



TAHFIDZ EDUCATION ISLAMIC BOARDING SCHOOL: PROBLEMS IN FOLLOWING ZIYADAH TAHFIDZUL QUR'AN

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ABSTRACT

This study examines the implementation of the Ziyadah Tahfidzul Qur'an method and the obstacles students face in memorizing the Qur'an. It also analyzes the roles and obligations of students in the dormitory concerning the Tahfidzul Qur'an program at Darul Qur'an Tahfidz Islamic Boarding School. This research employs a descriptive qualitative method, with data collected through observation, literature study, interviews, and documentation. The findings reveal that the boarding school enforces the Ziyadah method as a commitment to achieving the memorization targets set at the beginning of the academic year. However, differences in students' backgrounds and conditions hinder the seamless integration of this method, leading to various challenges in memorization. Despite these obstacles, the Ziyadah method has proven effective in helping most students achieve their memorization targets. In conclusion, Ziyadah is a fundamental obligation for students to add new memorized verses. While it successfully enhances Qur'anic memorization, students still encounter both internal and external challenges in following this method.

ARTICLE INFO

Article History:

Submitted/Received 17 Jan 2025

First Revised 25 Jan 2025

Accepted 03 Feb 2025

First Available online 26 Feb 2025

Publication Date 01 Mar 2025

Kata Kunci:

*Tahfidz Education; Ziyadah;
Islamic Boarding School.*

1. INTRODUCTION

The Qur'an is the word of Allah revealed to Prophet Muhammad (PBUH) as a miracle and the final message for humanity. It serves as a complete guide for life, providing instructions on faith, worship, and morality. Every Muslim who recites the Qur'an earns rewards, making memorization a highly virtuous act. However, memorizing the Qur'an is not an easy task. A hafiz must possess strong determination, discipline, and consistency, along with an effective strategy to facilitate memorization and ensure fluency. In the process of Qur'anic memorization, appropriate methods are crucial in helping students retain and recall verses effectively. One widely used approach is the Ziyadah method, which focuses on adding new memorized verses through structured and repetitive practice (Sa'dulloh, 2008).

This method involves several stages, including improving reading accuracy, repeating verses multiple times, and undergoing supervision by a mentor to ensure proper recitation. The success of this method depends on the perseverance and commitment of students in achieving their memorization goals. Darul Qur'an Tahfidz Islamic Boarding School applies the Ziyadah method as a primary strategy to support its tahfidz program. Each student is given a specific memorization target at the beginning of the academic year, which they must achieve through regular Ziyadah sessions. However, the implementation of this method is not without challenges. Students face various internal and external obstacles, such as lack of motivation, boredom, difficulty in time management due to formal education commitments, and differences in individual memorization abilities.

These factors influence the effectiveness of the Ziyadah process and the overall progress of students in memorizing the Qur'an. The tradition of Qur'anic memorization has been deeply rooted in Indonesian Islamic education, with many tahfidz institutions established across the country. Despite this, the number of tahfidz institutions remains relatively low compared to the Muslim population, particularly in North Sumatra. As a result, there is a need for more structured efforts to promote Qur'anic memorization and support students in overcoming challenges. This study aims to analyze the difficulties faced by students in the Ziyadah process at Darul Qur'an Tahfidz Islamic Boarding School. It also seeks to examine the factors affecting the success of the Ziyadah method and evaluate its implementation in enhancing students' memorization achievements. Through this research, it is expected that improvements can be made to optimize the Ziyadah process and strengthen the Qur'anic memorization culture in Islamic educational institutions.

2. RESEARCH METHODS

This study employs a qualitative descriptive approach to analyze the management of the tahfidz Qur'an program. Data were collected through observation, literature study, interviews, and document analysis, then analyzed using the Miles and Huberman technique, which includes data reduction, data display, and verification (Sugiyono, 2019). The research was conducted from February to August 2024 at Pondok Pesantren Tahfidz Darul Qur'an, Deli Serdang, North Sumatra,

selected for its strong tahfidz reputation and structured Ziyadah implementation. Research subjects included students, tahfidz teachers, and educators, selected purposively to obtain in-depth data. Data collection involved interviews with teachers, caregivers, and students, as well as direct observation and analysis of memorization records related to the Ziyadah method.

3. RESULTS AND DISCUSSION

Research Results

a. Finding

Based on the observations, this study identifies three main aspects: the implementation of the Qur'anic Ziyadah method at the Private Aliyah Madrasah of the Darul Qur'an Tahfidz Islamic Boarding School, the challenges faced by students in carrying out Ziyadah, and solutions to overcome these obstacles. The Qur'anic Ziyadah method in this Islamic Boarding School is the primary strategy for enhancing memorization to achieve the predetermined targets (Tambunan, 2023). Ziyadah is the process of adding Qur'anic memorization, which is mandatory for students to achieve the memorization targets set by the Islamic Boarding School at the beginning of the academic year. However, the diverse backgrounds and conditions of students make the implementation of this method not always optimal, leading to various obstacles in the Ziyadah process (Abdah, 2024).

Observations and interviews indicate that the success rate of students in memorizing the Qur'an at the Darul Qur'an Tahfidz Islamic Boarding School reaches 85%, while 15% of students experience difficulties that affect the smoothness of Ziyadah. Some major challenges include insincere intentions due to parental coercion, lack of understanding of tajweed, such as al-mad wa al-qashar and makharijul huruf, and the tendency to easily forget memorized verses after depositing them with the teacher (Amir et al., 2021). Additionally, similarities between Qur'anic verses cause confusion, and a dense academic and extracurricular schedule further complicates the memorization process (Hidayati, 2021). Low motivation, limited teacher availability due to external commitments, environmental disturbances, and low awareness of the importance of memorization contribute to Ziyadah being perceived as a burden (Effendi & Sriyanto, 2024).

These issues result in students' lack of focus in participating in Ziyadah Tahfidzul Qur'an, causing inconsistency in memorization to remain a major challenge. To address these obstacles, several solutions are proposed, including instilling a sincere intention for Allah, integrating tajweed learning into every tahfidz session, and improving concentration to strengthen memorization (Mundhofir et al., 2024). Furthermore, students should focus while reading the Qur'an to avoid errors in verse recitation, create a Ziyadah schedule aligned with pesantren regulations, and receive continuous support and motivation by being reminded of the virtues of memorizing the Qur'an (Annas et al., 2023). Time management between Ziyadah activities and other obligations should be optimized, while emotional control strategies should be

employed to reduce stress and anxiety. Maintaining motivation by remembering the initial purpose of being in the Islamic Boarding School is also crucial in ensuring the effectiveness of the Ziyadah method (Nurhuda & Hadziq, 2022). These solutions are expected to enhance the effectiveness of the Ziyadah method in Qur'anic memorization and support students in achieving their memorization targets.

b. Implementation of Ziyadah Al-Qur'an in Madrasah Aliyah Swasta Pondok Pesantren Tahfidz Darul Qur'an

Observations and interviews at Madrasah Aliyah Swasta Pesantren Tahfidz Darul Qur'an indicate that Ziyadah, or the process of adding new memorization, is the primary method used by students to achieve their memorization targets. This method remains integral to the pesantren's tahfidz program, as students receive continuous guidance from their caregivers and tahfidz teachers. Memorization activities, including Ziyadah, takrir (repetition), and muraja'ah (review), are systematically implemented without age restrictions, accommodating students from middle school to university levels (Takhossus) (Ernas, 2022).

Ziyadah represents a commitment and responsibility for students to meet the memorization targets set at the beginning of the academic year. Based on interviews and document analysis, the memorization target at Darul Qur'an Tahfidz Islamic Boarding School is 10 to 15 juz within three years for new students, while alumni are expected to complete 30 juz. If students fail to meet their targets, they receive warnings and are encouraged to improve their achievements (Prayogi et al., 2022). The institution allocates specific time slots for Ziyadah within formal learning hours, from 07:15 to 08:25 and 10:15 to 11:25, and additional sessions after each fardhu prayer, as well as on Fridays and Saturdays (Fatmawati, 2019). The Ziyadah method is typically combined with muraja'ah to ensure retention of newly memorized verses. Memorization targets are determined based on each student's capacity, documented in the Muthoba'ah Book, which tracks progress and serves as a reference for tahfidz evaluations (Chotimah et al., 2018). This system helps monitor each student's memorization quality, which is assessed during semester examinations alongside academic evaluations. Teachers also maintain records to detect inconsistencies in students' memorization progress and prevent attempts to manipulate targets by skipping verses (Cahyani & Hanani, 2022).

While some students struggle with memorizing large portions, they are allowed to progress at their own pace, provided that they submit new memorization daily to their tahfidz teacher. Failure to meet the required targets results in academic warnings, and in severe cases, students may be ineligible for tahfidz graduation and certification (Nashrulloh & Mukhlis, 2023). Through this structured approach, Pondok Pesantren Tahfidz Darul Qur'an ensures that students consistently develop their memorization skills in a disciplined manner. However, students also face various challenges in the memorization process, such as lack of motivation and difficulties in time management, which require structured intervention from teachers and the institution (Nurtsany et al., 2020).

Discussion

A. Overview of Tahfidzul Qur'an

1. Tahfidzul Qur'an as a Program at Darul Tahfidz Pesantren

Tahfidzul Qur'an is a dormitory-based education program that integrates the national curriculum with Islamic education at Pondok Pesantren Tahfidz Darul Qur'an. This program aims to produce a generation with strong morals, knowledge, and independence.

2. Legal Basis for Tahfidzul Qur'an

Memorizing the Qur'an is an act of worship supported by the Qur'an and hadith. Surah Al-Isra' verse 82 states that the Qur'an is a source of blessings and healing for believers. A hadith narrated by Imam Ibn Majah also emphasizes the virtue of memorizing the Qur'an, promising paradise for those who memorize it and intercession for their families.

In Surah Al-Isra' verse 82, it is stated that reading, memorizing, and understanding the Qur'an brings benefits and mercy to mankind.

وَنُنزِّلُ مِنَ الْقُرْآنِ مَا هُوَ شِفَاءٌ وَرَحْمَةٌ لِّلْمُؤْمِنِينَ وَلَا يَزِيدُ الظَّالِمِينَ إِلَّا خَسَارًا

Meaning: "And We have revealed from the Qur'ān (something) that is an antidote and a mercy for those who believe, while for the wrongdoers (Qur'ān) will only increase harm." (Ministry of Religious Affairs, 2019) .

The Qur'an is the holy book of Islam, which is the main guideline in religious teachings. This revelation was revealed to the Arabs who at that time were mostly illiterate, but had extraordinary memory. Muslims believe that the text of the Qur'an today remains original as taught by the Prophet Muhammad and his companions, where the best of humans are those who learn and teach it (Muchlas, 2019). Memorizing the Qur'an is fardhu kifayah, so if no one does it, the whole community will bear the sin. Therefore, efforts to maintain memorization have continued since the time of the Prophet until now.

According to Ath-Thiby, traditions include the sayings, actions, and decrees of the Prophet (marfu' traditions), as well as the sayings, actions, and decrees of the Companions (mauquf traditions), including the reports of the tabi'in (maqthu' traditions). In the context of memorizing the Qur'an, Imam Ibn Majah in Sunan Ibn Majah, the introduction, sub-chapter of the virtues of those who learn and teach the Qur'an, recorded the hadith number 216:

مَنْ قَرَأَ الْقُرْآنَ وَحَفِظَهُ أَدْخَلَهُ اللَّهُ الْجَنَّةَ فِي عَشَةِ مِنْ أَهْلِ بَيْتِهِ كُلُّهُمْ قَدْ اسْتَوْجَبُوا النَّارَ

Meaning: "Whoever recites the Qur'an and memorizes it, Allah will admit him to Paradise and will intercede for ten of his relatives who would otherwise have gone to Hell."

3. The Virtue of Memorizing the Qur'an (Tahfidzul Qur'an)

Memorizing the Qur'an brings blessings, peace, and a special status in the sight of Allah SWT. A hafiz receives respect from the Prophet Muhammad SAW, intercession in the Hereafter, and a high rank in paradise.

B. About Ziyadah

1. Definition of Ziyadah

Ziyadah is a method of increasing memorization by repeating a verse 20 times before proceeding to a new verse. This technique is combined with muraja'ah and tasmi' to strengthen retention.

2. Advantages and Challenges of Ziyadah

The Ziyadah method accelerates memorization and improves accuracy, but challenges include difficulty in memorizing complex verses and the risk of forgetting previous memorization due to a lack of muraja'ah.

C. Challenges Faced by Students in Implementing Ziyadah

Challenges in memorizing the Qur'an at Pesantren Darul Qur'an are categorized into internal and external factors.

1. Internal Factors

Internal factors originate from within the students themselves and are related to psychological, physical, and skill-related aspects of memorization.

- a) Intention
Many students memorize the Qur'an due to parental pressure rather than personal motivation.
- b) Lack of fluency in reading the Qur'an
Mistakes in tajweed slow down the memorization process.
- c) Management Ability Factor
Students struggle to allocate time effectively to meet daily memorization targets.
- d) Lack of Muraja'ah / Often forgetting verses
Insufficient review causes memorization to fade quickly.
- e) Lack of Seriousness of Students
Some students perceive Ziyadah as a burden.
- f) Health Factors
Poor physical condition can hinder memorization. A healthy body plays a vital role in the memorization process.
- g) Motivational Factors
Support from family and teachers significantly impacts students' enthusiasm.

2. External Factors

External factors are outside influences that can hinder or support students in their memorization efforts.

- a) Environmental Disturbance
Noise and other disturbances reduce concentration during memorization.
- b) Playmate Influence
Social interactions can have both positive and negative effects on memorization progress.

D. Alternative Solutions to the Problems of Implementing Ziyadah Al-Qur'an in Darul Qur'an Islamic Boarding School

To overcome the challenges in implementing Ziyadah at Pondok Pesantren Tahfidz Darul Qur'an, several solutions have been applied. First, students need to strengthen their intention sincerely for the sake of Allah SWT, ensuring that their memorization efforts are not driven by external pressures but by a true desire to seek His blessings. Additionally, improving tajweed skills is essential, as correct pronunciation and recitation make memorization easier and more accurate. A structured and disciplined schedule is also necessary to help students manage their time effectively and meet their memorization targets.

Furthermore, students must reinforce their muraja'ah regularly to prevent forgetting previously memorized verses and ensure retention. Continuous motivation from teachers, family, and peers plays a crucial role in maintaining students' enthusiasm and perseverance in memorizing the Qur'an. Maintaining a balanced lifestyle, including proper rest, a nutritious diet, and good health, also contributes to an optimal memorization process. Moreover, strong support from parents, teachers, and caregivers is needed to encourage students and keep them committed to their memorization goals. Lastly, minimizing distractions from the environment and avoiding negative social influences help students stay focused and dedicated to their Ziyadah journey. Through these solutions, students can enhance their memorization quality and achieve their tahfidz goals effectively.

4. CONCLUSION

Based on the research findings, several conclusions can be drawn. First, the implementation of Ziyadah, which is essential for students to add new memorized verses, is a key requirement in achieving the memorization targets set by the pesantren. However, due to varying backgrounds and abilities, students often face challenges that hinder the seamless integration of the Ziyadah method. Second, students encounter both internal and external obstacles in the Ziyadah process. Internal challenges include incorrect intentions driven by parental pressure, lack of fluency in recitation and tajweed, difficulty in managing memorization time, lack of seriousness, low motivation, fatigue, and boredom. Externally, distractions from peers and the environment further impact their focus and memorization quality. Finally, solutions to these challenges include strengthening intentions for the sake of Allah, integrating tajweed lessons into tahfidz sessions, maintaining high concentration, and following a structured schedule. Encouragement through reminders of the virtues of memorizing the Qur'an, balancing study and Ziyadah time, managing stress, and choosing supportive friends are also crucial. Consistency and discipline remain key in ensuring the effectiveness of the Ziyadah tahfidz process.

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