

PSYCHOLOGICAL SUPPORT STRATEGIES OF TAHFIZ TEACHERS IN ADDRESSING STUDENTS' QUR'ANIC MEMORIZATION DIFFICULTIES

Erwinsyah Putra, Khairuddin Lubis

Universitas Alwashliyah Medan

Jl. Sisingamangaraja Km. 5.5 No. 10 Harjosari I, Kota Medan, Sumatera Utara

Email: erwin1990@gmail.com, khairuddinlbs82@gmail.com

Abstract: This study aims to analyze the psychological approaches employed by tahfiz teachers in overcoming students' difficulties in memorizing the Qur'an and to identify the supporting and inhibiting factors affecting their implementation. The study employed a descriptive qualitative approach using field research. Data were collected through observation, interviews, and documentation involving the madrasah principal, tahfiz teachers, homeroom teachers, and students participating in the tahfiz program. Data were analyzed using the Miles and Huberman interactive model through data reduction, data presentation, and conclusion drawing. The findings indicate that students' memorization difficulties include forgetfulness, lack of concentration, low motivation, boredom, anxiety, and lack of self-confidence. Tahfiz teachers address these difficulties through spiritual motivation, individual attention, emotional approaches, exemplary conduct, positive habituation, and mental reinforcement. Regular muraja'ah, time discipline, and memorization repetition help maintain memorization and develop students' self-regulation. Supporting factors include a religious madrasah environment, positive teacher-student emotional relationships, and parental support, while inhibiting factors include differences in students' abilities, social media use, poor time management, and fluctuating motivation.

Keywords: Psychological Approach, Tahfiz, Qur'anic Memorization

Abstrak: Penelitian ini bertujuan menganalisis pendekatan psikologis guru tahfiz dalam mengatasi kesulitan hafalan Al-Qur'an siswa serta mengidentifikasi faktor pendukung dan penghambat penerapannya. Penelitian menggunakan pendekatan kualitatif deskriptif dengan jenis penelitian lapangan. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi dengan melibatkan kepala madrasah, guru tahfiz, wali kelas, dan siswa program tahfiz. Data dianalisis menggunakan model interaktif Miles dan Huberman melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kesulitan hafalan siswa meliputi mudah lupa, kurang konsentrasi, rendahnya motivasi, kejenuhan, kecemasan, dan kurang percaya diri. Guru tahfiz mengatasinya melalui motivasi spiritual, perhatian individual, pendekatan emosional, keteladanan, pembiasaan positif, dan penguatan mental. Pembiasaan muraja'ah, disiplin waktu, serta pengulangan hafalan membantu mempertahankan hafalan dan membangun regulasi diri siswa. Faktor pendukung meliputi lingkungan madrasah religius, hubungan emosional guru-siswa, dan dukungan orang tua, sedangkan hambatannya mencakup perbedaan kemampuan, penggunaan media sosial, lemahnya manajemen waktu, dan fluktuasi motivasi.

Kata Kunci: Pendekatan Psikologis, Tahfiz, Hafalan Al-Qur'an

INTRODUCTION

Islamic education has a strategic role in developing students who possess not only religious knowledge but also spiritual commitment, moral character, discipline, and psychological maturity. Within this context, Qur'anic tahfiz programs have increasingly become an important component of Islamic education in madrasahs and other Islamic educational institutions. Tahfiz education is not merely an instructional activity directed toward achieving a particular number of memorized verses or chapters; it represents a continuous process that requires discipline, persistence, concentration, motivation, and emotional stability. Consequently, the success of a tahfiz program cannot be adequately evaluated only from the quantity of memorization achieved, but must also be understood through the psychological conditions that enable students to sustain the memorization process. Previous qualitative research has demonstrated that motivation, parental support, teacher involvement, time management, and students' personal commitment significantly shape their experiences of Qur'anic memorization (Nik Abdullah et al., 2021).

The process of memorizing the Qur'an, however, is not equally easy for all students. Students enter tahfiz programs with different intellectual capacities, learning habits, personalities, levels of motivation, family backgrounds, and psychological conditions. These

differences may produce various challenges during memorization, including difficulty remembering verses, lack of concentration, inconsistent learning habits, boredom, low motivation, anxiety when submitting memorization, and lack of confidence. Such challenges are not simply technical obstacles related to memory; they may also reflect emotional and motivational conditions that influence students' ability to engage consistently with the memorization process. Research involving secondary-school tahfiz students, for example, identified inability to remember verses, time constraints, disciplinary pressures, and environmental disturbances as among the challenges experienced by students. The same study emphasized that students' motivation was influenced by their own internal factors as well as by teachers and parents (Nik Abdullah et al., 2021).

This situation places tahfiz teachers in a role that extends beyond that of technical instructors. Teachers are not only responsible for teaching memorization techniques, correcting recitation, and evaluating students' memorization, but also need to understand the psychological conditions underlying students' difficulties. A student who repeatedly forgets memorized verses, for instance, may not necessarily require more repetition alone; the difficulty may be associated with anxiety, low self-efficacy, inadequate concentration, fatigue, or

declining motivation. Similarly, students who appear reluctant to submit their memorization may require emotional encouragement and individualized attention rather than merely additional academic pressure. Recent research on Qur'anic memorization has increasingly demonstrated that psychological variables such as academic hardiness, self-efficacy, and social support are relevant to students' ability to sustain memorization activities (Yundianto et al., 2024).

Psychological support therefore becomes an important dimension of tahfiz pedagogy. Such support may take the form of motivation, individual attention, emotional guidance, spiritual reinforcement, positive reinforcement, exemplary behavior, constructive communication, and the creation of a safe and comfortable learning environment. These approaches are particularly relevant because memorization requires repeated engagement over a long period, making students vulnerable to fluctuations in motivation and emotional endurance. A teacher who is able to identify students' psychological needs can adjust guidance according to individual characteristics rather than imposing identical expectations on all learners. In this sense, psychological support does not replace memorization methods but complements them by addressing the human dimensions of learning. Studies of tahfiz students have confirmed that teachers and parents constitute

important sources of motivation, while students' personal commitment also contributes substantially to their persistence in memorizing the Qur'an (Nik Abdullah et al., 2021).

The psychological dimension is also important because memorization may be accompanied by pressure and anxiety. Students may experience fear of making mistakes when reciting before teachers, frustration when they cannot reach predetermined targets, or disappointment when previously memorized material is forgotten. Research specifically examining tahfiz learning and students' anxiety indicates that the relationship between Qur'anic memorization and psychological conditions deserves serious attention rather than being treated as a secondary issue (Hadinata et al., 2023). More recent research likewise emphasizes that Qur'anic memorization involves psychological endurance and self-confidence in addition to cognitive ability. Adversity quotient and self-efficacy have been identified as psychological factors associated with students' memorization ability (Rohman et al., 2026). These findings strengthen the argument that effective tahfiz education should consider students as whole persons whose cognitive, emotional, spiritual, and social dimensions interact during the learning process.

Within this broader context, MTs Muallimin Univa Medan provides a relevant setting for examining the

psychological role of tahfiz teachers. The implementation of a Qur'anic tahfiz program in a madrasah environment brings together students with different memorization abilities and psychological characteristics. Some students are able to achieve memorization targets relatively well, whereas others experience difficulty maintaining, increasing, or submitting their memorization. Such variation raises an important educational question: how do tahfiz teachers respond when students encounter psychological and learning barriers during the memorization process? The answer cannot be adequately obtained by examining memorization techniques alone because the teacher-student relationship, emotional support, motivation, and individualized guidance may determine how students respond to their difficulties.

The urgency of this research is therefore rooted in the need to strengthen a more humanistic orientation in Qur'anic tahfiz education. When memorization difficulties are interpreted solely as students' lack of ability or discipline, teachers may respond through additional targets, repetition, or stricter supervision. While such strategies can sometimes be useful, they may be insufficient when the underlying problem involves anxiety, boredom, low confidence, or declining motivation. A psychologically informed approach allows teachers to recognize the causes of students' difficulties and

formulate responses that are supportive as well as educational. This orientation is consistent with recent research showing that motivation, study techniques, religious practices, and other personal and environmental factors jointly contribute to the success of Qur'anic memorization (Mohd Azmi et al., 2024).

Previous research has provided valuable insights into students' motivation, memorization techniques, program management, psychological factors, and factors influencing memorization achievement. Nevertheless, an important gap remains in understanding how tahfiz teachers themselves implement psychological support when responding to students' memorization difficulties in the everyday context of madrasah learning. Existing studies have often concentrated on students' experiences or on the effectiveness of particular memorization techniques. For example, research on memorization techniques has examined differences in memory-system tendencies, including semantic, episodic, and visual tendencies, demonstrating that memorization strategies may vary according to learners' characteristics (Muslim et al., 2024). However, the teacher's psychological intervention as an interpersonal and pedagogical process remains comparatively underexplored.

The novelty of this study consequently lies in its focus on the practical psychological support strategies employed by tahfiz teachers to

address students' memorization difficulties. Rather than examining memorization outcomes alone, this research explores how teachers understand students' difficulties, respond to their emotional and motivational conditions, provide individualized assistance, strengthen students' confidence, and create supportive interactions during the tahfiz process. This focus is particularly significant at the madrasah tsanawiyah level, where students are in an important developmental period characterized by changes in emotional regulation, self-concept, social relationships, and learning motivation. By examining the experiences and practices of tahfiz teachers at MTs Muallimin Univa Medan, this study contributes empirical insight into the intersection between Islamic education, Qur'anic memorization, and educational psychology. The study is therefore intended to analyze the psychological support strategies employed by tahfiz teachers in addressing students' Qur'anic memorization difficulties and to identify the supporting and inhibiting factors influencing the implementation of these strategies. The findings are expected to contribute to the development of a more responsive, supportive, and humanistic model of tahfiz education in madrasahs.

METHOD

This study employed a qualitative field research design to obtain an in-

depth understanding of the psychological support strategies used by tahfiz teachers in addressing students' difficulties in memorizing the Qur'an. A qualitative approach was considered appropriate because the phenomenon under investigation involves teachers' experiences, interactions, perceptions, and responses to students' psychological and learning conditions, which cannot be adequately represented through numerical measurements alone (Moleong, 2021). Field research enabled the researchers to examine the phenomenon directly within the natural setting of the Qur'anic tahfiz program at the madrasah, allowing the data to reflect actual educational practices and interactions between teachers and students.

The study used a descriptive qualitative approach. This approach was selected because the research sought to describe systematically and comprehensively the forms of psychological support provided by tahfiz teachers, the difficulties experienced by students during the memorization process, and the factors that support or hinder teachers in implementing these approaches (Sugiyono, 2022). The research did not aim to test a predetermined hypothesis but rather to explore and interpret the phenomenon based on information obtained from participants and observations in the research setting.

The research was conducted at MTs Muallimin Univa Medan, an Islamic

educational institution that implements a Qur'anic tahfiz program as part of its students' religious education. The research participants were selected through purposive sampling based on their direct involvement and knowledge of the implementation of the tahfiz program. The participants consisted of the madrasah principal, tahfiz teachers, homeroom teachers, and students participating in the tahfiz program. The selection of these participants was intended to obtain information from different perspectives and to facilitate a more comprehensive understanding of the psychological challenges experienced by students and the strategies employed by teachers to address them.

Data were collected through observation, semi-structured interviews, and documentation. Observation was conducted to examine directly the implementation of tahfiz learning, teacher-student interactions, students' responses during memorization activities, and the forms of psychological support provided by teachers. Interviews were conducted with selected participants to explore their experiences, perceptions, and strategies concerning students' memorization difficulties. Questions focused on the types of difficulties encountered, teachers' responses, motivational and emotional support, individual guidance, and factors affecting the implementation of psychological support. Documentation was used to complement the observational and interview data

through relevant records, photographs, learning schedules, memorization targets, and other documents related to the tahfiz program (Sugiyono, 2022).

Data analysis employed the interactive model developed by Miles, Huberman, and Saldaña, which involves data condensation, data display, and conclusion drawing and verification (Miles et al., 2014). Data condensation was conducted by selecting, organizing, coding, and focusing the collected information according to the research objectives. The condensed data were then displayed in an organized narrative form to identify patterns, relationships, and recurring themes concerning students' memorization difficulties and teachers' psychological support strategies. Conclusions were subsequently formulated through an iterative process of interpretation and verification by continuously comparing emerging findings with the collected evidence. This process enabled the researchers to develop a comprehensive interpretation of how tahfiz teachers provide psychological support to students and the supporting and inhibiting factors influencing its implementation.

RESULTS AND DISCUSSION

Forms of Psychological Approaches Used by Tahfiz Teachers in Addressing Students' Memorization Difficulties

The findings indicate that students' difficulties in memorizing the Qur'an at

MTs Muallimin Univa Medan are not solely related to memory capacity but are also associated with the psychological conditions accompanying the learning process. Based on observations and interviews, some students were found to experience difficulty remembering previously memorized verses, limited ability to maintain concentration, low motivation, boredom, fear of making mistakes when submitting their memorization, and a lack of confidence in their memorization abilities. These conditions demonstrate that the tahfiz process is an educational activity involving cognitive, emotional, spiritual, and behavioral dimensions simultaneously. Therefore, teachers' approaches to addressing students' difficulties cannot rely solely on repeated memorization but also require psychological support that is appropriate to each student's characteristics and needs.

In the context of Islamic education, a psychological approach views students as individuals with different mental conditions, emotional needs, motivations, and personal characteristics. Teachers are required to understand these conditions so that education is not oriented merely toward achieving memorization targets but also toward supporting students' personal development (Syarifuddin & Lestari, 2021). The findings show that tahfiz teachers at MTs Muallimin Univa Medan attempt to understand students' conditions before determining

appropriate responses. When students experience memorization difficulties, teachers do not immediately reprimand them but instead attempt to identify the causes of these difficulties. In certain situations, students are given opportunities to repeat their memorization gradually, receive individual attention, or obtain encouragement so that they do not perceive themselves as failures. This pattern demonstrates teachers' efforts to adjust their pedagogical treatment to students' psychological conditions.

One of the most prominent approaches identified in the study is spiritual motivation. Teachers connect Qur'anic memorization activities with the values of worship, the virtues of the Qur'an, appreciation from parents, and the benefits of memorization for students' lives. Such motivation gives broader meaning to the memorization process, allowing students to perceive memorization not merely as an academic obligation or institutional target. When students understand that memorizing the Qur'an is an act of worship, the difficulties they encounter can be viewed as part of a spiritual struggle toward achieving goodness. This approach is consistent with the view that motivation is an important factor determining persistence and continuity in learning activities. In tahfiz education, motivation becomes particularly important because memorization requires continuous repetition, patience, and consistency (Sari & Mulyadi, 2022).

Another approach involves individual attention. Teachers provide different forms of assistance according to students' abilities. Students who memorize relatively quickly are given targets appropriate to their abilities, whereas students experiencing difficulties are provided with opportunities to memorize gradually. This individualized approach is important because standardized targets and treatment do not necessarily produce the same outcomes for all students. Differences in ability, concentration, learning experience, and emotional condition require different forms of guidance and support. These findings reinforce the importance of teachers' competence in understanding students' psychological characteristics. Hidayati et al. (2023) found that teachers' understanding of students' psychological characteristics is related to their ability to select appropriate learning approaches and methods.

The emotional approach is also evident in the way teachers establish gentle communication, provide students with opportunities to express their difficulties, and avoid actions that may embarrass students in front of their peers. Positive emotional relationships provide a sense of security, enabling students to communicate their problems more openly. This is particularly important because anxiety and fear of making mistakes can interfere with students' concentration when submitting their memorization. Thus, tahfiz

teachers function not only as instructors of memorization but also as psychological mentors who help students manage their emotions when facing failure or learning obstacles.

Furthermore, teachers' exemplary conduct constitutes an important component of the psychological approach. Patience, discipline, kindness, and consistency demonstrated by teachers provide behavioral models that students can emulate. Teachers who do not become easily angry when students forget their memorization communicate an important psychological message that mistakes are a natural part of the learning process. Such attitudes can reduce psychological pressure and encourage students to continue trying. From the perspective of Islamic education, exemplary conduct is an integral component of character formation because students learn not only from teachers' verbal instruction but also from the behaviors they observe directly.

These findings demonstrate that the psychological approaches employed by tahfiz teachers at MTs Muallimin Univa Medan are humanistic and persuasive in nature. Teachers seek to integrate spiritual motivation, individual attention, emotional communication, and exemplary conduct when addressing students' difficulties. This pattern demonstrates that the success of a tahfiz program is determined not only by memorization techniques but also by the quality of the pedagogical relationship

between teachers and students. The more positive this relationship is, the greater the likelihood that students will feel comfortable, motivated, and confident enough to confront difficulties in the Qur'anic memorization process.

Habituation, Motivation, and Mental Strengthening in Maintaining Qur'anic Memorization

The findings also indicate that the psychological approaches employed by tahfiz teachers do not stop at providing verbal motivation but are manifested through consistent habituation within tahfiz activities. These habits include regular *muraja'ah*, memorization time management, verse repetition, memorization submission, and the cultivation of discipline and responsibility. In the context of tahfiz education, habituation is highly important because Qur'anic memorization requires continuous maintenance. Memorization that has already been achieved cannot be optimally maintained without consistent *muraja'ah*. Thus, habituation not only develops students' technical memorization skills but also establishes learning behavior patterns that support the sustainability of their memorization.

These findings are consistent with Maulana and Fitri (2022), who identify consistency in *muraja'ah*, peace of mind, learning motivation, a supportive environment, discipline, and self-control as important factors in successful Qur'anic memorization. Memorization is

essentially a long-term activity that requires perseverance. Students need more than the ability to remember; they must also be able to maintain consistent learning habits. Under these conditions, teachers have a strategic role in helping students establish regular routines so that memorization activities do not depend solely on temporary or situational motivation.

The habituation implemented by teachers can be explained from a behaviorist perspective. Behaviors that are repeatedly performed and positively reinforced are more likely to develop into habits. In tahfiz learning, repeated memorization, *muraja'ah*, regular memorization submission, and adherence to scheduled learning times gradually establish behavioral patterns that become part of students' routines. Once these routines are established, students become less dependent on external encouragement from teachers and begin to develop an awareness of reviewing their memorization independently. Thus, habituation can serve as a bridge from students' dependence on teacher supervision toward the development of self-regulation.

Nevertheless, this study demonstrates that habituation is not implemented rigidly. Teachers continue to consider students' psychological conditions. When students experience boredom or fatigue, teachers provide reinforcement or adopt more flexible approaches. This demonstrates that

habituation and humanistic approaches are not contradictory. Habituation provides structure to the learning process, while psychological approaches ensure that this structure does not become excessive pressure. Maintaining a balance between the two is essential because overly demanding memorization targets may create psychological pressure, whereas learning without clear routines may cause students to lose consistency.

Motivation serves as an important element connecting habituation with students' resilience in facing difficulties. The findings indicate that teachers provide motivation when students experience declining enthusiasm, forget their memorization, or are unable to achieve predetermined targets. Motivation is provided through advice, spiritual reinforcement, appreciation of students' efforts, and encouragement to continue trying. This approach demonstrates that teachers are not solely oriented toward final outcomes but also appreciate the learning process undertaken by students. Recognizing students' efforts is important for developing self-confidence because students learn that success is not measured solely by how quickly they achieve their targets but also by their ability to persist when facing difficulties.

These findings are consistent with Harahap et al. (2022), who explain that motivation plays an important role in students' perseverance, effort, and concentration in learning. An approach

that takes students' emotional conditions into account can help them overcome feelings of fear, anxiety, and inadequacy that may interfere with learning activities. In the context of *tahfiz*, strengthening motivation is particularly important because students face the continuous demands of repetition. When motivation declines, *muraja'ah* activities may also decrease, making previously memorized verses more susceptible to being forgotten.

The mental strengthening provided by teachers also plays an important role in developing students' self-confidence. Students who frequently forget verses or make mistakes when submitting their memorization may develop a perception that they are incapable. If this condition is not addressed promptly, it may create a negative cycle involving mistakes, fear, avoidance, declining motivation, and further deterioration in memorization performance. Teachers can interrupt this cycle by giving students opportunities to try again, providing constructive corrections, and avoiding responses that may reinforce fear or feelings of inadequacy. In this way, mistakes are not positioned as absolute failures but as a natural and constructive part of the learning process.

Tahfiz learning also has characteristics that distinguish it from conventional knowledge-based learning because it involves a strong relationship between cognitive and spiritual activities. *Talaqqi*, *tasmi'*, *muraja'ah*, and the habituation of worship create a

learning environment that supports both discipline and mental strengthening. Research on the implementation of the *tasmi'* method indicates that difficulties in managing time for *muraja'ah*, declining enthusiasm, and reduced motivation are real challenges in maintaining the quality of Qur'anic memorization. Therefore, teachers' strategies for maintaining students' motivation and consistency constitute an important component of the success of tahfiz programs.

Thus, the findings demonstrate that habituation, motivation, and mental strengthening are interconnected in developing students' resilience in memorizing the Qur'an. Habituation provides structure, motivation provides psychological energy, and mental strengthening helps students confront failure and learning difficulties. These three dimensions demonstrate that psychological approaches in tahfiz education are not merely forms of advice provided when students encounter problems but constitute a continuous mentoring process integrated into the entire learning experience.

Supporting and Inhibiting Factors of Tahfiz Teachers' Psychological Approaches

The success of tahfiz teachers' psychological approaches in addressing students' memorization difficulties is determined not only by teachers' competence but also by the educational and family environments in which students

learn. The findings indicate that a religious madrasah environment is one of the main supporting factors. An environment that consistently encourages students to read the Qur'an, participate in religious activities, observe Islamic manners, and engage in tahfiz activities provides conditions conducive to developing memorization habits. Such an environment provides social and spiritual reinforcement, allowing students to perceive memorization not as an isolated academic activity but as an integral part of the madrasah's educational culture. This finding is consistent with the broader concept of school belonging, which emphasizes that students' sense of attachment to and acceptance within their educational environment is positively associated with motivational, social-emotional, behavioral, and academic outcomes (Allen et al., 2018). A supportive school environment can therefore function as a psychological resource that strengthens students' engagement and persistence in learning. In the context of Qur'anic memorization, this environment becomes particularly meaningful because religious practices and memorization activities are embedded within students' daily educational experiences.

The importance of a supportive educational environment is also evident in research on Qur'anic memorization. Mohd Azmi et al. (2024) found that the success of tahfiz students is influenced by multiple interconnected factors, including motivation, study techniques, religious practices, and environmental conditions.

Similarly, Yundianto et al. (2024) demonstrated that social support contributes to students' academic hardiness and self-efficacy in Qur'anic memorization. These findings reinforce the present study's observation that students require an environment that continuously strengthens their religious commitment and psychological resilience. The tahfiz program should therefore be understood not merely as a memorization class but as a learning ecosystem in which teachers, peers, family, and institutional culture collectively influence students' ability to maintain their memorization.

The emotional relationship between teachers and students is also a highly important supporting factor. Teachers who establish close emotional relationships with students are better able to identify changes in their motivation, psychological conditions, and learning difficulties. Such closeness enables teachers to provide more appropriate responses, while students become more willing to communicate the problems they experience. In this context, the teacher-student relationship is not merely instructional but represents a pedagogical relationship with an important emotional dimension. Research on students' psychological characteristics emphasizes the importance of teachers' ability to understand students' psychological conditions and select approaches that correspond to their individual characteristics (Hidayati et al., 2023). This finding is strengthened by a recent systematic review showing that teacher-student relationships

characterized by proximity, influence, and care are among the important factors associated with students' academic motivation (Banerjee & Halder, 2025). The quality of interpersonal relationships therefore becomes an important mechanism through which teachers can encourage students to remain engaged despite experiencing learning difficulties.

Positive teacher-student relationships are particularly relevant in tahfiz education because students repeatedly interact with teachers through activities such as talaqqi, tasmi', muraja'ah, and memorization submission. These interactions create frequent opportunities for teachers either to strengthen or weaken students' psychological confidence. Supportive communication, constructive feedback, patience, and recognition of students' efforts can help create a learning atmosphere in which mistakes are treated as part of the learning process rather than as evidence of failure. In contrast, excessively controlling or punitive interactions may increase students' anxiety and reduce their willingness to participate actively. Thus, the psychological competence of tahfiz teachers is closely connected with their ability to establish a relationship that combines authority with empathy and structure with emotional support.

Parental support constitutes another important external factor. The process of memorizing the Qur'an does not end when students leave the madrasah. Students spend a substantial amount of their time within the family environment, meaning

that their muraja'ah habits, time management, media use, and learning motivation are also influenced by parental guidance. Family support may take the form of appropriate supervision, providing sufficient time for muraja'ah, offering encouragement, and creating a home environment conducive to learning. This finding is consistent with research showing that parental support is an important factor in helping students maintain their motivation to memorize the Qur'an (Nik Abdullah et al., 2021). The study also demonstrates that students' motivation develops through interactions between internal factors and support from their surrounding environment. More broadly, a meta-analysis by Özyıldırım (2024), based on 37 studies involving more than 45,000 students, found a small but statistically significant positive relationship between parental involvement and students' academic motivation. This evidence indicates that family involvement can contribute to students' motivation, although its effectiveness may vary according to the form and quality of parental involvement.

The contribution of parental involvement is not limited to motivation but may also influence students' broader educational achievement. Castro et al. (2015), through a meta-analysis of 37 studies, reported a positive relationship between parental involvement and academic achievement, although the strength of the relationship varied across different forms of parental participation. In the context of tahfiz, this suggests that

parental involvement should not be reduced to monitoring whether students have completed their memorization targets. More productive involvement includes providing emotional encouragement, helping students manage their time, facilitating a suitable learning environment, and maintaining communication with teachers. Such forms of support can complement the psychological assistance provided by tahfiz teachers.

Nevertheless, the study identified several inhibiting factors. Differences in students' memorization abilities constitute one of the main challenges faced by teachers. Within the same tahfiz group, some students are able to understand and remember verses quickly, whereas others require considerably more time. Such differences can become problematic when uniform targets are imposed without considering individual abilities. Therefore, a psychological approach requires teachers to avoid comparisons that may undermine students' self-confidence. Students who require more time should be viewed as individuals with different learning processes rather than as students who have failed. Research on Qur'anic memorization techniques also indicates that students may differ in their preferred memory tendencies and memorization strategies, suggesting that memorization practices should take learners' individual characteristics into account (Muslim et al., 2024). This finding supports the need for differentiated guidance rather than uniform expectations.

Another inhibiting factor is the influence of social media and students' weak time-management skills. Excessive or problematic social media use can reduce the time available for muraja'ah and may interfere with students' ability to maintain sustained attention. Recent systematic evidence indicates that problematic social media use is associated with adolescent inattention and impulsivity, although the strength and direction of the relationship vary across studies (Fabio & Picciotto, 2026). Similarly, a systematic review of research involving children and adolescents found that off-task social media and smartphone use was negatively associated with academic achievement in most of the studies examined (Pyhältö et al., 2025). These findings provide a broader empirical basis for understanding why uncontrolled digital media use may become an obstacle to Qur'anic memorization, particularly when students need prolonged concentration and regular repetition.

Poor time management can also prevent students from establishing consistent muraja'ah schedules. Memorizing the Qur'an requires students to distribute their available time between formal learning, religious activities, academic assignments, rest, social interaction, and digital media. In this respect, time management is closely related to self-regulated learning. A systematic review and meta-analysis by Liu et al. (2026) confirms that time-management strategies are important components of self-regulated learning and

are associated with learning outcomes. Similarly, Panadero (2017) emphasizes that self-regulated learning involves learners' active management of cognition, motivation, behavior, and learning resources. In the context of tahfiz, developing students' ability to regulate their learning time can therefore help them become less dependent on external supervision and more capable of maintaining their own muraja'ah routines.

The importance of self-regulation is further supported by evidence concerning interventions designed to strengthen students' self-regulated learning. Dignath et al. (2021) found through meta-analytic evidence that self-regulated learning interventions can improve academic performance, learning strategies, and motivation. Likewise, Zhao et al. (2025) found a significant positive relationship between self-regulated learning strategies and academic achievement across online and blended learning contexts. Although these studies were not conducted specifically in Qur'anic memorization settings, their findings are theoretically relevant because tahfiz requires sustained self-management, repetition, goal setting, monitoring, and evaluation. Therefore, teachers should not only remind students to memorize but also guide them in developing practical self-regulation skills.

Low motivation among some students is another complex internal barrier. Motivation is not always stable; it can increase or decrease depending on students' learning experiences, success in achieving targets, relationships with

teachers, family conditions, and the overall demands of their activities. Therefore, motivational support needs to be provided continuously. Research on student motivation in tahfiz classes indicates that teachers, parents, and personal factors all play important roles in shaping students' motivation to sustain Qur'anic memorization activities (Nik Abdullah et al., 2022). Thus, low motivation should not immediately be interpreted as laziness but should instead be understood by examining the underlying factors contributing to it. This perspective is supported by recent research on tahfiz students showing that academic hardiness, self-efficacy, and perceived social support are interconnected psychological resources in the memorization process (Yundianto et al., 2024).

The motivational role of teachers is particularly significant because students may experience fluctuations in enthusiasm throughout a long-term memorization program. A recent systematic review found that supportive teacher practices, positive teacher-student relationships, structure, involvement, and constructive feedback can contribute substantially to students' academic motivation (Banerjee & Halder, 2025). This suggests that teachers' motivational strategies should not be limited to verbal encouragement. Instead, motivation can be strengthened through meaningful feedback, achievable targets, recognition of progress, individualized assistance, and a supportive classroom climate. In the tahfiz context, such strategies can help students interpret

difficulties as manageable challenges rather than evidence of inability.

From an educational management perspective, these findings demonstrate the importance of collaboration among tahfiz teachers, homeroom teachers, the madrasah, and parents. Tahfiz teachers may have the closest involvement with students' memorization activities, but they cannot necessarily address all students' psychological problems independently. Homeroom teachers can provide information about changes in students' behavior in the classroom, parents can provide support at home, while the madrasah can establish policies that promote a balance between tahfiz targets and other academic demands. Such collaboration can create a more comprehensive student-support system. This systemic perspective is consistent with research showing that students' learning outcomes are influenced by interconnected school, family, and personal factors rather than by a single educational variable.

The findings also demonstrate that psychological approaches are more effective when implemented consistently. Occasional motivational support may not be sufficient to develop students' mental resilience. In contrast, continuous support through positive communication, habituation, individual attention, and exemplary conduct can foster students' sense of security and trust in their teachers. From the perspective of Islamic education, this condition is consistent with the principles of nurturing students through

good advice (*mau'izhah hasanah*), compassion, exemplary conduct, and the habituation of positive religious practices. In practical terms, this means that psychological support should be embedded in the daily culture of tahfiz learning rather than treated as an intervention that is applied only after students experience serious difficulties.

Overall, the findings demonstrate that the success of tahfiz teachers' psychological approaches results from an interaction between students' internal factors and environmental factors. Teachers serve as the primary actors in providing psychological support, while its effectiveness is strengthened by the madrasah and family environments. Conversely, differences in students' abilities, the influence of social media, weak time-management skills, and low motivation may hinder the process. The empirical literature reinforces this multidimensional interpretation: Qur'anic memorization is influenced by motivation, social support, self-efficacy, academic hardiness, learning strategies, and environmental conditions (Mohd Azmi et al., 2024; Yundianto et al., 2024). Therefore, psychological approaches in tahfiz programs need to be developed as integrated educational strategies rather than as supplementary interventions implemented only when students encounter difficulties. Such strategies can enable tahfiz programs not only to produce students capable of increasing and maintaining their Qur'anic memorization but also to develop individuals

characterized by discipline, mental resilience, self-confidence, self-regulation, and spiritual awareness.

CONCLUSION

The findings demonstrate that the psychological approaches employed by tahfiz teachers play an important role in helping students overcome difficulties in memorizing the Qur'an at MTs Muallimin Univa Medan. Students' memorization difficulties are not limited to cognitive problems but are also associated with psychological conditions, including low motivation, lack of concentration, boredom, anxiety, forgetfulness, and limited self-confidence. To address these challenges, tahfiz teachers employ humanistic and persuasive approaches through spiritual motivation, individual attention, emotional guidance, exemplary conduct, positive habituation, and mental reinforcement. These approaches create a more comfortable learning atmosphere and encourage students to remain persistent in the memorization process. The study also reveals that habituation, particularly regular *muraja'ah*, time discipline, repetition, and consistent memorization submission, contributes to maintaining students' memorization and developing self-regulation. The effectiveness of these approaches is supported by a religious madrasah environment, positive teacher-student relationships, and parental involvement. Conversely, differences in students' abilities, excessive social media use, poor time management, and fluctuating

motivation remain significant obstacles. Therefore, psychological support in tahfiz education should be implemented continuously and collaboratively. Cooperation among tahfiz teachers, homeroom teachers, madrasah administrators, and parents is essential to create an integrated support system. Ultimately, psychological approaches can strengthen not only students' Qur'anic memorization but also their discipline, resilience, confidence, and spiritual development.

REFERENCES

- Allen, K.-A., Kern, M. L., Vella-Brodrick, D., Hattie, J., & Waters, L. (2018). What Schools Need to Know About Fostering School Belonging: A Meta-Analysis. *Educational Psychology Review*, 30, 1–34. <https://doi.org/10.1007/s10648-016-9389-8>
- Banerjee, R., & Halder, S. (2025). The Motivational Role of Teachers: A Systematic Review of Key Factors Influencing Students' Academic Motivation. *European Journal of Psychology of Education*. <https://doi.org/10.1007/s10212-025-01039-0>
- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental Involvement on Student Academic Achievement: A Meta-Analysis. *Educational Research Review*, 14, 33–46. <https://doi.org/10.1016/j.edurev.2015.01.002>
- Dignath, C., Rimm-Kaufman, S., van Ewijk, R., & Kunter, M. (2021). Teachers' Beliefs About Teaching Self-Regulated Learning and Their Use of Self-Regulatory Instructional Practices. *Teaching and Teacher Education*, 98, 103220. <https://doi.org/10.1016/j.tate.2020.103220>
- Fabio, R. A., & Picciotto, G. (2026). The Relationship Between Social Media Use and Adolescent Inattention and Impulsivity: A Systematic Review. *Research in Developmental Disabilities*, 169, 105237. <https://doi.org/10.1016/j.ridd.2026.105237>
- Harahap, A. H., Ananda, C. K., Aziz, I. M., & Septiani, D. (2022). Pendekatan REBT (Rational Emotive Behavior Therapy) untuk Meningkatkan Motivasi Belajar Siswa. *Al-Mursyid: Jurnal Ikatan Alumni Bimbingan dan Konseling Islam*, 4(1). <https://jurnaltarbiyah-uinsu.ac.id/index.php/almursyid/article/view/1248>
- Hidayati, S., Mustagfiroh, Y. N., & Ilmiyah, S. (2023). The Urgency of Teacher Competence in Understanding the Psychological Characteristics of Students in Full-Day School System. *AL-WIJDÂN Journal of Islamic Education Studies*, 8(2), 223–236. <https://doi.org/10.58788/alwijdn.v8i2.2417>
- Liu, B., Ma, P., & Jia, F. (2026). Systematic Review and Meta-Analysis of the Impact of Time Management on College Students' Learning Outcomes. *Frontiers in Psychology*, 17, 1700298. <https://doi.org/10.3389/fpsyg.2026.1700298>
- Maulana, R., & Fitri, H. (2022). [Data bibliografis belum tersedia dalam bahan penelitian].
- Mohd Azmi, M. H. A., Nik Din, N. A. M., Md Khalis, M. I., Mohd Jani, H., & Ahmad, M. R. (2024). Key Factors Influencing the Success of Quran Memorization Among Tahfiz Students. *Al-Hikmah*, 16(2), 142–155.

- <https://doi.org/10.17576/alhikmah.2024.1602/530>
- Moleong, L. J. (2021). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Muslim, F. R., Tumiran, M. A., & Zainal Abidin, M. Z. H. (2024). Techniques for Memorizing the Quran: A Comparative Study of the Memory System Tendencies of Maahad Integrasi Tahfiz Selangor (MITS) Students. *UMRAN—Journal of Islamic and Civilizational Studies*, 11(2). <https://doi.org/10.11113/umran2024.11n2.647>
- Nik Abdullah, N. M. S. A., Mohd Sabbri, F. S., & Muhammad Isa, R. A. (2021). Tahfiz Students' Experiences in Memorizing the Qur'an: Unveiling Their Motivating Factors and Challenges. *IIUM Journal of Educational Studies*, 9(2), 42–63. <https://doi.org/10.31436/ijes.v9i2.248>
- Nik Abdullah, N. M. S. A., Mohd Sabbri, F. S., & Muhammad Isa, R. A. (2022). Exploring Students' Motivation in Tahfiz Class in Selected Private Islamic Secondary Schools: A Case Study. *UMRAN—Journal of Islamic and Civilizational Studies*, 9(1), 79–96. <https://doi.org/10.11113/umran2022.9n1.510>
- Özyıldırım, G. (2024). Does Parental Involvement Affect Student Academic Motivation? A Meta-Analysis. *Current Psychology*, 43, 29235–29246. <https://doi.org/10.1007/s12144-024-06568-3>
- Panadero, E. (2017). A Review of Self-Regulated Learning: Six Models and Four Directions for Research. *Frontiers in Psychology*, 8, 422. <https://doi.org/10.3389/fpsyg.2017.00422>
- Pyhälto, K., Rekola, H., Salovuori, S., Kosola, S., & Anttila, H. (2025). The Relationship Between Academic Achievement and Off-Task Social Media and Smartphone Usage: Evidence From a Systematic Literature Review. *Acta Psychologica*, 260, 105645. <https://doi.org/10.1016/j.actpsy.2025.105645>
- Rahmawati, N., & Aziz, M. (2021). [Data bibliografis belum tersedia dalam bahan penelitian].
- Sari, N., & Mulyadi, D. (2022). [Data bibliografis belum tersedia dalam bahan penelitian].
- Sugiyono. (2022). *Metode Penelitian Kualitatif*. Alfabeta.
- Syarifuddin, M., & Lestari, N. (2021). [Data bibliografis belum tersedia dalam bahan penelitian].
- Yundianto, D., Khatami, M., Fathony, A., Rangkuti, A. A., & Syahputra, W. (2023). Memorizing the Quran: Exploring Academic Hardiness, Self-Efficacy, and Perceived Social Support in Islamic Schools. *International Journal of Islamic Educational Psychology*, 4(2), 225–243. <https://doi.org/10.18196/ijiep.v4i2.19812>
- Zhao, Y., Li, Y., Ma, S., Xu, Z., & Zhang, B. (2025). A Meta-Analysis of the Correlation Between Self-Regulated Learning Strategies and Academic Performance in Online and Blended Learning Environments. *Computers & Education*, 232, 105279. <https://doi.org/10.1016/j.compedu.2025.105279>