

Actualization of Learning Management in Increasing The Effectiveness of Memorization at The *Tahfidz Tarbiyatul Qur'an Lawang* Islamic Boarding School

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Abstract: This study explores the actualization of Tahfidz Al-Qur'an learning management in the Tarbiyatul Qur'an Lawang Islamic Boarding School, focusing on internal and external factors influencing its effectiveness. Utilizing a qualitative case study approach, data collection was conducted through interviews, observations, and documentation. The research findings reveal that the planning, organizing, implementing, and evaluation processes are systematically and structurally applied, emphasizing methods like talaqqi and muraja'ah. These approaches enhance the quality and quantity of memorization while maintaining student motivation and discipline. Notably, teacher responsibilities are carefully divided based on experience and expertise, with students grouped according to their memorization level, ensuring personalized and efficient learning. This research highlights critical supporting factors, such as parental involvement and strong self-motivation among students, while also addressing challenges like psychological pressure and inconsistent external support. Unlike previous studies, which primarily examined general educational management, this study delves deeply into the unique contextual factors shaping Tahfidz learning in Islamic Boarding School. The findings contribute a novel perspective on optimizing Islamic boarding school education, particularly by proposing structured and adaptive strategies that balance traditional memorization techniques with modern pedagogical practices. The implications of this research extend beyond the specific context of Islamic Boarding School Tahfidz Qur'an Tarbiyatul Qur'an, offering valuable insights for Islamic boarding schools worldwide facing similar challenges. Future research is recommended to explore the integration of technological tools in Tahfidz learning and the role of psychological support in sustaining student engagement.

Keywords: Learning Management, Islamic Boarding School, Methods.

INTRODUCTION

The Qur'an plays a fundamental role for Muslims and as a guide (guidance) that provides direction in living life. Through His verses, humans are given complete guidance on Aqidah (faith), worship, mualamah (social relations), and morals (morals). Studying and practicing the Qur'an is an

obligation for every Muslim, because it contains guidelines to achieve happiness in the hereafter. In accordance with His words in the Qur'an, Surah Al Baqarah verse 2 which means: "This Book (Qur'an) has no doubt in it; guidance for those who are devout."

Muslims can practice the Qur'an in various ways, including always reading it, studying its contents, and carrying out its teachings (the rules set forth in the Qur'an) in accordance with the words of the Prophet Muhammad PBUH which means: "Including the best among you are those who study the Qur'an. The Qur'an and practicing it." (HR. Bukhaari). In addition, it would be even better if Muslims were able to memorize the Qur'an as their holy book. This is an effort to maintain the authenticity of the Qur'an (2). Memorizing the Qur'an does not only mean memorizing the texts, but also understanding their meaning and applying them in life. In the context of practicing the Qur'an, memorizing the Qur'an is an important first step, this is because memorizing the Qur'an allows individuals to have direct access to the source of Islamic teachings which are then interpreted and applied in various aspects of life, such as worship, doing good to others, and maintaining physical and mental health. Memorizing the Qur'an is a noble practice that brings many virtues and benefits to the perpetrators, both in this world and the hereafter.

The institution of Qur'anic tahfidz has a central role in producing the Qur'ani generation. This generation is expected to have a strong memorization of the Qur'an, understand its meaning and content, and be able to practice it in daily life. To achieve these goals, effective and efficient learning management is needed. Learning management is a way for educators to manage the student learning process to be effective and efficient to achieve learning goals. The role of teachers in learning management is as a manager who plans learning materials and activities, organizes the resources needed, carries out learning according to the plan, and assesses student learning achievements (Budi & Richana, 2022; Gemnafle & Batlolona, 2021).

Learning management is one of the key factors in achieving learning success. There are several aspects that need to be considered, including: curriculum, as a guideline for the implementation of learning activities to achieve educational goals. The learning method is a way used by teachers to convey learning materials to students. Learning media is a tool to help the implementation of education effectively and efficiently. Learning assessment is the process of collecting and processing information related to student learning outcomes to determine the level of achievement of the learning objectives implemented. If these aspects are managed properly, it will help

students in producing optimal learning (Christ et al., 2022; Gemnafle & Batlolona, 2021; Praetorius et al., 2018).

Al-Qur'an tahfidz education in Islamic boarding schools is one of the educational models that has been rooted in the tradition of Islamic education. Along with the times, the need for an effective learning management system is increasingly important to ensure the success of students in memorizing the Qur'an. The management of tahfidz Al-Qur'an learning in Islamic boarding schools does not only involve learning planning, but also includes the entire management process, starting from planning, organizing, implementing to learning evaluation. In the context of tahfidz education, the effectiveness of learning management greatly affects the achievement of the quantity and quality of student memorization. Previous research has shown that factors such as teacher competence, teaching methods, and physical and social environment support have an important role in the success of Tahfidz learning. However, in many Islamic boarding schools, the implementation of learning management often faces challenges such as limited resources, lack of teacher training, and lack of use of technology to support the memorization process. Therefore, it is important to examine more deeply how Islamic boarding schools implement Tahfidz learning management and what are the factors that affect its effectiveness, especially in Islamic boarding schools that continue to grow such as the Tahfidz Qur'an Tarbiyatul Qur'an Lawang Islamic Boarding School (Karim, 2022; Kartika, 2019; Nurhakim et al., 2021).

In a global context, various countries also face challenges in learning management, particularly in memorization-based education such as Qur'an Tahfidz. For instance, studies in the United Kingdom reveal that hifz classes often struggle to balance traditional methods with more interactive modern pedagogical approaches. Meanwhile, in Middle Eastern countries, despite substantial support for Tahfidz education, limitations in resources, teacher training, and the integration of technology into learning remain significant obstacles (Berglund & Gent, 2018; Gent, 2011). On the other hand, the challenges faced by Malaysian students in the process of memorizing the Qur'an at the secondary education level include various difficulties. One of the main challenges is the mental and emotional pressure experienced by students due to strict memorization targets, which often lead to stress and decreased motivation to learn. In addition, students face difficulties in managing their time between formal school activities, Qur'anic memorization, and other activities. Limited facilities, such as inadequate learning spaces and insufficient learning materials, also pose significant obstacles. Monotonous teaching methods, which rely solely on rote repetition without interactive approaches, often make students feel bored. Another challenge identified is the disparity in individual abilities within

the class, which creates difficulties for teachers in fostering an effective and inclusive learning environment for all students (Abdullah et al., 2019; Abdullah, Rahim, et al., 2021; Abdullah, Sabbri, et al., 2021). In this context, effective learning management becomes crucial to ensure students' success in achieving memorization targets while maintaining the quality of their memorization. Therefore, understanding learning management within a broader framework can provide new insights for addressing similar challenges in various countries.

One of the main problems faced by Islamic boarding schools in the Tahfidz learning process is how to ensure that the learning management system can run effectively and support students in achieving memorization targets. However, various external and internal factors, such as the learning environment, students' self-motivation, and teaching competence, can affect the success of the management. Some Islamic boarding schools are also faced with structural challenges, such as limited facilities, insufficient competent teaching staff, and problems in maintaining consistency in relevant and innovative learning methods. In addition, although many studies have identified the importance of learning management in formal education, there are still limited studies that specifically explore the management of Tahfidz learning in Islamic boarding schools, especially those that highlight the factors that affect its effectiveness. Therefore, this research is important to answer the question of how the management of Tahfidz Al-Qur'an learning is implemented and what factors affect its effectiveness at the Tarbiyatul Qur'an Islamic Boarding School Lawang.

At Tarbiyatul Qur'an Islamic Boarding School Lawang, one of the main challenges lies in balancing the traditional and systematic methods of Tahfidz learning, such as *talaqqi* and *muraja'ah*, with the increasing demands for modern educational approaches. Despite its structured and well-planned management, issues such as limited use of technology, inconsistent student motivation levels, and the varying capabilities of teachers to adapt to individualized teaching remain significant obstacles. Additionally, the boarding school faces challenges in ensuring the sustainability of students' memorization quality, especially for those who have completed the 30 Juz, due to limited follow-up programs and psychological support. These issues highlight the need to further explore how the management of Tahfidz Al-Qur'an learning in the Tarbiyatul Qur'an Lawang Tahfidz Qur'an Islamic Boarding School is actualized in daily activities. In addition, this study will also explore external and internal factors that affect the effectiveness of learning management. By understanding learning management in depth, it is hoped that the results of this research can contribute to improving and developing better and more effective learning management practices in other Tahfidz Islamic boarding schools and are expected to provide new

insights for pesantren managers in overcoming various obstacles faced and improving the quality of Tahfidz education in Islamic boarding schools.

RESEARCH METHODOLOGY

This research uses a qualitative approach with a case study type. The researcher chose this approach in order to be able to explore the cases raised in real life and after the reality in the research field. A qualitative approach is used because this study aims to explore the Tahfidz learning management process in depth, including internal and external factors that influence it, which cannot be measured quantitatively. This approach is carried out by directly observing events in the research field to obtain data that is valid or natural and not fabricated. As stated by the state, this qualitative approach includes a research approach that observes facts in the field directly according to actual conditions or can be called *a natural setting*. Therefore, as explained by, in this research approach, the researcher makes observations by participating directly in the research field to explore the focus of the research that is being raised. Based on the chosen approach, the researcher used a type of case study in this study. This is because the researcher wants to explore and explore the cases raised and focused on in one research location. As explained by the research, this type of case study is a research that is carried out as a whole and in-depth on a case that focuses on one research location. The focus of the location in this study is the Tahfidz Qur'an Tarbiyatul Qur'an Lawang Islamic Boarding School. The selection of Tarbiyatul Qur'an Islamic Boarding School Lawang as the research location is based on the unique characteristics of this Islamic boarding school in implementing a systematic and structured Tahfidz learning management method. This Islamic boarding school is widely known for its success in producing students who are not only able to memorize the Qur'an well, but also master tajwid and tartil by implementing sustainability for students who have completed their memorization, namely qiroah sab'ah. In addition, this Islamic boarding school applies the talaqqi and muraja'ah methods intensively, which have proven effective in improving the quality and quantity of students' memorization. This is also evident from the achievements that are often won by students every time they participate in district and provincial level competitions. Another factor that supports the selection of this location is the diversity of memorization levels among students, ranging from those who have not memorized to those who have completed 30 juz. This diversity allows the study to observe how learning management strategies are applied at various levels of ability. Furthermore, based on the research objectives, primary and secondary data sources were selected to be able to complete the data needed in this study. The primary data source in this study is the informants selected by *the snowball sampling technique*. Meanwhile, secondary data sources are the results of direct

embedding by researchers and the results of data processing of documentation studies. The informants in this data source are pesantren managers, teachers or coaches of tahfidz learning, and students who are participating in tahfidz learning at the pesantren (Sudaryono, 2019; Sugiyono, 2021; Ulfatin, 2015).

The data collection stage in this study was carried out through three steps, the first was carried out by interviewing informants, the second was carried out by observation or direct observation of activities in learning the Qur'an memorization, and the third was a documentation study by collecting data in the form of documents or photos related to the research objectives. Data collection carried out through these three stages was carried out in order to complement each other with the information needed regarding the case being raised. Interviews were conducted in a closed manner, meaning that researchers conducted interviews guided by interview guidelines that had been prepared before going to the research location. Of course, this guide includes research focuses represented in the form of a list of questions that will be asked to informants. In addition, researchers also made observation and documentation guides so that when they went to the research location they already knew what data should be collected for research needs. Technical data analysis was carried out by adapting based on, according to him there are four steps of qualitative data analysis that must be carried out. First, the data collection stage where researchers search for and collect data directly at the research location. Next, the second stage, data condensation is carried out by summarizing all data by providing a code (Miles et al., 2018) for each data obtained. The third stage, data presentation is the stage of presenting data according to the classification that has been carried out in the second stage. This step is taken to make it easier for readers by classifying the narratives obtained. The last or fourth stage is data verification or drawing conclusions. Data that has been classified will be crystallized and conclusions made. This conclusion is the answer to the research objectives that have been prepared. In addition, to ensure the accuracy of the data that has been obtained, a data validity checking stage is also carried out. Checking the validity of this data is very crucial in qualitative research. This is because the check has a position as an assessor of the truth of the data that has been obtained. The validity of the data is checked with a credibility test through data triangulation and member check (Sugiyono, 2021; Ulfatin, 2015).

RESULTS AND DISCUSSION

The results of the findings of the actualization of the management of tahfidz Al-Qur'an learning at the Tarbiyatul Qur'an Islamic boarding school are carried out through four systematic stages, namely planning, organizing, implementing, and evaluating learning. The tahfidz learning plan at Tarbiyatul

Qur'an Islamic Boarding School Lawang shows several things that have been done. The first is to formulate the purpose of learning tahfidz Al-Qur'an. The determination of Tahfidz learning objectives in Tarbiyatul Quran Islamic Boarding Lawang was formulated with the main focus to produce hafidz who are not only able to memorize the Qur'an properly and correctly, but also master tajweed and tartil in reading the Qur'an.

In addition to this learning planning, tahfidz in Tarbiyatul Quran Islamic Boarding School Lawang involves the talaqqi method as the main method, where students deposit their memorization directly to the ustadz or ustadzah to be corrected and corrected if there are errors. In addition, the muraja'ah method is applied intensively both independently and in small groups to maintain and strengthen existing memorization. The combination of these two methods is considered very effective in improving the quality of students' memorization, ensuring the accuracy of reading, and increasing fluency in memorization.

The last step taken in planning tahfidz learning at Tarbiyatul Quran Islamic Boarding School Lawang is the preparation of a schedule with a very structured pattern but still providing flexibility space for students. The daily schedule is usually divided into several sessions, with special time to memorize new verses, deposit memorization to teachers, and muraja'ah independently or with classmates. This scheduling system is designed to help students maintain consistency in memorization while still providing space for rest and other activities. As the results of the documentation study related to the schedule of daily activities at the Tarbiyatul Qur'an Islamic boarding school:

Table 1. Schedule of Islamic Boarding School Activities

Hour	Activities
04.30 - Finish	Tartil sab'ah method Dawn pilgrims
05.30 – 07.30	Morning deposit (talaqqi)
08.00 – 09.00	Morning mandatory hours
09.00 – 10.15	Madin
11.00 – 12.00	Rest
12.00 – 12.30	Pilgrims
12.30 – 14.00	Mandatory daylight hours
15.00 – 15.30	Ashar pilgrims
16.00 – 17.00	Afternoon deposit (talaqqi)
17.30 – 18.30	Maghrib pilgrims
19.00	Pilgrims
19.30 – 20.30	Madin

21.00 – 22.00	Mandatory evening hours Learn
22.30	Overnight rest

Source: research result document

In planning Tahfidz learning, the aspect of setting learning goals is a very important first step. emphasizing that the goals must be formulated specifically and can be measured, so that students and teachers have a clear direction in the process of learning to memorize the Qur'an. The goal setting in Tarbiyatul Quran Islamic Boarding School Lawang which focuses on memorizing the Qur'an with an understanding of tajweed and Islamic values is in accordance with where the learning objectives not only touch the cognitive aspect (memorization), but also the affective aspect (understanding and application of values). In addition, it supports the setting of these goals by emphasizing that clear goals will help design systematic instructional measures to achieve effective learning outcomes. In addition, the determination of the method that will be used in learning, namely talaqqi and murojaah. Such as the opinion of those who state that individuals learn by observing and imitating others, which is in accordance with the talaqqi process where students listen to the teacher's memorization and imitate it. In addition, it also emphasizes the importance of social interaction in learning, which supports the application of the muraja'ah method in small groups in Tarbiyatul Qur'an Islamic Boarding School Lawang. Through interaction with classmates, students can reinforce each other's memorization, where learning is more effective if done in collaboration with other more experienced individuals (Dzulkifli & Solihu, 2018a; Mahmudi et al., 2024). Furthermore, the preparation of the learning schedule in Tarbiyatul Quran Islamic Boarding School Lawang is structured but flexible, in accordance with what is explained by and that periodic repetition of information is very important to move information from short-term memory to long-term memory, which is in line with the schedule strategy in Tarbiyatul Qur'an Islamic Boarding School Lawang which divides time between new memorization and muraja'ah. In addition, it also supports the importance of structure and repetition in learning, where the preparation of a planned schedule helps students process memorization better (Basid & Kusumawati, 2022).

The planning stage in Tahfidz learning at Tarbiyatul Qur'an Islamic Boarding School demonstrates a comprehensive approach integrating traditional methods and modern pedagogical principles. The formulation of learning objectives focuses not only on memorizing the Qur'an but also mastering tajweed and tartil. This aligns with Bloom's Taxonomy, where cognitive, affective, and psychomotor domains are integrated into learning objectives (Mahmudi et al., 2022). The structured planning process also reflects the

importance of clear and measurable objectives to guide both teachers and students effectively. The talaqqi and muraja'ah methods employed are rooted in Albert Bandura's Social Cognitive Theory, emphasizing observational learning and social reinforcement (Schunk & Benedetto, 2020). Talaqqi facilitates direct teacher-student interaction, enhancing accuracy and fluency, while muraja'ah fosters collaboration among students, reinforcing memorization through peer learning. Recent studies corroborate the effectiveness of these methods in improving students' retention and understanding (Handayani et al., 2021; Henrik et al., 2023). Additionally, the well-organized scheduling system adheres to the principle of periodic repetition, a critical factor in transferring information from short-term to long-term memory (Dzulkipli & Solihu, 2018b). The integration of structured yet flexible schedules ensures a balance between intensive learning and student well-being, promoting sustainable academic performance (Thontawi et al., 2022).

Followed by the learning organization process, it is carried out through the division of duties of tahfidz teachers at Tarbiyatul Quran Islamic Boarding Lawang is carried out carefully to ensure the effectiveness of the learning process. Each teacher is given specific responsibilities, both in guiding students when depositing memorization (talaqqi) and in supervising the muraja'ah process independently and in groups. Tahfidz teachers are divided according to the level of memorization of students, where more experienced teachers handle students with more memorization, while teachers who are new or more junior usually teach students at the initial memorization level. This division of tasks allows for more focused and intensive supervision, so that the needs of each student can be met according to the level of ability of each student.

The grouping of students based on the level of memorization in Tarbiyatul Quran Islamic Boarding Lawang is also one of the important aspects in organizing learning. Students are grouped into several levels or classes based on the amount of memorization obtained. The class groupings will be listed in the table below:

Table 1.2 Classification of Santri Classes

Class	Level
1	Binadhoh (not memorized)
2	Two or three juz memorization
3	5 juz memorization
4	10 juz memorization
5	15 Juz Memorization
6	20 juz memorization
Syawir	Above 20 juz and those that have completed 30 juz

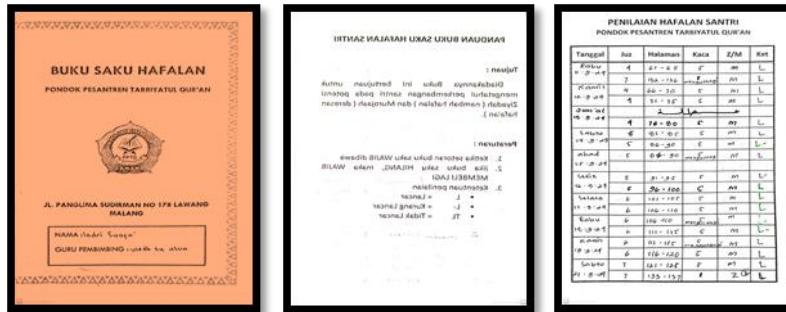
Source: Research Result Document

This grouping allows the learning process to run more directionally, because learning methods and approaches can be adjusted to the level of ability of each group. Organizing Tahfidz learning in Tarbiyatul Quran Islamic Boarding School Lawang, the division of teachers' duties is one of the key aspects supported by the opinion of those who emphasize the importance of a clear division of roles and responsibilities to create an effective learning environment. The division of teachers' duties according to their experience and expertise in guiding students with different levels of memorization allows the learning process to run more structured and efficient (Hammond, 2021). In addition, this grouping also facilitates a more effective muraja'ah process, as students can help each other in repeating memorization according to the same level, creating a more collaborative learning environment (Nguyen et al., 2018). In the context of Tahfidz, this grouping allows the use of appropriate and different approaches for each memorization group, so that each student can receive instructions that correspond to their individual abilities (Mustaqim et al., 2020). This is also in line with, which emphasizes that social interaction between students with balanced abilities can strengthen the learning process (Siregar et al., 2022).

Organizing the learning process involves the strategic allocation of responsibilities among teachers and the grouping of students based on their memorization levels. This aligns with the principle of differentiated instruction, where teaching strategies are tailored to students' unique needs (Nguyen et al., 2018). By assigning experienced teachers to advanced students and newer teachers to beginners, the boarding school ensures that each learner receives appropriate guidance, optimizing the learning process. The grouping of students facilitates targeted instruction and collaborative learning. According to Vygotsky's theory of the Zone of Proximal Development (ZPD), peer interaction within similar proficiency levels enhances learning outcomes by leveraging social and cognitive scaffolding (Siregar et al., 2022). Moreover, structured grouping minimizes the disparity in classroom dynamics, fostering an inclusive environment that benefits all learners.

Furthermore, the implementation of learning is carried out in accordance with the time allocation or schedule that has been determined by the pesantren. memorization deposit (talaqqi) in Tarbiyatul Quran Islamic Boarding Lawang runs very regularly and systematically. Each student deposits a new memorization to the tahfidz teacher individually, where the teacher will listen to the memorization, provide corrections if there are errors, and provide guidance in reciting verses with correct tajwid. This memorization deposit is usually done every day with a specified time allocation according to the schedule of each student. This talaqqi process also emphasizes the importance of accuracy and

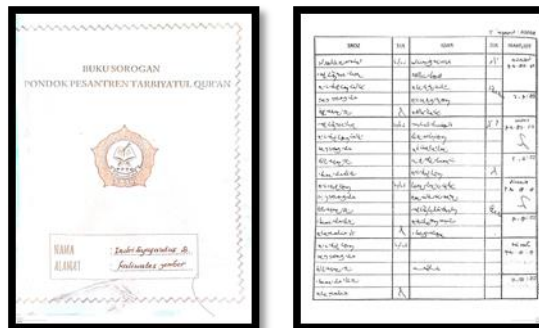
smoothness of memorization, so that each verse deposited must have been completely mastered before the student is allowed to proceed to the next memorization. In addition, the pesantren also provides a pocket book that is used to supervise students' daily memorization deposits.



Source: research result document

Picture 1. Pocket Book for Student Memorization

Murojaah or memorization in Tarbiyatul Quran Islamic Boarding Lawang is an important part of the learning process that aims to maintain memorization that has been mastered. Students are required to regularly repeat old memorization, either independently or in small groups with classmates. Muraja'ah is carried out outside of talaqqi time and is facilitated by a structured method, such as weekly or monthly muraja'ah which is focused on a certain number of juz. This activity is supervised by tahfidz teachers to ensure that students are not only memorizing new verses, but also able to maintain their old memorization well.



Source: research result document

Picture 2. Murajaah Santri Book

The implementation of Tahfidz learning in Tarbiyatul Quran Islamic Boarding School Lawang, the process of depositing memorization (talaqqi)

which emphasizes the importance of reinforcement in the learning process. Talaqqi, where students deposit memorization to the teacher and receive corrections, is a form of positive and negative reinforcement. Positive reinforcement occurs when students manage to deposit memorization well and receive praise, while negative reinforcement occurs when students correct their memorization errors based on teacher corrections. This process creates a learning cycle where students are motivated to continuously improve their memorization skills (Henrik et al., 2023). The process of muraja'ah or memorization repetition is supported by emphasizing the importance of repetition to move information from short-term memory to long-term memory. Muraja'ah is a direct application of this theory, where students periodically repeat old memorization to strengthen retention and ensure that memorization remains attached. In addition, it also states muraja'ah as a method that prolongs memory through repetition in certain time intervals. By repeating memorization regularly, students can extend the ability to remember the verses that have been memorized and reduce the risk of forgetting (Altine, 2019; Chew et al., 2023).

The implementation phase is characterized by rigorous memorization (talaqqi) and reinforcement (muraja'ah) processes. The talaqqi method, involving direct teacher-student interaction, aligns with the principles of immediate feedback and correction, critical for skill mastery (Shukri et al., 2020; Sari et al., 2023). This interactive method not only enhances memorization accuracy but also strengthens students' confidence and motivation through positive reinforcement. Muraja'ah, on the other hand, emphasizes the importance of repetition for memory retention, as highlighted in cognitive learning theories. Structured muraja'ah sessions, both individual and group-based, ensure continuous reinforcement of previously learned material, reducing the forgetting curve and sustaining long-term retention (Aziz et al., 2019; Hashim, 2015; Kherul Mu'min & Imam Tabroni, 2023).

The last step in systematizing tahfidz learning management in Islamic boarding schools is in the form of learning evaluations that are carried out regularly. Evaluation or called a memorization exam at Tarbiyatul Quran Islamic Boarding Lawang is carried out periodically, where students are tested on verses that have been memorized. This exam is conducted in the presence of a tahfidz teacher and aims to assess how well students can maintain memorization. In addition, this exam also serves as a motivation for students to study harder and be responsible for the memorization they have learned. A transparent and well-scheduled exam process helps create a competitive yet supportive atmosphere, where students feel encouraged to continue to improve their memorization skills.

Evaluation in Tahfidz learning is conducted through periodic memorization exams, serving both as an assessment and motivational tool. This dual function reflects the principles of formative assessment, which not only measures learning outcomes but also provides feedback to guide future learning (Ayyusufi et al., 2022). Transparent evaluation practices create a competitive yet supportive environment, encouraging students to strive for excellence. The integration of psychological support mechanisms during evaluations addresses common stressors faced by students, aligning with Bronfenbrenner's Ecological Systems Theory, which highlights the role of supportive environments in student development (Tudge & Rosa, 2020). Such practices ensure that assessments are not only rigorous but also equitable and student-centered.

Based on interviews with several informants, the supporting factors in learning Tahfidz Al-Qur'an at Tarbiyatul Quran Islamic Boarding Lawang are also created through the self-motivation of students and the support provided by parents. Self-motivation is a crucial element that affects the enthusiasm of students in memorizing the Qur'an. Students who have high motivation tend to be more committed and disciplined in undergoing the memorization process.

On the other hand, the inhibiting factors in learning Tahfidz Al-Qur'an in Tarbiyatul Quran Islamic Boarding Lawang often come from the pressure faced by students, both from themselves and from the outside. Some students experience excessive anxiety when facing a memorization test, which can interfere with their concentration and ability to remember. In addition, several external factors, such as a lack of support from family or personal problems experienced by students, can interfere with their focus on learning. Sometimes, the difference in ability between students is also an obstacle, where students who adapt faster feel frustrated when they see other friends having difficulties.

The memorization exam is also an opportunity for students to get recognition for their efforts and achievements in memorizing the Qur'an. Relevant to the opinion of, that memorization exam that are carried out periodically provide an opportunity for students to show their progress in memorization. In addition, the importance of taking exams as part of the learning process. The memorization test is not just an evaluation, but also serves as a motivational tool that encourages students to try harder. The results of this exam provide data that can be used by teachers to evaluate the effectiveness of the teaching methods applied and make adjustments if necessary (Ayyusufi et al., 2022).

Each student manages their time well, prepares an effective study plan, and strives to achieve the predetermined memorization target (Latipah, 2022). In addition, support from parents also plays an important role in creating a

supportive atmosphere for students. Parents who are actively involved in the child's learning process, such as providing encouragement, reminding learning time, and appreciating each achievement, can increase students' confidence (Latipah, 2022). The combination of strong self-motivation and consistent parental support creates a solid foundation for students to succeed in memorizing the Qur'an. In addition, the motivation of teachers who always give praise and encouragement also plays an important role in increasing the enthusiasm of students (Gent, 2011). These factors, if not handled properly, can hinder the progress of memorization and reduce the motivation of students in undergoing the learning process (Hanrahan, 1998).

CONCLUSION

The conclusion of this study shows that the management of Tahfidz Al-Qur'an learning at PPTQ Tarbiyatul Qur'an has been systematically actualized through structured planning, organizing, implementing, and evaluating stages. The novelty of this study lies in the identification of the integration between the traditional methods of talaqqi and muraja'ah with a learning strategy based on memorization level grouping and the division of teacher responsibilities based on experience and expertise. These findings reveal that learning management that focuses on the individual needs of students can increase the effectiveness of memorization, while support from parents and self-motivation of students are the main supporting factors. This study also reveals unique challenges faced, such as student psychological pressure, and provides recommendations for developing more adaptive and holistic management strategies. The main contribution of this study is to provide new insights for other Islamic boarding schools in optimizing Tahfidz learning management to produce graduates who are not only able to memorize the Qur'an well, but also understand tajwid and tartil in depth. ■

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