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Implementation of Ziyadah and Murojaah to Improve Students' Memorization Completeness at MTSN 1 Purworejo

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Abstract

The *tahfiz* programme in Islamic education plays a strategic role in strengthening students' religious character, yet its effectiveness depends on the balance between adding new memorization and maintaining previously memorized verses. This study examines the implementation of *ziyadah* and *murojaah* in the Al-Qur'an *tahfiz* programme at MTs Negeri 1 Purworejo and analyzes the supporting and inhibiting factors affecting students' memorization quality and quantity. A qualitative descriptive field design was employed. Data were collected through observation, in-depth interviews, and documentation involving the principal, *tahfiz* teachers, and students. Data were analyzed using the Miles and Huberman model, with source triangulation applied to ensure validity. The findings show that *ziyadah* is implemented systematically every morning before regular classes through supporting techniques such as *talaqqi* and *tikrar*. Meanwhile, *murojaah* is conducted both independently and structurally through *tasmi'* evaluations and scheduled recitations. These practices positively influence students' memorization outcomes, as reflected in increased memorization quantity, with many students reaching the targeted *juz*, and improved memorization quality, indicated by greater fluency, stronger *mutqin*, and better conformity with *tajwid* and *makhraj*. The supporting factors

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include strong student motivation, full institutional support from the madrasah, competent teachers, and active parental involvement. The inhibiting factors include limited time due to academic workloads, physical fatigue, and students' lack of concentration. To address these challenges, the madrasah applies motivational learning variations, routine memorization assessments, and consistent *murojaah* habituation. This study contributes to Islamic education practice by demonstrating that the structured integration of *ziyadah* and *murojaah* can sustain *tahfiz* targets while strengthening both the quantity and quality of students' Qur'anic memorization.

Keywords: *Ziyadah*; *Murojaah*; *Tahfiz* Programme; Qur'anic Memorization; Memorization Quality.

INTRODUCTION

The Quran is a guide for Muslims, central to all aspects of life, including worship, education, morals, and character building. Since the time of the Prophet Muhammad (peace be upon him), the tradition of preserving the purity of the Quran has been carried out through two main methods: writing and memorizing. The tradition of memorizing the Quran (*tahfiz*) has evolved into a form of Islamic education that continues to be passed down from generation to generation. Memorizing the Quran is not only understood as the act of memorizing the sacred text, but also as a spiritual process that fosters discipline, perseverance, and a Muslim's closeness to their religious teachings (Ichsan, 2019; Zahara & Ichsan, 2022). In the context of modern Islamic education, the Quranic memorization program has even become an essential part of the curriculum of various educational institutions, from elementary schools to universities (Abdulghani & Satrial, 2023).

The development of the *tahfiz* (Qur'an recitation) program in Indonesia has shown significant growth in recent years. Many Islamic schools (madrasahs) and schools have begun to make *tahfiz* a flagship program to improve the quality of graduates, who not only excel academically but also possess strong religious abilities. Quranic education is seen as a crucial foundation in shaping a generation of Muslims with character, morals, and strong spiritual awareness (Ichsan et al., 2026). The *tahfiz* program is also one of the strategies of Islamic education in facing the challenges of globalization, marked by moral degradation, low Quranic literacy, and the negative impact of technological developments on students (Inayati, 2024).

The urgency of learning *tahfiz* is increasingly apparent as students' ability to read and memorize the Qur'an still faces various challenges. Research on Qur'an literacy shows that the ability to read the Qur'an properly according to the rules of tajwid is still relatively low among some students. The *tahfiz* method is considered capable of improving the quality of students' Qur'an literacy, particularly in aspects of tajwid, fluency, and the ability to systematically memorize Qur'anic verses. Experimental research conducted on elementary school students shows that the application of the *tahfiz* method has a significant impact on improving students' memorization ability and the quality of their Qur'an reading (Sudrajat & Kamal, 2017).

In its implementation, the *tahfiz* program emphasizes not only the addition of new memorization but also maintaining existing memorization so that it remains strong and not easily lost. One of the biggest challenges in the process of memorizing the Quran is how to maintain a balance between adding new memorization and repeating old memorization (Hanief, 2023; Yana, 2024). Many students are able to increase memorization by a certain amount, but have difficulty maintaining it long-term. Memorization that is not maintained through consistent repetition tends to be easily forgotten, less fluent, and may even result in reading errors. Therefore, the *tahfiz* process requires a systematic and sustainable method so that the memorization acquired is not only large in quantity, but also strong and *mutqin* in quality.

In the world of memorization (*tahfiz*), two methods play a crucial role: the *ziyadah* and *murojaah* methods. *Ziyadah* is in the process of gradually adding new memorizations according to the student's ability. At the same time, *murojaah* is the process of revisiting old memorizations to ensure they remain firmly in the mind. These two methods complement each other and are inseparable in *tahfiz* learning. Without *ziyadah*, memorization targets are difficult to achieve, while without *murojaah*, acquired memorizations are easily lost. Therefore, the success of a *tahfiz* program is largely determined by the balanced application of these two methods in daily learning activities (Safitri et al., 2025).

The *Ziyadah* method in *tahfiz* learning is carried out by giving students a target to add new memorizations regularly and measurably. In its implementation, students usually first conduct a review of previous memorizations before adding new memorizations. After that, students submit their memorizations to the teacher as a form of evaluation of the accuracy of recitation, tajwid, and fluency of memorization. Research on the use of the

Ziyadah method shows that this method can increase students' interest and motivation in memorizing the Qur'an. Students become more disciplined, active, and have clear memorization targets. In addition, teachers also play a crucial role in providing motivation, supervision, and evaluation of students' memorization development (Lutfiana & Gunawan, 2025).

Meanwhile, the review method is a key element in maintaining the quality of memorization so that it remains *mutqin*. Reviewing is carried out by continuously repeating memorization, either independently or with a teacher or peers. In memory theory, repetition is an effective strategy for strengthening information storage in long-term memory. The more often a memorization is repeated, the stronger it becomes in a person's memory. Therefore, in the tradition of memorizing the Qur'an, *murojaah* is seen as the main key to a *hafiz's* success in maintaining his memorization (Fauziah, 2025).

The importance of *murojaah* (recitation) is also emphasized in various studies on the *tahfiz* method. One study explains that the process of memorizing the Quran requires consistent, intensive repetition to ensure long-term retention. The *murojaah* method can even be combined with audio media to help students review their memorization independently outside of formal learning hours. This approach has been proven to help improve the quality of students' memorization, particularly in terms of fluency and accuracy of recitation. In addition to murojaah, several other methods are often used in tahfiz programs, such as *talaqqi, tikrar, sima'i, kitabah*, and *jama'*. The *talaqqi* method involves listening to the memorization directly from the teacher for correction.

In contrast, the *tikrar* method involves repeating the verse repeatedly until the memorization is firmly embedded in the memory. Research on the implementation of the *tikrar* method shows that repeating verses up to dozens of times can help students memorize more easily and improve memorization stability (Latifah & Holid, 2025). The *sima'i* method involves listening to the recitation of the Qur'an, either from the teacher or through audio media, making it easier for students to imitate the correct recitation. These various methods aim to strengthen the *ziyadah* and *murojaah* processes in tahfiz learning (Abdulghani & Satrial, 2023).

In Islamic education, the success of a *tahfiz* program is not only determined by the learning method but is also influenced by internal and external factors within the students. Internal factors include motivation, discipline, memory, and time management. External

factors include teacher competence, parental support, the learning environment, and madrasah policies supporting the *tahfiz* program. Research on the implementation of the *tahfiz* method in madrasahs shows that the achievement of student memorization targets is strongly influenced by the synergy between the use of appropriate methods, teacher involvement, and family support. On the other hand, the implementation of the *tahfiz* program also often faces various obstacles. Limited study time, busy student academic activities, physical fatigue, low consistency in *murojaah* (recitation), and a lack of variety in learning methods are some of the common obstacles encountered in the *tahfiz* program. Research on the evaluation of the *ziyadah* and *murojaah* programs at MTs Negeri 1 Purworejo shows that one of the main problems faced by students is time management and the suboptimal independent *murojaah*. The study also found that students' memorization achievement, on average, is still below the target set by the school (Suswati & Musolin, 2025).

MTs Negeri 1 Purworejo is one of the Islamic schools that places significant emphasis on developing a Quran memorization program. The program at this school is implemented in a structured manner through *ziyadah* and *murojaah* activities, which are an essential part of student learning. The existence of this program is interesting to study because the school not only targets increasing student memorization but also strives to maintain the quality of memorization through a continuous evaluation and monitoring system. The *tahfiz* program at MTs Negeri 1 Purworejo is also supported by the use of mutaba'ah books, a memorization submission schedule, and intensive mentoring from *tahfiz* teachers.

Furthermore, MTs Negeri 1 Purworejo has characteristics relevant to the development of *tahfiz* education at the junior high school level. At the MTs level, students are in the early adolescent development phase, which requires strong discipline, motivation, and learning control. Under these conditions, the implementation of the *ziyadah* and *murojaah* methods is crucial to help students maintain consistent memorization amidst other academic demands. Therefore, research on the implementation of *ziyadah* and *murojaah* at MTs Negeri 1 Purworejo is crucial for providing an empirical overview of effective *tahfiz* learning strategies at the junior high school level.

The implementation of the *ziyadah* and muroja'ah methods has been proven effective in improving the completeness of students' memorization of the Qur'an in various

Islamic educational institutions. Research by Ramadhan (2025) in Bengkulu showed that the integration of the *ziyadah* (addition of new memorization) and *muroja'ah* (repetition of old memorization) methods in a balanced manner resulted in increased fluency, tajwid accuracy, and memorization stability (*itqan*) in female students. Similarly, Dilla and Tufiqurrahman (2025) at the Maslakul Qur'an Islamic Boarding School in Pati found that *ziyadah* focuses on adding new memorization while muroja'ah on repeating old memorization, and these two methods complement each other to improve the quality of memorization of female students, with supporting factors being teacher motivation, strong intentions, and parental support. Quantitative research by Aisy (2023) at the Daarul Huffazh Islamic Boarding School in Surabaya recorded the effectiveness of the classical muroja'ah method on the quality of Al-Qur'an memorization, reaching 73%, higher than its effectiveness on the quality of reading, which was only 66%. Maghfirah (2025) in her research at SDIT Al-Azkar Pamulang proved that the implementation of muroja'ah through various forms (daily, weekly, in pairs, and *talaqqi*) was effective in maintaining students' memorization so that it was not easily lost and improving tajwid accuracy and fluency (*faṣaḥah*). Finally, research at MTs Negeri 1 Purworejo itself implemented the Discrepancy Model in the *ziyadah* and muroja'ah programs as part of the boarding school *tahfiz* class with the Murotal approach (*ziyadah*, muroja'ah, tasmi', halaqoh) to strengthen *tahfiz* (Suswati & Musolin, 2025). These five studies consistently confirm that a structured and disciplined combination of *ziyadah* and muroja'ah is the main key to achieving students' memorization completion.

This research has academic relevance because it can contribute to the development of Islamic education studies, particularly in the field of memorizing the Qur'an. So far, research on memorizing the Qur'an has focused on the effectiveness of certain methods or the formation of student character, while studies specifically examining the integrated implementation of *ziyadah* and *murojaah* in madrasah environments are still relatively limited. Therefore, this research is expected to provide theoretical and practical contributions related to the management of an effective *tahfiz* program in improving the quality of student memorization. Based on this description, research on the implementation of *ziyadah* and *murojaah* at MTs Negeri 1 Purworejo is important to conduct to determine how the process of implementing these two methods in student memorization activities, the factors that support and hinder their implementation, and their impact on improving the quality and quantity of student memorization. This research is expected to serve as a

reference for madrasahs, *tahfiz* teachers, and future researchers in developing a more effective, systematic, and sustainable *tahfiz* program.

METHODS

The researchers in this study used a qualitative approach with descriptive field research. The qualitative approach was used because this study aims to understand in-depth the implementation of the *ziyadah* and *murojaah* methods in the Al-Qur'an memorization program at MTs Negeri 1 Purworejo based on real-world conditions. Descriptive research seeks to systematically describe the program implementation process, supporting and inhibiting factors, and its impact on student memorization. According to Sugiyono, qualitative research is used to examine the natural conditions of objects with the researcher as the primary instrument in data collection and analysis (Creswell, 2013; Moleong, 2014). The research was conducted at MTs Negeri 1 Purworejo in April 2026. The presence of the researcher in this study served as the primary instrument, directly observing, interviewing, and documenting the *tahfiz* activities at the madrasah. The selection of the research location was based on the consideration that MTs Negeri 1 Purworejo has a *tahfiz* program that implements *ziyadah* and *murojaah* activities in a structured manner, making it relevant to the research focus. The research subjects consisted of the Madrasah Principal, coordinators and teachers of the Quran memorization program, and several students participating in the Quran memorization program. Informants were selected using purposive sampling, which involves deliberately selecting subjects based on the assumption that they possess information relevant to the research focus.

Data collection techniques included observation, in-depth interviews, and documentation. Observations were conducted by directly observing *ziyadah* and *murojaah* activities in classrooms and at the school mosque to understand the implementation of the *tahfiz* program. In-depth interviews were conducted with teachers and students to obtain information regarding learning strategies, obstacles encountered, program evaluation, and students' experiences in memorizing the Quran. Documentation was used to obtain secondary data in the form of student memorization books, *tahfiz* activity schedules, madrasah profiles, and other documents related to the research. According to Moleong, the use of observation, interviews, and documentation in qualitative research aims to obtain

more comprehensive and in-depth data regarding the phenomenon being studied (Moleong, 2014).

The data analysis in this study used the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing (verification). Data reduction was carried out by selecting and simplifying data relevant to the research focus, then presenting the data in a descriptive narrative form for easy understanding. The final stage was drawing conclusions based on the systematically analyzed data (Safrudin et al., 2023; Satori & Komariah, 2017). The validity of the data in this study was tested using source triangulation techniques, namely by comparing data from teacher and student interviews with supporting documents to obtain valid and reliable data. Triangulation techniques were used to increase the credibility of the research results so that the data obtained truly correspond to conditions in the field (Kusumastuti & Khoiron, 2021; Sugiyono, 2020).

RESULTS

Ziyadah Implementation Mechanism at MTs Negeri 1 Purworejo

The implementation of the *Ziyadah* activity at MTs Negeri 1 Purworejo is carried out in a structured manner as part of the Al-Qur'an memorization program implemented at the madrasah. Based on the research results, the *Ziyadah* activity is carried out every morning before the start of classes, specifically from Tuesday to Friday, with an allocation of time of approximately 10 minutes before entering the class. This activity is a daily routine for students to add new memorization gradually and continuously. In addition, in the regular class, there is also a separate *Tahfiz* subject that is held once a week for two hours to support the achievement of student memorization targets. The memorization target in the special *tahfiz* class is set to reach approximately five to ten *juz* during the three-year study period at the madrasah (Results of the interview with *Tahfiz* Teacher, Ms. FZ, 2026).

Ziyadah is implemented in class using a collaborative mentoring system. The *tahfiz* teacher or religious teacher typically appoints one student to lead a new memorization recitation, followed by the other students, and they imitate the recitation. In each session, the number of verses recited is adjusted to the students' abilities, typically around five to seven. In classes with lower memorization abilities, fewer verses are added to ensure

students are able to follow the memorization process effectively (Interview with *Tafiz* teacher Ms. FZ, 2026).

This mechanism demonstrates that the *Ziyadah* method at MTs Negeri 1 Purworejo is not only oriented towards increasing memorization, but also considers students' readiness and ability to accept new memorization. It is in line with the concept of *tahfiz* learning, which emphasizes a gradual process and repetition so that memorization is more easily stored in students' memories. Research on the *tahfiz* method explains that the process of increasing memorization needs to be carried out systematically and adapted to students' abilities so that memorization targets can be optimally achieved. In the *Ziyadah* process, students use several memorization methods to help them understand and remember the verses of the Quran. Based on the results of interviews with students, the most frequently used method is *talaqqi*, which involves listening to the teacher or a friend who leads the memorization and then repeating it. In addition, students also apply the *tikrar* method through continuous repetition of verses to make the memorization more embedded in their memories. Some students also utilize murottal and understand the meaning of verses to help distinguish verses that have similar wording. Students stated that regular repetition really helps maintain memorization so that it is not easily forgotten and makes the process of adding new memorization easier (Results of interviews with AN, AM, and FZ, 2026).

The use of the *talaqqi* and *tikrar* methods is consistent with research on Quran memorization methods, which states that repeated readings and listening directly to the teacher are effective strategies for improving students' memorization. The *tikrar* method, for example, involves repeating verses repeatedly until the memorization is truly ingrained in the student's memory (Suswati & Musolin, 2025). Furthermore, the *talaqqi* method is considered effective because students can directly obtain examples of correct recitation from the teacher, thus minimizing tajweed errors (Abdulghani & Satrial, 2023).

Supervisory teachers play a crucial role in the implementation of the *tahfiz* program at MTs Negeri 1 Purworejo. Before students begin memorizing new texts, teachers ensure the accuracy of their reading, particularly in aspects of tahsin (recitation), such as tajwid and letter pronunciation. They also correct students' readings when there are errors in pronunciation or length. Furthermore, they motivate and mentor students to maintain their enthusiasm for the *tahfiz* program. Under certain conditions, particularly when students begin to feel bored or tired, teachers employ variations in learning, such as providing light

games or inviting students to study outside the classroom to maintain a conducive and enjoyable learning environment (Interview with *Tahfiz* Teacher Ms. FZ, 2026). The role of teachers in the memorization process is crucial to students' success in memorizing the Quran. Teachers serve not only as instructors but also as guides, evaluators, and motivators in the memorization process. Research on the implementation of memorization programs shows that teacher competence and active involvement in mentoring students are crucial factors in maintaining the quality of memorization and increasing student motivation (Sayeski & Paulsen, 2012). With intensive guidance, students become more accustomed to reciting the Quran and are able to gradually and continuously improve their memorization skills.

Mechanism for Implementing *Murojaah* at MTs Negeri 1 Purworejo

The implementation of *murojaah* at MTs Negeri 1 Purworejo is an important part of the Al-Qur'an memorization program to maintain the stability of students' memorization, so that they do not easily forget. Based on the results of the study, *murojaah* activities are carried out routinely, both independently by students and in a structured manner through a program prepared by the madrasah. Scheduled *murojaah* activities are carried out in the last hour of learning, with an allocation of around 10-15 minutes to review the memorization that has been learned previously. In addition, students are also directed to repeat memorization outside of class hours so that memorization is maintained and increasingly *mutqin* (Results of interviews with *Tahfiz* Teacher Mrs. FZ, 2026). The independent *murojaah* strategy is carried out by students by rereading memorization continuously, both when at school, at home and in the boarding dormitory. Some students said that they routinely review memorization after completing the deposit or when they have free time, so that the memorized verses are not easily lost. Some students also conducted *murojaah* (recitation) by paying attention to the meaning of verses to help distinguish verses with similar wording. This independent *murojaah* activity was considered very helpful in strengthening memory and improving students' memorization fluency (Interview results with AN, ATH, and FZ, 2026).

For boarding students, *murojaah* activities are also supported by a special schedule in the dormitory. Students are given a specific time from the boarding school to review memorization, both collectively and individually. It helps students maintain consistency in memorization because *murojaah* is not only conducted at school but also becomes part of

daily activities in the dormitory environment. Students acknowledged that routine memorization repetition is the most effective way to overcome forgetfulness and difficulty in memorizing similar verses (Results of interviews with ATH and AM, 2026). The implementation of *murojaah* at MTs Negeri 1 Purworejo is not only done individually, but also through a structured strategy implemented by the school. One form of this is the tasmi' activity or memorization deposit, which is carried out periodically to monitor the progress of students' memorization. *Tahfiz* teachers conduct evaluations through tasmi' tests every week and during *murojaah* hours to check the fluency, accuracy of tajwid, and strength of students' memorization. In this activity, students submit their memorization in front of the teacher and classmates so that the evaluation process takes place directly and continuously (Results of the interview with *Tahfiz* Teacher Mrs. FZ, 2026).

In addition to *tasmi'*, *murojaah* activities are also conducted in pairs or groups among students. During these activities, students listen to and correct each other's memorization, creating a more active and collaborative learning process. Several students stated that *murojaah* with friends made them more enthusiastic and motivated in maintaining their memorization. The interaction between students during *murojaah* activities also helped them gain confidence when presenting their memorization to the teacher (Interview with AM and FZ, 2026).

The implementation of structured *murojaah* at MTs Negeri 1 Purworejo aligns with the concept of *tahfiz* learning, which places repetition as the key to successful Qur'an memorization. In memory theory, repetition or regular recitation can strengthen information storage in long-term memory, thus strengthening memorization and making it more durable. Other research also explains that routine and scheduled *murojaah* activities can improve the quality of students' memorization, especially in terms of fluency and accuracy of recitation (Fauzan & Dariyanto, 2025). In addition to being a means of maintaining memorization, *murojaah* activities at madrasas also function to foster student discipline and responsibility in memorizing the Qur'an. Students become accustomed to managing time to review memorization every day and are aware that memorization must be maintained through consistent practice. Thus, the implementation of independent and structured *murojaah* at MTs Negeri 1 Purworejo makes an important contribution to maintaining the quality of students' memorization, ensuring it remains fluent, strong, and consistent.

DISCUSSION

The Impact of *Ziyadah* and *Murojaah* Implementation on Students' Memorization

The implementation of *ziyadah* and *murojaah* activities at MTs Negeri 1 Purworejo has had a significant impact on the development of students' memorization, both in terms of quantity and quality of memorization. The program, which is implemented in a structured and sustainable manner, helps students get used to memorizing the Qur'an in a disciplined manner and maintains the memorization they have acquired so that it remains smooth and *mutqin*. Based on the results of the study, students admitted that the *ziyadah* and *murojaah* activities made them more enthusiastic in memorizing because the memorization they have learned is continuously repeated and submitted regularly (Results of interviews with AN, AM, ATH, and FZ, 2026).

1. Quantity Aspects

In terms of quantity, the implementation of *ziyadah* and *murojaah* (recitation of the Quran) has been able to increase the number of memorizations of students, meeting the targets set by the madrasah. Interviews revealed that several students experienced a significant increase in memorization since participating in the *tahfiz* program at MTs Negeri 1 Purworejo. One student stated that when he first entered the madrasah, he had memorized around four *juz* (chapters), and this increased to eight *juz* (chapters) after regularly participating in the *ziyadah* and *murojaah* program. Other students also mentioned having memorized several *juz* (chapters), such as *juz* 30, 29, 28, 27, and even *juz* 1 and 19 during the *tahfiz* program at the madrasah (Interview with AN and AM, 2026).

The increase in memorization volume indicates that daily *ziyadah* activities can help students achieve memorization targets in a gradual and measurable manner. The *tahfiz* teacher also explained that the memorization target for the special *tahfiz* class is around five to ten *juz* (chapters) over the three years of study at the madrasah. With a regular *ziyadah* schedule and regular memorization evaluations, students become more consistent in adding new memorization (Interview with *Tahfiz* Teacher Mrs. FZ, 2026). These findings align with research on the implementation of the *tahfiz* method, which states that the structured application of the *ziyadah* method can optimally improve students' memorization achievement. The gradual process of increasing memorization helps students achieve their memorization targets without imposing an excessive burden. Furthermore, other research

has shown that the intensity of *tahfiz* activities has a positive relationship with improving students' memorization abilities (Yugo et al., 2025).

2. Quality Aspects

In addition to increasing the number of memorized verses, the implementation of *ziyadah* and *murojaah* also has a positive impact on the quality of students' memorization. Regular *murojaah* activities help students maintain fluency in memorization and prevent forgetfulness. Most students stated that memorization that is frequently repeated becomes easier to remember and more fluent when submitted to the teacher. Even when experiencing forgetfulness or difficulty with certain verses, students overcome this by increasing *murojaah* until memorization returns to normal (Results of interviews with AN, ATH, and FZ, 2026). From a reading perspective, the *Ziyadah* activity also helps improve students' tajwid and *makhraj* (recitation) quality because the supervising teacher first corrects each memorized text. The *Tahfiz* teacher plays an active role in correcting students' reading errors before they move on to new memorizations. Through the continuous process of *talaqqi* and recitation, students become more accustomed to reading the Quran according to the correct rules of tajwid (Interview with *Tahfiz* Teacher Ms. FZ, 2026).

Murojaah activities combined with *tasmi'* and regular memorization also help form a more solid memorization. Students are not only required to be able to add new memorization, but also maintain the stability of existing memorization so that it remains fluent when read without looking at the mushaf. It is in accordance with research explaining that *murojaah* is a key factor in maintaining the quality of Quran memorization because continuous repetition can strengthen students' memory of memorized verses. Furthermore, research on the *murojaah* method shows that regular memorization and repetition can improve the quality of students' reading and tajweed accuracy in reading the Quran (Ichsan et al., 2025). Thus, the implementation of *ziyadah* and *murojaah* at MTs Negeri 1 Purworejo not only has an impact on increasing the number of students' memorizations, but also plays a crucial role in forming a smooth, strong, and quality memorization according to the rules of correct Quran reading.

Analysis of Supporting and Inhibiting Factors

The implementation of the *Ziyadah* and *Murojaah* programs at MTs Negeri 1 Purworejo is influenced by various factors that both support and hinder students' memorization success. Based on the research results, the success of the *tahfiz* program is

not only determined by the learning method used, but also by student motivation, support from the madrasah environment, teacher competence, and parental involvement in assisting students in memorization at home. On the other hand, there are several obstacles related to students' physical condition, time management, and learning concentration that affect the process of memorizing the Qur'an.

1. Supporting Factors

a. Students' Internal Motivation

Internal motivation is a key factor supporting the successful implementation of *ziyadah* and *murojaah* at MTs Negeri 1 Purworejo. Interviews revealed that most students are highly motivated to memorize the Quran and have a personal goal of becoming hafidz. Students feel that *ziyadah* and *murojaah* activities help them become more disciplined and motivated in maintaining their memorization and preventing forgetfulness. The habit of independent *murojaah* also demonstrates students' awareness of the importance of maintaining memorization continuously (Interviews with AN, AM, ATH, and FZ, 2026). Strong learning motivation significantly influences the success of the *tahfiz* program, as students with internal drive tend to be more consistent in adding to and revising memorization. Research on the implementation of the *tahfiz* method demonstrates that student motivation and discipline are crucial factors in supporting the achievement of Quran memorization targets.

b. Full Support from the Madrasah

The madrasah provides significant support for the implementation of the *ziyadah* and *murojaah* programs by providing a special *tahfiz* schedule, regular memorization evaluations, and a structured learning program. *Ziyadah* activities are carried out routinely every morning before classes begin, while *murojaah* is held during the last hour of school. In addition, there is a special *Tahfiz* subject and a boarding system for some students to support memorization activities outside of school hours (Results of an interview with *Tahfiz* Teacher Mrs. FZ, 2026). The support of educational institutions greatly influences the success of the *tahfiz* program because a conducive learning environment can help students focus more on memorizing the Qur'an. Research on the implementation of the *tahfiz* program indicates that successful *tahfiz* learning requires synergy between the learning system, the madrasah environment, and ongoing supervision.

c. Competence of Supervising Teachers

The competence of *tahfiz* teachers is also a crucial factor in supporting the success of *ziyadah* and *murojaah* at MTs Negeri 1 Purworejo. Teachers not only act as instructors but also as guides, correcting students' tajwid and *makhraj* before adding new memorization. Furthermore, teachers provide motivation and varied learning so that students do not easily get bored during *tahfiz* activities (Interview with *Tahfiz* Teacher Mrs. FZ, 2026). The role of teachers in *tahfiz* learning significantly determines the quality of student memorization. Research on *tahfiz* methods explains that competent teachers are able to help students improve their reading, increase learning motivation, and create a more effective and enjoyable learning atmosphere (Abdulghani & Satrial, 2023).

d. The Role of Parents at Home

Parental support at home is also a contributing factor in maintaining consistent memorization. Several students who had memorized the Quran before entering MTs Negeri 1 Purworejo admitted to being accustomed to *murojaah* at home with family support. Parents play a role in providing motivation, supervision, and reminding students to maintain their memorization outside the school environment (Results of interviews with ATH and FZ, 2026). Parental involvement in the *tahfiz* program is crucial because the process of memorizing the Quran requires continuous practice. Research on the implementation of *tahfiz* also confirms that family support has a significant influence on the success of student memorization, especially in building discipline and the habit of *murojaah* at home.

2. Inhibiting Factors

a. Student Time Management

One of the main obstacles in implementing *ziyadah* and *murojaah* is student time management. The busy academic activities at madrasas make it difficult for some students to divide their time between *tahfiz* activities and other study assignments. This condition limits students' *murojaah* time, resulting in less than optimal memorization (Results of interviews with *Tahfiz* teachers, Ms. FZ and AM, 2026). Research on the *tahfiz* program shows that limited time is one of the main obstacles in maintaining consistent student memorization, especially at the formal education level, which has a fairly heavy academic load.

b. Physical Fatigue and Lack of Focus

Other obstacles experienced by students are physical fatigue and a lack of focus when memorizing, especially in the afternoon after participating in general learning activities. Furthermore, some students also experience difficulties when dealing with verses with similar wording, requiring repeated repetition to regain fluency. The sometimes noisy classroom atmosphere also affects students' concentration in participating in *ziyadah* and *murojaah* activities (Interview results with AN, ATH, and FZ, 2026). Difficulty in memorizing similar verses is a common obstacle experienced by those who memorize the Qur'an. Research on the *murojaah* method explains that low focus and lack of repetition can cause students to easily forget what they have memorized (Baedowi et al., 2025).

3. Solutions Implemented by MTs Negeri 1 Purworejo

To overcome these obstacles, MTs Negeri 1 Purworejo implemented several strategies in implementing the *tahfiz* program. The *tahfiz* teacher strives to maintain student motivation by using a variety of learning methods, such as providing light games, watching motivational videos, or occasionally taking students outside of class when they start to feel bored. This approach is carried out to make the learning atmosphere more enjoyable, and students remain focused on participating in *tahfiz* activities (Results of the interview with *Tahfiz* Teacher Mrs. FZ, 2026). In addition, the madrasa also implements routine memorization evaluations through tasmi' activities and weekly memorization deposits to maintain student discipline in *murojaah*. This evaluation system helps teachers monitor students' memorization progress while also providing encouragement to students to maintain consistency in their memorization. For boarding students, additional *murojaah* schedules in the dormitory also provide a solution to overcome the limited time for *murojaah* at school (Results of the interview with *Tahfiz* Teacher Mrs. FZ and ATH, 2026).

This strategy aligns with the theory of memorizing the Quran, which emphasizes the importance of motivation, supervision, and habituation in maintaining Quran memorization (Safitri et al., 2025). Research on the implementation of the *Ziyadah* method shows that providing continuous motivation and evaluation can increase students' enthusiasm for memorizing the Quran (Abdullah et al., 2026). Furthermore, the use of repetition and periodic evaluation methods is also considered effective in developing stronger and more consistent memorization.

CONCLUSION

Based on the results of research on the implementation of *ziyadah* and *murojaah* at MTs Negeri 1 Purworejo, it can be concluded that the *tahfiz* program runs systematically and is structured, with *ziyadah* activities carried out routinely every morning to gradually add new memorization. *Murojaah* carried out independently or in a structured manner through *tasmi'*, deposit, and repetition in the last hour of the lesson—using the *talaqqi*, *tikrar*, and repetition methods to strengthen memorization. This implementation has a positive impact on increasing the quantity and quality of student memorization (some have achieved several *juz* as well as increasing the *mutqin*an and quality of reading, including *tajwid* and *makhraj*); the success of the implementation is driven by students' internal motivation, institutional support, the competence of supervising teachers, and parental involvement that increases discipline and consistency. However, the program faces obstacles such as time constraints due to busy academic activities, physical fatigue, and lack of focus, which the madrasah anticipates through variations in learning motivation, routine memorization evaluation, and continuous *murojaah* habits to maintain student enthusiasm and consistency.

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