

## TEACHER-STUDENT INTERACTION IN QUR'ANIC TAHFIZ LEARNING AT MAS MUALLIMIN UNIVA MEDAN

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### ABSTRAK

Penelitian ini bertujuan untuk mengetahui bentuk interaksi guru dan santri dalam pembelajaran tahfiz Al-Qur'an di MAS Muallimin Univa Medan, serta mengetahui faktor pendukung dan penghambat dalam proses interaksi tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan (*field research*). Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Subjek penelitian meliputi kepala madrasah, guru tahfiz, dan siswa program tahfiz. Teknik analisis data menggunakan model analisis interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa interaksi guru dan santri dalam pembelajaran tahfiz Al-Qur'an berlangsung secara intensif melalui kegiatan talaqqi, muraja'ah, setoran hafalan, bimbingan tajwid, motivasi belajar, dan pembinaan akhlak Islami. Guru tahfiz menerapkan pola komunikasi yang humanis, persuasif, dan penuh perhatian sehingga mampu menciptakan suasana belajar yang nyaman dan kondusif bagi siswa. Interaksi yang baik antara guru dan santri memberikan pengaruh positif terhadap pembelajaran tahfiz, seperti meningkatnya semangat menghafal, disiplin belajar, rasa percaya diri, konsistensi muraja'ah, serta kualitas hafalan Al-Qur'an siswa. Faktor pendukung interaksi meliputi lingkungan madrasah yang religius, sikap guru yang sabar dan komunikatif, serta adanya kegiatan tahfiz yang rutin. Sedangkan faktor penghambat meliputi perbedaan karakter siswa, kurangnya fokus belajar, pengaruh media sosial, dan keterbatasan waktu pembelajaran. Dengan demikian, interaksi guru dan santri memiliki peran penting dalam meningkatkan kualitas pembelajaran tahfiz Al-Qur'an.

Kata Kunci: *Interaksi Guru dan Santri, Pembelajaran Tahfiz, Tahfiz Al-Qur'an, Komunikasi Pendidikan, Siswa Madrasah.*

### ABSTRACT

This study aims to determine the forms of interaction between teachers and students in Qur'anic tahfiz learning at MAS Muallimin Univa Medan, as well as to identify the supporting and inhibiting factors in the interaction process. This study employed a qualitative approach with a field research design. Data collection techniques included observation, interviews, and documentation. The research subjects consisted of the headmaster, tahfiz teachers, and tahfiz students. Data analysis used the interactive model of Miles and Huberman, including data reduction, data presentation, and conclusion drawing. The findings revealed that teacher-student interaction in Qur'anic tahfiz learning occurred intensively through talaqqi activities, muraja'ah, memorization submission, tajwid guidance, learning motivation, and Islamic character development. Tahfiz teachers applied humane, persuasive, and caring communication patterns that created a comfortable and conducive learning atmosphere for students. Positive interaction between teachers and students significantly influenced tahfiz learning, including increased memorization enthusiasm, learning discipline, self-confidence, consistency in muraja'ah, and the quality of students' Qur'anic memorization. Supporting factors included a religious school environment, patient and communicative teachers, and routine tahfiz activities. Meanwhile, inhibiting factors included differences in students' characters, lack of learning focus, the influence of social media, and limited learning time. Therefore, teacher-student interaction plays an important role in improving the quality of Qur'anic tahfiz learning.

Keywords: *Teacher-Student Interaction, Tahfiz Learning, Qur'anic Tahfiz, Educational Communication,*

## INTRODUCTION

Islamic education plays a vital role in shaping a generation that is faithful, knowledgeable, and possesses noble character. One form of Islamic education that has rapidly developed in recent years is the Qur'anic tahfiz program. The tahfiz program is not only aimed at producing students who are capable of memorizing the Qur'an, but also at developing religious character, discipline, responsibility, and Islamic morality among students. (Rahman, A., & Siregar, M. 2022).

In the process of learning Qur'anic tahfiz, students' success in memorization is influenced not only by learning methods, but also by the quality of interaction between teachers and students. Positive interaction between teachers and students creates a comfortable, conducive, and motivating learning environment that can enhance students' enthusiasm for memorizing the Qur'an. (Nasution, R., & Harahap, D. 2023).

Tahfiz teachers play a highly significant role in Qur'anic memorization learning. They function not only as instructors of memorization, but also as mentors, motivators, supervisors, and role models for students. In the tahfiz learning process, teacher-student interaction occurs intensively through activities such as talaqqi (direct recitation), muraja'ah (revision), memorization submission, recitation evaluation, and the cultivation of Islamic manners and discipline. (Lubis, H., & Fauzi, A. 2022).

Harmonious interaction between teachers and students can help learners overcome memorization difficulties, increase learning motivation, and build positive emotional closeness. Conversely, poor interaction may lead to low learning motivation, lack of self-confidence, and a decline in the quality of students' memorization. (Siregar, M., & Nasution, R. 2023).

On the other hand, technological advancements and current social changes also influence communication and interaction patterns in education. Some students tend to become more passive, less focused, and easily distracted by social media use. Therefore, a more humanistic and communicative interaction approach is needed in Qur'anic tahfiz learning.

MAS Muallimin Univa Medan is one of the Islamic educational institutions that implements a Qur'anic tahfiz program as part of students' religious development. In its implementation, tahfiz learning involves intensive interaction between teachers and students through memorization submission, muraja'ah, tajwid guidance, and the development of Islamic character.

This phenomenon is interesting to study because teacher-student interaction in tahfiz learning is not merely related to the transfer of memorization, but also involves students' psychological, emotional, and spiritual development. Therefore, this study is important to examine how teacher-student interaction occurs in Qur'anic tahfiz learning at MAS Muallimin Univa Medan.

This research holds significant urgency in the development of Qur'anic tahfiz education. First, this study is important for understanding the patterns of teacher-student interaction in Qur'anic tahfiz learning and their influence on students' memorization processes.

Second, this study is important because the success of a tahfiz program is not determined solely by memorization methods, but is also influenced by interpersonal relationships between teachers and students. Positive interaction helps create a comfortable learning atmosphere and increases students' motivation to memorize the Qur'an.

Third, this research is important as an evaluative reference for Islamic educational institutions in improving the quality of tahfiz learning through more effective communication and interaction approaches. Fourth, the findings of this study are expected to serve as a reference for tahfiz teachers in building educational relationships that are humanistic, communicative, and exemplary toward students.

Previous studies on Qur'anic tahfiz programs have mostly focused on memorization methods, learning motivation, muraja'ah strategies, and factors influencing students' memorization success. However, research specifically examining teacher-student interaction in Qur'anic tahfiz learning remains relatively limited.

Some previous studies only discussed teacher-student interaction in general learning contexts without deeply examining the interactions that occur specifically in

Qur'anic tahfiz learning. In fact, tahfiz learning possesses unique characteristics because it involves intensive emotional, spiritual, and Islamic moral development.

In addition, previous research has predominantly employed quantitative approaches focusing on students' memorization outcomes. In contrast, this study uses a qualitative approach to gain a deeper understanding of teacher–student interaction patterns, students' learning experiences, and communication dynamics in tahfiz learning.

Another research gap lies in the research location. To date, there have been very few studies specifically examining teacher–student interaction in tahfiz learning at MAS Muallimin Univa Medan. Therefore, this research seeks to fill this gap in the existing literature.

## **METHOD**

This study employs a field research design with a qualitative approach (Moleong, Lexy J. 2021). A qualitative approach is used because this research aims to gain an in-depth understanding of the forms of interaction between teachers and students in Qur'anic tahfiz learning.

The research approach applied in this study is descriptive qualitative (Sugiyono. 2022), which seeks to systematically describe the process of teacher–student interaction in tahfiz Al-Qur'an activities. The research subjects were determined using purposive sampling techniques, namely selecting informants who were considered knowledgeable and directly involved in the Qur'anic tahfiz learning process.

In this study, the data collection techniques employed include observation, interviews, and documentation (Sugiyono. 2022). Furthermore, the data analysis technique used in this research adopts the interactive analysis model proposed by Matthew B. Miles and A. Michael Huberman (1994), which consists of data reduction, data display, and conclusion drawing.

## **RESULTS AND DISCUSSION**

Educational interaction is a reciprocal relationship between teachers and students in the learning process aimed at achieving educational objectives. Educational interaction is not limited to the delivery of subject matter, but also includes guidance, mentoring, motivation, and character development of students. (Fitriani, L., & Mulyana, A. 2022).

According to (Suharni, R., & Wahyudi, D. 2023), educational interaction is an active relationship between teachers and students that takes place consciously in order to create an effective and meaningful learning process. In such interactions, teachers serve as facilitators, motivators, mentors, and role models for students.

In Qur'anic tahfiz learning, educational interaction occurs through activities such as talaqqi, muraja'ah, memorization submission, recitation correction, and the cultivation of discipline and Islamic manners. Positive interaction between teachers and students creates a comfortable learning atmosphere, increases learning motivation, and helps students memorize the Qur'an more effectively.

Educational communication is the process of delivering messages, values, and learning between teachers and students in educational activities. Effective communication helps establish harmonious relationships and supports successful learning outcomes. (Syah, Muhibbin. 2021).

According to (Mulyana, Deddy. 2020), communication is the process of conveying messages aimed at influencing a person's attitudes, behavior, and understanding. In the educational context, effective teacher communication can enhance students' enthusiasm, attention, and comfort in learning. (Nasution, M., & Harahap, R. 2023).

In Qur'anic tahfiz learning, educational communication is carried out through advice, motivation, memorization correction, spiritual guidance, emotional approaches, and teacher role-modeling. Humanistic and caring communication helps students feel valued and more confident in the process of memorizing the Qur'an.

Tahfiz Al-Qur'an refers to the process of memorizing, maintaining, and preserving Qur'anic memorization so that it remains firmly embedded in memory. Tahfiz programs are not only oriented toward the quantity of memorization, but also toward the quality of recitation, accuracy of tajwid, and the development of Islamic character. (Sa'dulloh. 2020).

According to (Al-Ghautsani, Yahya bin Abdurrazzaq, 2019), the success of Qur'anic memorization is influenced by several factors, including learning motivation, consistency in muraja'ah, a supportive environment, teacher guidance, peace of mind, discipline, and patience. In tahfiz programs, teachers play a central role in guiding memorization, correcting tajwid, providing motivation, and fostering students' enthusiasm and discipline.

Humanistic theory emphasizes the importance of emotional relationships, appreciation, and attention to students' needs in the learning process. According to (Maslow, A. H. 1970), humans possess psychological needs such as safety, appreciation, attention, and self-actualization. In the learning process, teachers need to create a comfortable atmosphere so that students can develop optimally. (Rogers, C. R. 1969).

Humanistic theory is relevant to Qur'anic tahfiz learning because the memorization process requires emotional support, motivation, patience, personal approaches, and harmonious relationships between teachers and students. Through a humanistic approach, tahfiz teachers can help students become more confident and comfortable in memorizing the Qur'an.

This research is based on the phenomenon that the success of Qur'anic tahfiz learning is influenced not only by memorization methods, but also by the quality of interaction between teachers and students.

In tahfiz learning, teacher-student interaction takes place through talaqqi, muraja'ah, memorization submission, tajwid guidance, learning motivation, and the cultivation of Islamic morals. Teachers serve not only as memorization instructors, but also as mentors, motivators, supervisors, and role models for students (Tryana et al., 2025).

Good and communicative interaction helps create a comfortable learning atmosphere, enabling students to become more enthusiastic, disciplined, focused, and confident in memorizing the Qur'an. Conversely, poor interaction may lead to low learning motivation and decreased memorization quality (S. A. Lubis, 2010).

Through humanistic and communicative educational interaction, tahfiz teachers can help improve the quality of tahfiz learning and establish positive emotional relationships with students. Therefore, teacher-student interaction is understood as an

important factor in improving the success of Qur'anic tahfiz learning at MAS Muallimin Univa Medan.

The findings of this study indicate that teacher–student interaction at MAS Muallimin Univa Medan takes place intensively in Qur'anic tahfiz learning activities. Such interactions occur through talaqqi, muraja'ah, memorization submission, tajwid correction, learning motivation, and the development of discipline and Islamic morals. Tahfiz teachers actively guide students in improving recitation and maintaining the quality of Qur'anic memorization.

The findings also reveal that tahfiz teachers employ humanistic and persuasive communication patterns. Teachers provide motivation, advice, and attention to encourage students to be more enthusiastic in memorizing the Qur'an.

Teachers also apply emotional approaches by providing psychological support, building closeness with students, creating a comfortable learning environment, and avoiding harsh attitudes or excessive pressure. Such communication patterns make students feel more comfortable and confident when submitting their memorization.

The findings further demonstrate that positive interaction between teachers and students has a beneficial impact on Qur'anic tahfiz learning. Some of the positive impacts identified include increased enthusiasm for memorization, greater self-confidence, improved discipline in muraja'ah, better learning focus, and smoother as well as more well-maintained memorization. In addition, positive emotional relationships help students become more open in expressing memorization difficulties to their teachers.

Supporting factors for teacher–student interaction include a religious madrasa environment, friendly and patient teachers, regular tahfiz activities, support from the madrasa principal, and strong emotional relationships between teachers and students.

Meanwhile, inhibiting factors include differences in students' personalities, lack of focus among some students, the influence of social media use, limited learning time, and the reluctance of some students to communicate openly with teachers.

## CONCLUSION

Based on the findings of the study entitled “Teacher and Student Interaction in Qur’anic Tahfiz Learning at MAS Muallimin Univa Medan,” it can be concluded that teacher–student interaction occurs intensively through talaqqi, muraja’ah, memorization submission, tajwid guidance, learning motivation, and the cultivation of Islamic morals.

Tahfiz teachers serve not only as instructors of Qur’anic memorization, but also as mentors, motivators, supervisors, and role models for students. Humanistic, persuasive, and caring communication patterns help create a comfortable learning atmosphere and increase students’ enthusiasm for memorizing the Qur’an.

The findings indicate that positive interaction between teachers and students has a significant influence on the quality of tahfiz learning, including improved learning discipline, stronger memorization motivation, increased self-confidence, and greater consistency in students’ muraja’ah activities. Thus, teacher–student interaction is one of the important factors in improving the success of Qur’anic tahfiz learning at MAS Muallimin Univa Medan.

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