abilities require the instructors to implement flexible teaching methods and not standardise targets. Meanwhile, the discipline of the instructors is necessary for the learning process to proceed effectively according to the predetermined schedule.

Thus, the supporting factors for strengthening memorisation come from a structured tahfizh system, halaqah environment, guidance from instructors, and interaction among students. As for the inhibiting factors, they stem from the differences in the students' abilities, the late arrival of the instructors, and health conditions. This finding shows that the success of PAKEM in tahfizh requires the integration of the pesantren system, the instructors, and the readiness of the students.

Analysis of Solutions in Overcoming Obstacles to Strengthening Quran Memorisation Through the Active Creative Effective and Enjoyable Learning Strategy

Obstacles in strengthening Quran memorisation at Pondok Pesantren Tahfizhul Quran Al-Imam Ashim Makassar are overcome through guidance tailored to the conditions and abilities of the students. Students who experience difficulties in memorisation are given more intensive guidance through talaqqi, murajaah, and peer tutoring. The instructors also adjust the targets by reducing ziyadah and increasing murajaah until the students' memorisation is strong again.

The solution is in line with the PAKEM principle, which places students as individuals with different abilities and learning needs. Learning is not conducted uniformly, but is adjusted according to the development of the students. In the context of strengthening memorisation, the adjustment of targets indicates that the effectiveness of learning is not measured by the uniformity of the number of memorised verses among all students, but by the achievement of progress according to each individual's ability (Farid et al., 2022).

Peer tutors also provide a solution that aligns with the principles of active learning and cooperation. More fluent students can help listen to and correct their friends' memorisation. The activity benefits both parties because the guided students receive assistance, while the students who act as tutors have the opportunity to review and strengthen their memorisation.

As for the obstacles related to the late arrival of the instructor, they need to be addressed by improving discipline in the implementation of the halaqah. The punctuality of the instructor is important to maintain the effectiveness of the learning process and the motivation of the students. Meanwhile, students experiencing health issues require adjustments in activities and targets so that the recovery process does not disrupt their physical condition.

Thus, the implemented solution shows that strengthening memorisation through

PAKEM requires flexible coaching, individual mentoring, method variation, and disciplined time management. The solution not only aims to overcome memorisation obstacles but also to uphold the PAKEM principles so that students remain active, creative, able to achieve learning objectives effectively, and feel comfortable in the process of memorising the Quran.

Conclusion

The form of strengthening Quran memorisation through the Active, Creative, Effective, and Fun Learning (PAKEM) strategy at Pondok Pesantren Tahfizhul Quran Al-Imam Ashim Makassar is implemented through various learning activities, such as murajaah, talaqqi, peer tutoring, discussions, verse continuation, and periodic memorisation evaluations. These activities make the students more active in the memorisation process, encourage cooperation, and create an effective and enjoyable learning atmosphere, thereby helping to improve the quality of Quran memorisation. The role of the instructor in the process of strengthening Quran memorisation through the PAKEM strategy is very important as a facilitator, guide, motivator, and evaluator. The instructors not only guide the students in memorising and improving their recitation but also provide motivation, monitor the progress of their memorisation, and create an active and conducive learning atmosphere so that the students are more enthusiastic in achieving their memorisation targets. Supporting factors in strengthening Quran memorisation through the PAKEM strategy at Pondok Pesantren Tahfizhul Quran Al-Imam Ashim Makassar include a structured tahfizh program with a mandatory tahfizh schedule, the implementation of active learning activities, and the support of mentors in accompanying the students. The inhibiting factors include differences in the memorisation ability (IQ) of the students, the late arrival of the instructors, and the health conditions of the students that affect the smoothness of the memorisation process. The solution to overcoming the obstacles in strengthening Quran memorisation through the PAKEM strategy is to provide more intensive attention and guidance to students who are experiencing delays in their memorisation progress. In addition, the instructors optimise the activities of murajaah, talaqqi, and peer tutoring, as well as enhance discipline in accompanying the halaqah to ensure that the learning process remains active, effective, and enjoyable according to each student's abilities.

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