



## Interest Management As A Driver Of Success In Learning Al-Qur'an Memory At Al-Amanah Islamic School

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### ARTICLE INFO

*Article Type: Research Paper*

#### Artikel History:

*Received 17 July 2025*

*Revised 30 September 2025*

*Accepted 26 Desember 2025*

#### Keyword:

*Interest Management*

*Tahfidz Of The Qur'an*

*Learning*

*Motivation*

*Al-Amanah Islamic School*

### ABSTRACT

Interest is an internal factor that significantly influences learning success, especially in the memorization of the Qur'an (tahfidz) which requires consistency, motivation, and high discipline. This study aims to examine how the management of students' interest can serve as a driving force for the success of tahfidz learning at Al-Amanah Islamic School. This research employs a qualitative approach using a case study method. The results show that well-planned and consistent interest management strategies through personal approaches, varied learning methods, and supportive educational environments are effective in increasing students' enthusiasm and achievement in memorizing the Qur'an.

: <https://doi.org/10.31101/imb.v1i2.4278>

## 1. Introduction

Tahfidz Al-Qur'an learning is not merely an activity of memorizing sacred verses, but an essential part of shaping students' spiritual character. In this process, interest plays a crucial role as the initial driving force that determines the success of learning. According to Nasution *et al.*, (2024), internal motivation such as sincere intention and the desire to attain Allah's blessings serves as the primary driving force in tahfidz learning. However, without proper management, this interest may decline over time.

Al-Amanah Islamic School, as an integrated Islamic educational institution, focuses on nurturing young hafidz and hafidzah. Therefore, it is essential to manage students' interest through appropriate strategies to ensure that the tahfidz learning process remains effective and sustainable. As an Islamic educational institution committed to producing generations of Qur'an memorizers, Al-Amanah Islamic School recognizes the importance of interest in the tahfidz learning process. Based on preliminary observations, the school has developed various strategies to foster students' interest, ranging from spiritual approaches, personal motivation, diverse learning methods, to the provision of rewards. Nevertheless, the effectiveness of these strategies needs to be scientifically analyzed so that they can serve as references for the development of a more structured tahfidz program.

Many educational institutions offer tahfidz programs; however, not all of them implement approaches that specifically address students' interest. In many cases, students with low interest experience stagnation in memorization, loss of motivation, and even discontinue memorizing the Qur'an. Therefore, in-depth research is needed on how strategically implemented interest management can serve as a key driver of success in tahfidz learning. This is important so that the learning process does not focus solely on memorization achievements, but also on fostering love for the Qur'an.

Based on a review of various previous studies, it can be observed that the majority of research on Tahfidz Al-Qur'an learning emphasizes program management and efforts to enhance students' interest. These studies generally focus on the role of teachers, the application of memorization methods, motivational strategies, and the support of facilities and infrastructure. Research conducted by Hasibuan (2024), Mijrajullaili (2019),

Kartika (2024), Munawaroh (2023), and Zulirakani (2022) predominantly positions students as the central focus in discussions of interest, while ustaz and ustadzah are mainly regarded as program implementers or motivational facilitators in tahfidz learning.

However, these studies have not thoroughly examined the interest of ustaz/ustadzah as an object that can be managed through a managerial approach. Moreover, there is a lack of research that systematically explains how the management of tahfidz teachers' interest is implemented through management functions, including planning, organizing, implementation, and supervision, as well as how such management contributes to the success of tahfidz learning.

Furthermore, previous studies tend to focus solely on pedagogical and motivational approaches without directly linking them to the perspective of educational management. These studies also have not integrated the concept of human capital, which views ustaz/ustadzah as strategic institutional assets in determining the success of tahfidz programs. In addition, the relationship between teachers' interest management and indicators of tahfidz learning success such as memorization consistency, target achievement, and the quality of student guidance has not been explicitly examined.

Based on these conditions, this study offers novelty by positioning the management of ustaz/ustadzah interest as the primary focus of analysis, rather than focusing solely on students' interest. Interest is viewed as an aspect that can and should be managed through a managerial approach, rather than merely as an individual psychological condition. This study also employs management functions planning, organizing, implementation, and supervision in analyzing the management of tahfidz teachers' interest and directly relates it to the success of tahfidz learning. Thus, this research is expected to provide theoretical contributions to the development of Islamic educational management as well as practical contributions to the management of tahfidz human resources.

In other words, this study seeks to fill a research gap that has not been widely explored, particularly regarding interest management as a primary driving force in the success of Tahfidz Al-Qur'an learning at Al-Amanah Islamic School.

## 2. Literature Review

According to Slameto (2021), interest is a strong inclination of the heart toward an activity accompanied by a feeling of enjoyment. In the educational context, interest functions as a trigger for learning motivation. Daulay (2023) states that interest management includes teachers' strategies in creating engaging learning experiences, the use of varied methods, and the provision of rewards. George R. Terry (2019) explains that management involves four main functions: planning, organizing, implementation, and supervision. Meanwhile, human capital theory asserts that students are valuable assets whose potential must be managed and developed. Research conducted by Hasibuan (2024) indicates that effective management of tahfiz programs can increase students' interest in memorization. Another study by Rofiq (2024) highlights that teachers' strategies, the learning environment, and appropriate approaches significantly influence students' interest in memorizing the Qur'an.

Interest fundamentally arises as a result of personal experience. It can develop through involvement in an activity and, after creating a positive impression, encourages individuals to repeat similar activities in the future. In other words, interest is formed through enjoyable experiences and becomes the reason individuals continue engaging in an activity. Several main factors influencing interest are as follows:

### a. Inner Urge

This factor is related to intrinsic motivation. When individuals possess a strong inner desire or drive, they tend to show high levels of interest in an activity without external pressure or coercion. Stimuli from the surrounding environment that align with an individual's desires, interests, or needs are more likely to evoke interest. For example, individuals with a strong drive to learn typically demonstrate high curiosity toward knowledge and information.

### b. The Factor of Attention

Attention refers to the process by which individuals selectively focus on stimuli present in their environment. For instance, when someone is in a public space such as a roadway, they consciously perceive vehicles and people around them. Attention represents an individual's concentration or focus on a particular object or group of objects. The relationship between attention and interest is close and reciprocal, as interest can foster stronger attention toward specific objects.

### c. The Factor of Social Motive

An individual's interest is influenced not only by internal drives but also by surrounding social motivations. For example, a person may develop a strong interest in achievement due to the desire to

attain higher social status. Motivation is an essential element in all activities, including learning, because without motivation, individuals are unlikely to engage in concrete actions or sustained effort.

**d. Emotional Factor**

Feelings and emotions play a significant role in shaping interest in an object or activity. For instance, past success in a particular activity can evoke feelings of pleasure and increase enthusiasm, which in turn strengthens an individual's interest in continuing that activity.

**e. Cognitive Factor**

The cognitive factor is closely related to learning and thinking processes. Cognition includes mental abilities such as observing, understanding, paying attention, predicting, and evaluating. In other words, cognition relates to an individual's capacity to recognize and process information. These thinking processes enable individuals to connect experiences, evaluate events, and make judgments, all of which are strongly associated with interest, particularly in learning contexts and the exploration of new ideas.

Interest management in tahfidz learning refers to the systematic management of students' interest by considering emotional, spiritual, and social aspects. This approach aligns with behavioristic and humanistic learning motivation theories, in which internal drives and external reinforcement play complementary roles. In education, learning interest is one of the key indicators of students' success in absorbing, understanding, and retaining learning materials. In the context of Tahfidz Al-Qur'an learning, interest not only motivates students to memorize but also helps maintain consistency in *muroja'ah* (revision), preserve the quality of memorization, and foster emotional attachment to the Qur'an. Without sufficient interest, tahfidz activities may feel monotonous or even burdensome for students. Conversely, high interest transforms memorization into an enjoyable and meaningful activity.

Tahfidz learning requires perseverance, consistency, and high discipline. Therefore, interest management must be an integral part of the tahfidz education system. Teachers need to understand that not all students possess strong initial motivation; thus, their role is to cultivate motivation through appropriate approaches.

Nasution (2024) emphasize that the success of tahfidz learning largely depends on students' internal factors, such as strong intention and the willingness to remain consistent (*istiqamah*). However, external factors such as teachers' attention, engaging methods, and a supportive school environment are equally important. Therefore, interest management is not solely the responsibility of tahfidz teachers but also involves school principals, parents, and the entire educational system.

**Methods of Memorizing the Qur'an**

Each individual adopts different approaches to memorizing the Qur'an according to their abilities and preferences. Generally, three types of methods are employed:

**a. Classical Methods:**

1. **Talaqqi:** Students listen to the teacher reciting verses and then imitate them repeatedly. This method is primarily used for beginners to establish correct pronunciation.
2. **Takrir:** Independent repetition of memorization for a specific number of repetitions (ten times or more) to strengthen memory.
3. **Muroja'ah:** Regular revision of previously memorized verses to maintain retention.
4. **Tasmi':** Submitting memorization to the teacher for correction in terms of fluency and accuracy.

**b. Modern Methods:**

1. The use of technology such as *murattal* audio, digital Qur'an applications, MP3 recordings, voice recordings, and *Mushaf Muhaffizh*.
2. Repeating memorization while listening to audio or utilizing visual aids.
3. The use of interactive applications or digital learning tools.

**c. Gamification Methods**

Gamification represents a significant innovation in enhancing students' interest and is implemented through:

1. Memorization achievement points and challenges (e.g., verse continuation and surah identification).
2. Ranking systems based on the accumulation of "Mumtaz" scores from tahfidz assessment records.
3. Group competitions in the form of memorization quizzes that promote collaboration and healthy competition.

These strategies make the tahfidz process more enjoyable, challenging, and meaningful. Through the combination of classical and modern approaches, along with spiritual reinforcement through Qur'anic methods, students are better able to sustain and continuously improve the quality of their memorization.

### 3. Research Methods

This study employs a qualitative approach using a case study method. The research site is Al-Amanah Islamic School, an integrated Islamic educational institution that has implemented a flagship Tahfidz Al-Qur'an program from the primary to the secondary level. The site was selected purposively, as the institution places particular emphasis on the development of young *hafidz* and *hafidzah* and has systematically implemented an interest management approach within its tahfidz program.

The research subjects consist of: (1) tahfidz teachers who are directly involved in the learning process and student motivation; (2) students enrolled in the tahfidz program across various educational levels who directly experience the learning process; and (3) the school principal and tahfidz program administrators responsible for designing and supervising policy implementation. Data collection was conducted through three primary techniques: participatory observation, in-depth interviews, and documentation. Observations were carried out directly during tahfidz learning activities to understand teacher student interactions and classroom conditions. Semi-structured interviews were conducted with tahfidz teachers, students, and the school principal to explore strategies and challenges in interest management. Documentation, such as memorization submission schedules and teachers' records, was used to support data obtained from observations and interviews.

The research subjects included ten tahfidz teachers and students from the elementary, junior secondary, and senior secondary levels. The study was conducted over a four-month period, from March to June 2025. Data analysis involved the stages of data reduction, data display, and conclusion drawing. The collected data were analyzed using the interactive model proposed by Miles and Huberman, which consists of three stages: (1) data reduction, involving the process of selecting, focusing, and simplifying field data; (2) data display in descriptive narrative form; and (3) conclusion drawing and verification to establish valid findings. Data validity was ensured through source triangulation and technique triangulation, achieved by comparing findings from interviews, observations, and documentation, as well as by combining multiple data collection techniques to ensure the consistency and credibility of the research results (Sugiyono 2020).

### 4. Results And Discussion

The results of the study indicate that interest management plays a highly significant role in promoting the success of Tahfidz Al-Qur'an learning at Al-Amanah Islamic School. Field findings obtained through observation, interviews, and documentation reveal that the strategies employed by tahfidz teachers significantly enhance students' interest, motivation, and memorization achievements. Interest management at Al-Amanah Islamic School is implemented through five main functions:

1. **Planning:** Planning memorization schedules, semester-based memorization targets, and memorization evaluation programs.
2. **Organizing:** Assigning teachers' responsibilities based on students' levels and abilities.
3. **Implementation:** Conducting tahfidz learning using *talaqqi* and *takrir* methods, with learning activities designed to be enjoyable and varied.
4. **Supervision:** Monitoring students' daily and monthly memorization progress.
5. **Evaluation:** Conducting periodic evaluations through *tasmi'* and memorization certification.

#### 4.1. Interest as a Central Element in the Tahfidz Process

Interest has been proven to serve as a foundational element for students' success in tahfidz learning. Students who demonstrate a high level of interest in memorizing the Qur'an tend to show strong consistency, enthusiasm in participating in each learning session, and independence in managing their study time. They are not only disciplined in carrying out *takrir* and *muroja'ah*, but also actively participate in *tasmi'* with enthusiasm. The memorization process is no longer perceived as a burden, but rather as a pleasant spiritual necessity.

In contrast, students with low interest tend to exhibit fluctuating learning enthusiasm, require more frequent external motivation, and show less consistency in submitting memorization. They are also more easily distracted and display a tendency to procrastinate in memorizing. Interview data indicate that students with high interest often possess strong internal motivation (intrinsic motivation), such as the desire to become a *hafidz*, to make their parents proud, or to deepen their religious understanding. Meanwhile, students who lack strong interest are often motivated merely by teachers' encouragement or classroom obligations.

According to Roswaidah (2025), "inner willingness and personal effort are key aspects that facilitate the memorization process." This aligns with findings at Al-Amanah Islamic School, where students with high interest demonstrate more stable and faster memorization achievement. Therefore, *tahfidz* teachers are required not only to teach technical memorization skills but also to act as motivators who foster and sustain students' interest through emotional approaches, effective communication, and the creation of a conducive and enjoyable learning environment.

#### 4.2. Interest Management Strategies Employed by Teachers

Teachers apply personal approaches, learning methods such as *talaqqi*, *takrir*, Islamic educational games, and verse visualization to accommodate students' learning styles, as well as rewards and verbal reinforcement as forms of appreciation for memorization achievements. These strategies have proven effective in maintaining students' motivation and interest in *tahfidz* learning.

According to Sundari (2024), the application of *tasmi'* methods accompanied by verbal motivation can enhance students' interest and discipline in *tahfidz* learning. When students realize that the learning process serves as a means to achieve goals they consider meaningful, and when they see that learning outcomes contribute to their personal development, they are more likely to demonstrate strong interest and motivation. Interest plays a crucial role in the learning process. If learning materials do not align with students' interests, they tend not to learn optimally due to a lack of engagement, leading to reluctance and dissatisfaction. Conversely, materials aligned with students' interests stimulate enthusiasm and learning motivation.

The functions of interest include facilitating concentration, preventing distraction by external factors, strengthening memory retention since individuals tend to remember learning materials better when they are interested and reducing boredom.

#### 4.3. Supporting and Inhibiting Factors of Interest in Memorizing the Qur'an

Supporting factors arise from a conducive environment. Students' interest in memorizing the Qur'an develops strongly when supported by: (1) a conducive school environment, (2) consistent parental involvement in supervising memorization at home, and (3) internal and external *tahfidz* competitions that foster healthy competitiveness. Conversely, interest may decline due to three main obstacles: boredom resulting from repetitive memorization without variation, poor time management that leads to delayed memorization submission, and excessively high memorization targets for beginners. These findings highlight the importance of periodically evaluating and adjusting memorization loads according to individual abilities. Daulay (2023) notes that "obstacles in the *tahfidz* process include boredom and students' lack of discipline."

##### a. Supporting Factors

Several factors support the process of memorizing the Qur'an:

##### 1) Health Factor

Physical health is a crucial aspect for individuals memorizing the Qur'an. When the body is healthy, memorization becomes easier, faster, and smoother. Conversely, poor health significantly hinders the memorization process.

##### 2) Psychological Factor

Psychological conditions also play an important role. Psychological disturbances can obstruct memorization; therefore, mental balance and emotional calmness are essential to ensure an uninterrupted memorization process.

##### 3) Intellectual Factor

Intelligence influences memorization success, as individuals possess varying levels of cognitive ability. However, limited intelligence should not diminish motivation to memorize the Qur'an.

##### 4) Motivational Factor

Motivation plays a major role in memorization. Support from parents, family, and close relatives is essential in maintaining enthusiasm. A lack of motivation can become a significant inhibiting factor.

### 5) **Age Factor**

Age can pose challenges in memorization, particularly in adulthood, when individuals face increased responsibilities and cognitive limitations compared to younger learners.

According to Raghieb As-Sirjani, additional supporting factors include: clear planning, joining memorization groups, carrying a pocket-sized Qur'an, attentively listening to the imam's recitation during prayer, starting with easier *juz*, using a consistent *mushaf*, dividing long passages into smaller parts, and participating in Qur'an memorization competitions.

### b. **Inhibiting Factors**

Based on interviews with tahfidz teachers and direct observations at Al-Amanah Islamic School, students' success in memorizing the Qur'an is influenced not only by learning methods but also by their physical and psychological conditions.

#### 1) **Students' Health Conditions and Their Impact on Memorization**

Interview results indicate that students' health directly affects memorization quality and retention. Physical fatigue, lack of rest, and illness reduce concentration, increase errors, and hinder daily memorization targets.

#### 2) **Laziness, Impatience, and Tendency to Give Up**

These attitudes often emerge among students who struggle with memorization or feel left behind by peers, particularly when physically fatigued.

#### 3) **Poor Time Management**

Many students struggle to balance school, tahfidz, and personal activities, limiting time for *muroja'ah* at home and resulting in weakened memorization.

#### 4) **Frequent Forgetting and Low Interest**

Forgetting memorization is influenced not only by cognitive ability but also by interest and emotional state during memorization.

#### 5) **Low Learning Motivation**

Students' motivation fluctuates and often declines due to fatigue or boredom, affecting memorization target achievement.

#### 6) **Instructor Role and Teaching Methods**

Teachers' instructional approaches significantly influence students' interest and motivation. A lack of flexibility in adapting methods to students' conditions may reduce learning enthusiasm.

#### 7) **Memorization Load**

Excessive memorization material may become an obstacle if not balanced with students' physical and mental readiness. Teachers often adjust targets and emphasize *muroja'ah* to maintain memorization quality.

### 4.4. **Strategies for Overcoming Memorization Difficulties Based on Field Practice**

Based on interviews and classroom practices at Al-Amanah Islamic School, tahfidz teachers implement several strategies to address students' memorization difficulties:

- a. Providing understanding of the material before memorization by explaining the meaning and content of verses, making memorization more meaningful rather than mechanical.
- b. Linking new memorization with previously mastered verses to facilitate continuity and reduce forgetting.
- c. Applying memorization functionally in daily activities, such as reciting memorized verses during prayer, group *muroja'ah*, and collective *tasmi'*, which effectively supports long-term retention.

## 5. **Conclusion**

Interest management has been proven to be a key driving force behind the success of tahfidz learning at Al-Amanah Islamic School. Effective teacher strategies in managing students' interest, through innovative learning methods and humanistic approaches, are able to enhance students' motivation and perseverance in memorizing the Qur'an. Teachers play a crucial role in shaping and sustaining this interest through personal approaches, the use of varied instructional methods, and the provision of motivating rewards.

External factors such as a conducive school environment, parental support, and the availability of tahfidz competitions also contribute to strengthening students' interest. On the other hand, challenges such as



boredom, weak time management, and pressure from memorization targets represent obstacles that must be managed wisely.

With regard to leadership, it is recommended that the head of the Tahfidz IHQA program continue to foster strong collaboration and communication with the entire tahfidz team, while maintaining the quality of well-established programs and remaining open to ongoing evaluation and innovative program development. Accordingly, interest management should be positioned as an integral component of the tahfidz learning system. This requires collaboration among teachers, parents, and the school in creating a supportive learning environment, as well as the implementation of adaptive evaluation systems that consider students' individual needs and capacities.

The school should continue and periodically refine its interest management strategies. Teachers should be provided with advanced training on engaging and enjoyable tahfidz learning approaches. Strengthened communication among teachers, students, and parents is essential to sustain students' motivation in tahfidz learning. Furthermore, program evaluations should incorporate indicators of students' interest and enthusiasm, not merely memorization achievements.

## 6. Acknowledgements

The author would like to express sincere gratitude to all parties who contributed to the completion of this research. Special thanks are extended to the leadership, teachers, and all students of Al-Amanah Islamic School for their support and active participation throughout the research process. The author also conveys heartfelt appreciation to the academic supervisor and all lecturers of the Faculty of Business and Humanities for their invaluable guidance and constructive feedback during the preparation of this manuscript. Finally, the author would like to thank family members and friends for their continuous prayers, motivation, and unwavering support.

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