

Evaluation of the One-Year 30-Juz Tahfidz Program at the Tahfidz Intensive Center: A Study on Success Factors and Challenges

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Abstract

The one-year 30-juz tahfidz program is an intensive initiative designed to produce Qur'an memorizers (hafidz) within a short period. The Tahfidz Intensive Center, as one of the implementing institutions, applies its own structured methods and mentoring systems aimed at completing the memorization target within one year. This study aims to evaluate the implementation of the program with a focus on the students' success rates and the challenges encountered during the memorization process. A qualitative approach was employed, utilizing in-depth interviews, observations, and documentation for data collection. The findings indicate that the success of the students is strongly influenced by discipline, time management, internal motivation, and the support of a conducive learning environment. The main challenges identified include mental fatigue, pressure from strict time targets, and limited psychological support. This evaluation recommends the need for more holistic mentoring strategies to ensure program sustainability and to enhance the quality of memorization. The results of this research are expected to contribute to the development of effective tahfidz program designs that are both academically sound and spiritually enriching.

Keywords: Program Evaluation, 30 Juz Tahfidz, One Year, Challenges, Success Factors

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Introduction

Qur'an memorization is a noble tradition that continues to be preserved in Islamic educational institutions. The tahfidz program, or Qur'an memorization, aims to instill spiritual and moral values through the teaching of the holy book of Islam, which is believed to have a profound impact on the personal and character development of students. Memorizing the Qur'an is considered one of the most virtuous practices in Islamic tradition. The Qur'an, believed to be the divine revelation from Allah, serves as a guide for Muslims in living a life grounded in goodness, justice, and peace. This practice offers deep spiritual benefits and strengthens an individual's connection with Allah and the surrounding community.

In the modern era, various models of tahfidz programs have been developed to adapt to contemporary needs, one of which is the intensive one-year program targeting the completion of 30 juz. This program is considered effective in meeting the demand of communities seeking maximum memorization achievements in a relatively short period. Several institutions have adopted this model by adjusting coaching strategies, target systems, and structured learning patterns. Studies have shown that selecting the right method greatly influences memorization success, as an effective method can enhance motivation and strengthen memory retention among students. An effective memorization method should not only focus on the quantity of juz achieved but also ensure quality in accordance with tajwid rules and fluency in murojaah.

A method can be considered effective if it can optimally guide learners toward the intended objectives. In the tahfidz context, such methods are often developed in response to the various challenges faced by memorizers, whether they are in the process of memorizing or have already completed it. Common complaints include difficulty memorizing, forgetfulness, and boredom during revision sessions. Therefore, the success of a program is largely determined by how adaptive the methods are to the characteristics of the students and the challenges they encounter.

In addition to methodology, the quality of memorization is also influenced by a supportive learning environment. A Qur'an-oriented atmosphere, interactions with fellow memorizers, comfortable spaces, as well as correct application of tajwid and fashahah, are critical in producing high-quality memorization. Quality memorization is not only reflected in fluency of recitation but also in depth of understanding and emotional attachment to the verses.

One institution that implements the one-year intensive tahfidz program is the Tahfidz Intensive Center, which is committed to producing Qur'an memorizers systematically and intensively. This institution applies a structured coaching system with daily achievement targets and measurable evaluations. However, alongside high expectations for memorization completion, various challenges have emerged, including time management issues, students' mental endurance, stress levels, and limited psychological support systems responsive to students' needs.

Therefore, an evaluation of this program is essential to comprehensively assess its effectiveness. This evaluation aims to reveal the factors contributing to success and identify the challenges faced during implementation, both internally and externally. Proper evaluation measures will yield valid and reliable data, which can serve as a basis for decision-making. Specifically, this study aims to evaluate the one-year 30-juz tahfidz program at the Tahfidz Intensive Center by focusing on two main aspects: (1) the extent to which the program achieves quantitative and qualitative memorization targets, and (2) the challenges affecting these achievements from the perspectives of participants, instructors, and institutional management.

Literature Review

A literature review is a systematic process of evaluating, analyzing, and synthesizing literature relevant to a research topic. The goal is to provide an overview of existing knowledge, identify gaps in research, and establish a context for new research. In the context of tahfidz

education, previous studies have highlighted various strategies, challenges, and success factors in memorizing the Qur'an.

According to Rahman, intensive memorization programs are more effective when supported by structured schedules, qualified instructors, and a supportive environment. Similarly, emphasize that motivation—both intrinsic and extrinsic—plays a significant role in achieving memorization targets. However, a study by Al-Khatib found that common obstacles include lack of time management, insufficient review (*muraja'ah*), and individual differences in memorization capacity.

The Tahfidz Intensive Center's 1-year program to complete 30 juz aligns with methods documented by previous research, such as the *tikrar* (repetition) method and daily target-based systems. Nonetheless, few studies have focused specifically on evaluating such programs within a 12-month timeframe, particularly in measuring both success rates and encountered challenges. This research aims to fill that gap by systematically assessing the effectiveness and constraints of a concentrated tahfidz program.

Research Methodology

This study employed a descriptive qualitative approach with a case study design focusing on the evaluation of the one-year 30-juz tahfidz program at the Tahfidz Intensive Center. This approach was selected to obtain an in-depth understanding of the program's implementation, the factors contributing to its success, and the challenges faced by both participants and program administrators.

The research subjects consisted of active students and alumni of the one-year tahfidz program, *musyrif* (Qur'an memorization supervisors), and the institution's management. Data were collected through in-depth interviews with students and *musyrif* to explore personal experiences and the dynamics of the memorization and *murojaah* processes. In addition, participatory observation was conducted to directly observe the students' daily activities throughout the program.

Documentary studies were also carried out to analyze progress reports, curriculum documents, and the institution's internal evaluation records as supporting data. The collected data were analyzed using Miles and Huberman's interactive model, which involves data reduction, data display, and conclusion drawing. To ensure data validity, triangulation was applied both in terms of data sources and data collection techniques.

This methodological approach allowed the researcher to obtain a comprehensive and contextual understanding of the effectiveness of the intensive tahfidz program's implementation.

Results

The findings of this study indicate that the one-year 30-juz tahfidz program at the Tahfidz Intensive Center achieved a relatively high success rate, although not all participants met the target perfectly. From a total of 20 students in the most recent cohort observed, 90% successfully completed the memorization of 30 juz within one year with varying levels of fluency, while the remaining participants achieved between 20 and 29 juz. This success was influenced by several factors, including a disciplined coaching system, a strict yet structured daily schedule, and a supportive learning environment that fostered spiritual focus and concentration.

These supporting factors align with the findings of Ramadhani, who reported that students' memorization achievement is closely related to the consistency of the daily schedule, clarity of targets, and the presence of competent *musyrif* who actively engage in daily evaluation and motivation. Furthermore, the use of methods such as *tasmi'*, group *murojaah*,

and a per-page submission system was proven to maintain the quality of memorization and reduce forgetting rates.

However, the study also identified several challenges faced by students during the program. In-depth interviews with students and musyrif revealed that mental fatigue and boredom were the primary obstacles, particularly during the mid-phase of the program (between Juz 15–20). Some students experienced psychological pressure due to high memorization targets, limited variation in learning methods, and the lack of cognitive recreation to refresh their learning motivation. These findings are consistent with Alfitriani and Nurhadi, who noted that mental fatigue and boredom in tahfidz programs often result from monotonous routines and strict time constraints.

Adaptation to an intensive learning rhythm and the absence of personalized memorization strategies also emerged as notable challenges. Students from diverse academic backgrounds sometimes struggled to adjust to the uniform memorization load. This suggests the importance of a more flexible and individualized approach to program management, one that considers each student's learning style and personal needs.

From the institutional management perspective, the program has implemented regular evaluation systems, including weekly submissions, structured murojaah, and tahsin sessions supervised directly by musyrif. However, the management acknowledged that the limited number of musyrif compared to the number of students hindered the provision of comprehensive and individualized guidance. This situation reflects the findings of Fadillah et al., who found that an imbalanced teacher–student ratio can reduce the effectiveness of supervision and overall memorization quality control.

Overall, the success of the one-year 30-juz tahfidz program at the Tahfidz Intensive Center depends largely on the combination of disciplined program management and responsive mentoring that addresses students' emotional needs. This evaluation highlights the necessity of adjustments in caregiving and psycho-pedagogical approaches, integrating mental health strategies, spiritual recreation, and personalized mentoring to ensure the program operates more optimally, humanely, and sustainably. This supports the view of Hasanah, who emphasizes that an ideal tahfidz program should not only prioritize the quantity of memorized juz but also attend to the inner life quality and psychological well-being of participants.

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The evaluation of the one-year 30-juz tahfidz program showed varying levels of achievement among participants. As presented in Table 1, a total of 25 students participated in the program. Among them, 15 students (60%) successfully completed the memorization of the entire 30 juz. Meanwhile, 6 students (24%) managed to complete between 20 and 29 juz, and 3 students (12%) achieved between 10 and 19 juz. Only 1 student (4%) achieved less than 10 juz within the one-year period.

Table 1. Summary of Achievement in the One-Year 30-Juz Tahfidz Program

No.	Description	Number of Students (n)	Average Juz Achieved	Completion Percentage (%)
1	Total Participants	25	-	-
2	Completed 30 Juz	15	30	60%
3	Completed 20-29 Juz	6	25	24%
4	Completed 10-19 Juz	3	15	12%
5	Completed less than 10 Juz	1	7	4%

Source: Processed from Tahfidz Intensive Center Program Report (2025).

These findings indicate that the program has achieved a relatively high success rate, with the majority of participants attaining full memorization of the Qur'an. The high percentage

of completion can be attributed to the structured learning schedule, consistent mentoring, and integration of memorization with daily worship activities. Students who achieved partial memorization generally faced challenges such as time management, school commitments, or limited personal discipline in daily review sessions.

Conclusion

Based on the findings and analysis, it can be concluded that the one-year 30-juz tahfidz program at the Tahfidz Intensive Center demonstrates a high level of success, with an average of 90% of participants completing the full 30 juz within the designated one-year period. This achievement is largely supported by a disciplined mentoring system, a structured curriculum, and a conducive learning environment enriched with spiritual values. Active involvement of musyrif in daily supervision and guidance also plays a critical role in maintaining memorization quality and consistency.

Nevertheless, the program also encounters notable challenges, including student fatigue, mental exhaustion, high performance pressure, and limited availability of musyrif, which collectively hinder individualized support. These challenges highlight that program success is not solely dependent on technical and managerial aspects, but also requires a holistic psychopedagogical approach that addresses emotional well-being, diversified learning strategies, and mental health support.

The implications of this evaluation suggest that tahfidz institutions should integrate more flexible, human-centered, and well-being-oriented mentoring approaches. Enhancing personal mentoring systems, increasing the capacity of musyrif, and innovating learning methods are strategic measures needed to ensure sustainable program effectiveness and to foster not only memorization achievement but also the overall well-being of the students.

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