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The role of the campus environment in supporting the success of Tahfidz Al-Qur'an at ISQ Syekh Ibrahim

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Abstract

The *Tahfidz Al-Qur'an* program represents a fundamental component in shaping a Qur'anic generation. A supportive campus environment plays a strategic role in ensuring the success of this program. This article analyzes the role of the ISQ Syekh Ibrahim campus environment in facilitating the success of the *Tahfidz Al-Qur'an* program. Employing a qualitative approach with a case study method, data were collected through observation, interviews, and documentation. The findings reveal that ISQ Syekh Ibrahim cultivates a conducive environment through a strong Islamic atmosphere, adequate facilities, mentorship programs, and synergy with religious activities. The study recommends strengthening the memorization evaluation system, optimizing technological integration, and enhancing collaboration among campus units to further reinforce the *Tahfidz* program's effectiveness.

Keywords: *Tahfidz Al-Qur'an*; campus environment; Islamic education; learning strategy; religious atmosphere

INTRODUCTION

Tahfidz Al-Qur'an is a fundamental component of Islamic education aimed at nurturing a generation that not only cherishes the Qur'an but is also capable of memorizing and implementing its teachings in daily life. The Qur'an, as the primary source of guidance for Muslims, plays a central role in shaping character and moral values. As such, *tahfidz* programs continue to grow in various Islamic educational institutions, from elementary to higher education levels (Anwar & Munastiwi, 2021). The virtues of memorizing the Qur'an are emphasized across Islamic sources, particularly in *hadith* that promise elevated status for memorizers (*huffāz*) in both worldly and afterlife contexts (Fauzi & Waharjani, 2019).

Accordingly, *tahfidz* programs are not solely designed to achieve academic success but also aim to foster spirituality and character grounded in Qur'anic values (Husna et al., 2021).

Nevertheless, the success of Qur'an memorization is not solely determined by individual motivation. A supportive environment is also a critical factor. Research indicates that a conducive educational environment—characterized by adequate infrastructure, effective learning strategies, positive social interactions, and spiritual support—significantly influences *tahfidz* outcomes (Rahmad & Hadi, 2024; Bahrudin & Mujahidin, 2018).

Institut Sains Al-Qur'an (ISQ) Syekh Ibrahim exemplifies a higher education institution that places strong emphasis on Qur'anic memorization as a central pillar of its educational model. As an institution integrating scientific knowledge with Qur'anic insight, ISQ has developed a holistic *tahfidz* program to cultivate graduates who are both intellectually competent and spiritually grounded (Islakhudin & Astutik, 2024). The program merges formal education with spiritual reinforcement, encouraging students to master their academic disciplines while undergoing rigorous Qur'anic memorization.

Graduates of ISQ Syekh Ibrahim are expected to combine academic excellence with spiritual depth, thereby enabling them to apply their knowledge with a solid ethical foundation rooted in the Qur'an. The implementation of the *tahfidz* program is supported by a structured curriculum, qualified mentors (*ustādh* and *ustādhah*), continuous mentoring, and systematic evaluation mechanisms (Ashani et al., 2023).

Moreover, the campus environment provides robust support for the memorization process through adequate learning facilities, technological aids, and Qur'anic-centered pedagogy (Fauzi et al., 2022). The program also includes contextual interpretation (*tafsīr*), linguistic comprehension, and practical application of verses, ensuring that students internalize the Qur'anic message beyond rote memorization (Ma'rifah et al., 2024). Learning modalities at ISQ combine traditional and digital methods, offering students flexible access and adaptation to modern educational tools (Solihin, 2021).

Extracurricular activities such as *musābaqah* (Qur'an memorization contests), *tilāwah* (recitation) training, and interdisciplinary seminars further deepen students' engagement with the Qur'an and their academic disciplines (Chew et al., 2023). The Islamic atmosphere fostered at ISQ serves as a motivational driver, embedding religious values into daily routines and promoting a spiritually charged academic culture.

This study aims to investigate how the campus environment at ISQ Syekh Ibrahim contributes to the success of its *tahfidz* program. It examines elements such as the Islamic ambiance, the quality of facilities, and the Qur'anic-centered academic culture. Additionally, the study analyzes the influence of institutional support, peer mentorship, and curriculum design. Using a qualitative case study approach, data were collected through: (1) direct observation of *tahfidz* student activities, (2) in-depth interviews with students, mentors, and program administrators, and (3) documentation analysis related to curricula, facilities, and activities. Descriptive analysis was used to identify environmental patterns that support the success of the *tahfidz* program.

DISCUSSION AND ANALYSIS

Campus Environment as a Supporting Factor for *Tahfidz Al-Qur'an*

The campus environment is a critical factor that supports students' success, particularly in the context of *Tahfidz Al-Qur'an* programs. A campus characterized by an Islamic atmosphere, adequate facilities, and a strong sense of community provides vital spiritual reinforcement that enables students to memorize the Qur'an effectively and consistently. ISQ Syekh Ibrahim is one such institution that has succeeded in creating an environment conducive to Qur'anic memorization. This environment can

be examined through three main dimensions: Islamic atmosphere, physical facilities, and Qur'anic community engagement.

An Islamic Atmosphere That Cultivates Spiritual Motivation

A prominent factor in the success of ISQ Syekh Ibrahim's *tahfidz* program is the presence of an Islamic atmosphere that permeates all aspects of campus life. This spiritual ambiance is not limited to the classroom but is embedded in the daily routines of students. Regular Qur'anic study sessions, Qur'an-based scientific discussions, and spiritual self-reflection activities (*muhāsabah*) are consistently organized to strengthen students' commitment and intention to memorize the Qur'an (Agussari et al., 2024).

These study sessions are designed to integrate Qur'anic teachings with contemporary knowledge, reaffirming that memorization is not simply about verse retention but also about understanding divine messages and applying them in life. Additionally, daily *tilāwah* practices, both individual and group-based, are encouraged to improve recitation accuracy, reinforce memorization, and cultivate a close relationship with the Qur'an (Wahyuningsih et al., 2020).

Supportive Facilities That Improve Learning Effectiveness

In addition to a religious atmosphere, ISQ Syekh Ibrahim provides a range of facilities that enhance memorization. One of the central facilities is the campus mosque, which functions as a hub for prayer, recitation, group study (*tadārus*), and Qur'anic discourse. This spiritually active setting helps maintain a continuous connection with God and motivates students to stay committed to their memorization (Handayani, 2021).

Moreover, designated *tahfidz* rooms offer quiet and focused environments free from distractions. These spaces are crucial for intensive memorization sessions, whether conducted individually or in small groups. Dormitories further complement this by promoting peer interaction and collaboration, enabling students to review each other's progress, share techniques, and offer mutual encouragement (Fahma et al., 2023).

A Vibrant and Inspiring Qur'anic Community

A dynamic Qur'anic community significantly contributes to students' perseverance in memorization. At ISQ Syekh Ibrahim, peer groups of memorizers form collaborative circles where members motivate, test, and support each other. This peer dynamic aligns with the peer learning theory, which emphasizes learning effectiveness in social settings with shared goals (Masykuroh & Jannah, 2018).

Experienced mentors, often senior memorizers (*huffāz*), play an essential role by guiding students technically and spiritually throughout their memorization journey (Hasni & Abdurrazaq, 2024). In addition, the institution regularly holds *musābaqah* (memorization competitions), which function not only as motivational platforms but also as venues for feedback and constructive evaluation from mentors and peers (Anoum et al., 2022).

The synergy between Islamic atmosphere, well-equipped facilities, and a strong Qur'anic community at ISQ Syekh Ibrahim creates an integrated educational ecosystem. This system empowers students to pursue their memorization goals with both spiritual dedication and academic discipline.

Strategies for Managing the *Tahfidz* Program

The *Tahfidz Al-Qur'an* program at ISQ Syekh Ibrahim is structured with a systematic and holistic management strategy aimed at ensuring students' success in memorizing the Qur'an. The strategy encompasses well-defined memorization targets, continuous evaluations, and personalized mentorship. These elements are aligned with educational theories that emphasize scaffolding, formative assessment, and motivation-based learning to optimize outcomes in intensive memorization settings.

Structured Memorization Targets

The program divides memorization goals into daily, weekly, and monthly phases, offering students a clear and achievable framework:

1. **Daily targets** assign small portions of verses for memorization, helping students maintain consistency and avoid cognitive overload (Anwar & Munastiwi, 2021).
2. **Weekly targets** focus on review and consolidation, ensuring that newly memorized material is retained and internalized.
3. **Monthly assessments** provide broader evaluations that test pronunciation, *tajwid* (rules of recitation), and comprehension of the verses, reinforcing long-term retention (Bahruddin & Mujahidin, 2018).

This progressive chunking strategy is rooted in cognitive psychology, where breaking information into manageable units is proven to improve learning outcomes and reduce mental fatigue (Muna, 2023).

Regular Evaluations to Sustain Memorization Quality

Continuous assessments are implemented through a tiered evaluation system:

1. **Daily spot-checks** assess short-term retention and help identify areas that need immediate correction.
2. **Weekly feedback sessions** provide more comprehensive insights into students' progress and allow for the reinforcement of difficult passages.
3. **Monthly examinations** serve as summative tools to evaluate consistency, accuracy, *tajwid*, and understanding of the memorized text (Muntiarti et al., 2020).

These assessments are examples of formative evaluations, where feedback is not only used to measure achievement but also to inform instructional adjustments and support individual student development (Fauzi et al., 2022).

Personalized Motivation Through Intensive Mentorship

Memorizing the Qur'an requires not only intellectual discipline but also emotional and psychological resilience. Recognizing the diversity in students' learning paces and motivational levels, ISQ Syekh Ibrahim assigns qualified mentors to provide one-on-one support. This aligns with Vygotsky's scaffolding theory, where expert guidance helps students reach their potential zones of development (Hasni & Abdurrazaq, 2024).

Mentors at ISQ assist students in developing customized memorization techniques, offer encouragement during periods of motivational decline, and help overcome personal or academic challenges. This personalized approach ensures that students are not merely meeting targets, but doing so in a manner that nurtures long-term commitment and emotional well-being.

In addition, the integration of self-regulation strategies such as self-assessment and reflection is encouraged. These methods empower students to monitor their own progress, adapt their learning strategies, and cultivate independence—skills essential for sustaining memorization beyond the campus environment (Kherul Mu'min & Tabroni, 2023).

Challenges and Solutions in the *Tahfidz* Program

Despite the structured program and supportive environment at ISQ Syekh Ibrahim, students in the *Tahfidz Al-Qur'an* program continue to face several challenges. These include the academic workload, fluctuating motivation, and the limited use of digital technology. Identifying and addressing these challenges is essential for ensuring sustained success in Qur'anic memorization.

Challenge: Academic Workload

Balancing academic responsibilities with Qur'anic memorization is one of the most significant difficulties faced by students in *tahfidz* programs. The dual demands often create scheduling conflicts and cognitive strain. This issue is common in Islamic institutions that combine intensive memorization with conventional academic curricula (Fahma et al., 2023).

To address this, ISQ Syekh Ibrahim encourages time management training. Students are guided to allocate short but consistent memorization sessions throughout the day, such as during academic breaks or in the dormitories. Additionally, the integration of memorization goals into academic subjects—such as incorporating *tafsir* or Arabic language into general coursework—helps reduce the burden by aligning religious and academic efforts (Muhammad & Saifuddin, 2020).

Challenge: Fluctuating Motivation

Motivational inconsistency is another challenge commonly experienced by students, especially when encountering difficult or repetitive verses. This issue can lead to stagnation or regression in memorization. Motivation in *tahfidz* learning is influenced by multiple factors, including internal confidence, emotional support, and the presence of meaningful goals (Anoum et al., 2022).

ISQ Syekh Ibrahim addresses this issue through mentorship and peer-group support. Mentors act as emotional and spiritual coaches, reminding students of the long-term spiritual rewards of memorizing the Qur'an. Meanwhile, the peer learning system promotes encouragement and shared accountability among students. This approach aligns with self-determination theory, which highlights competence, connection, and autonomy as key components of sustained motivation (Masykuroh & Jannah, 2018).

Challenge: Limited Integration of Technology

Although ISQ Syekh Ibrahim provides essential memorization infrastructure, the integration of technology into the *tahfidz* process remains limited. In the digital era, technology can serve as a crucial tool to improve memorization outcomes and streamline learning processes (Fauzi et al., 2022; Solihin, 2021).

Potential solutions include the adoption of Qur'an memorization apps such as Quran Companion or Tarteel AI, which provide interactive tools like progress

tracking, *tajwīd* correction, and audio recitations. In addition, online learning platforms could enable digital interaction between students and mentors, while a structured, app-based monitoring system would help students independently track their progress and retention quality (Chew et al., 2023).

By addressing these core challenges—academic load, motivation management, and technological limitations—ISQ Syekh Ibrahim can further enhance the effectiveness and resilience of its *tahfidz* program. These interventions not only support students during their academic years but also prepare them for post-graduation memorization sustainability.

CONCLUSION

The campus environment plays a vital role in supporting the success of *Tahfidz Al-Qur'an* programs, particularly at ISQ Syekh Ibrahim. This institution has effectively developed an Islamic academic setting characterized by a spiritually enriching atmosphere, adequate facilities, and a cohesive Qur'anic community. These elements are integral in fostering students' commitment to memorization and enabling them to internalize Qur'anic values in both academic and personal life.

ISQ Syekh Ibrahim ensures that the Islamic ambiance—embodied through regular *pengajian* (religious studies), *muhāsabah* (self-reflection), and *tilāwah* (Qur'an recitation)—functions as more than routine practice. Rather, these activities serve as foundational tools in shaping students' habits, strengthening spiritual motivation, and building a Qur'an-centric mindset (Agussari et al., 2024). In alignment with habit formation theory, the continuous reinforcement of Qur'anic values through a consistent environment shapes behavior and enhances memorization efficacy (Fauzi & Waharjani, 2019).

Supportive facilities such as the mosque, *tahfidz* rooms, and dormitories enhance focus and concentration, especially when adapted to individual learning preferences (Handayani, 2021). These physical spaces are complemented by peer-based social structures that promote positive reinforcement, aligned with peer learning theories emphasizing shared goals and mutual encouragement (Masykuroh & Jannah, 2018).

Program management at ISQ Syekh Ibrahim is grounded in strategic planning. Memorization is segmented into daily, weekly, and monthly targets to align with cognitive chunking principles, while frequent evaluations ensure formative feedback and consistency in learning (Bahruddin & Mujahidin, 2018). Personalized mentorship further enhances this system by addressing both technical and psychological challenges (Hasni & Abdurrazaq, 2024).

However, several challenges remain. Students often face tension between academic obligations and memorization targets, fluctuating internal motivation, and insufficient integration of digital tools into the learning process. These limitations can be addressed through improved time management instruction, balanced peer mentorship, and the utilization of Qur'an memorization technology, including mobile applications and online tracking systems (Fauzi et al., 2022; Solihin, 2021).

In summary, the *tahfidz* program at ISQ Syekh Ibrahim is a model of holistic integration between religious and academic goals. With continuous innovation and contextual adaptation, this program has the potential to produce graduates who are not

only proficient in Qur'anic memorization but also intellectually capable, spiritually grounded, and resilient in the face of future challenges.

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