

Pesantren Management in Improving the Quality of Students' Quran Memorization Through the Ziyadah and Muraja'ah Methods at Darul Falah III Islamic Boarding School in Cukir Jombang

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ABSTRACT: This study aims to analyze the management of Islamic boarding schools in improving the quality of students' Quran memorization through the application of the ziyadah and muraja'ah methods at the Darul Falah III Islamic Boarding School in Cukir, Jombang. The study employs a qualitative approach using a case study design. The research subjects included boarding school supervisors, tahfidz teachers, boarding school administrators, and tahfidz students. Data were collected through participant observation, in-depth interviews, and documentation, then analyzed using the Miles and Huberman interactive model, which includes data reduction, data presentation, and drawing conclusions. Data validity was tested through source, technique, and temporal triangulation, as well as member checking. The results indicate that boarding school management has been effectively implemented through the application of the planning, organizing, executing, and controlling (POAC) functions in the Quran memorization program. The ziyadah method contributes to an increase in the number of memorized verses through structured repetition and the setting of realistic memorization targets, while the muraja'ah method plays a role in maintaining the fluency, accuracy of tajwid, stability, and retention of the students' memorization. The program's success is supported by a conducive boarding school environment, the students' discipline, and the active involvement of caregivers and teachers in memorization instruction. Thus, boarding school management integrated with the ziyadah and muraja'ah methods has proven capable of optimally and sustainably improving the quality of the students' Quran memorization.

Keywords: Pesantren Management, Quran Memorization, Memorization Quality, Ziyadah, Muraja'ah

INTRODUCTION

Pesantren are the oldest Islamic educational institutions in Indonesia and play a strategic role in shaping knowledgeable, virtuous individuals with Islamic character. Pesantren serve not only as centers for the transmission of Islamic knowledge, but also as institutions for da'wah, moral guidance, and community empowerment (Harisah, 2020), (Rustandi et al., 2026). Throughout the history of Islamic education in Indonesia, pesantren have proven to be institutions capable of sustaining their existence amid various social, cultural, and technological changes. The key characteristics of pesantren lie in their boarding school system, the close relationship between the kiai and the

santri, and the ongoing instillation of Islamic values (Khamid & Hadi, 2025). Another view holds that pesantren are Islamic educational institutions that emerge from the community, are accepted by the community, and develop under the leadership of a kiai who serves as the central authority in education (Sagala, 2015), (Asnia et al., 2024). Therefore, pesantren are not only viewed as traditional educational institutions but also as agents of social transformation that play a significant role in the development of Islamic civilization in Indonesia.

In carrying out these various functions, pesantren require an effective management system to ensure that all educational activities proceed in a focused manner and achieve their established goals. Management serves as a vital tool for organizing human resources, educational programs, facilities and infrastructure, as well as various student development activities (Koswara, 2014), (S. A. Rustandi & Sa'diyah, 2023). Management is a process that involves planning, organizing, directing, and controlling an organization's various resources to achieve its objectives effectively and efficiently. In the context of Islamic boarding schools, the implementation of sound management is essential because the functions of these schools are not limited to formal and non-formal education but also include character building, the promotion of Islamic teachings, and community empowerment (Setiawan & Windayanti, 2025). Thus, the quality of pesantren management is a key factor in the institution's success in producing graduates with strong academic competence and high moral integrity.

One educational program that is a hallmark of many pesantren today is the Qur'an memorization program. Memorizing the Qur'an is a form of worship of great spiritual value and is also part of the effort to preserve the purity of Allah's revelation throughout the ages (Mahdi & Ridha, 2024). The Qur'an serves not only as a guide for the lives of Muslims, but also as the primary source of Islamic teachings, the authenticity of which must be preserved. One way this is achieved is through the tradition of memorization, which has been passed down from generation to generation (Bahri et al., 2022). Therefore, Quran memorizers play a crucial role in preserving the authenticity of the Quran while also being an integral part of the Islamic intellectual tradition that remains vibrant to this day. Thus, the Qur'an memorization program in Islamic boarding schools is not merely focused on achieving memorization itself, but also serves as a strategic means to cultivate a Qur'anic generation capable of preserving, practicing, and disseminating the values of the Qur'an in social life.

Success in memorizing the Qur'an is not determined solely by the individual student's ability but is also influenced by the teaching methods and training systems implemented by the pesantren. Among the methods widely used in the memorization program are the ziyadah and muraja'ah methods. The ziyadah method focuses on gradually adding new memorization material according to the student's ability (Nur & Dilla, 2025), (Safitri et al., 2025). Meanwhile, the muraja'ah method serves to review

and reinforce what has been memorized in order to maintain its quality (Helmi et al., 2025). These two methods are complementary because memorization without review risks causing the material to be easily forgotten, while review without a memorization goal can hinder the student's progress. Therefore, a balance between memorization and review is a fundamental aspect of Quranic memorization training. The systematic application of both methods not only helps students achieve their memorization goals but also maintains the accuracy of recitation, the fluency of memorization, and long-term memory retention.

Darul Falah III Cukir Jombang Islamic Boarding School is one of the tahfidz-based boarding schools that prioritizes the Qur'an memorization program as the main focus of student education. In addition to memorizing the Qur'an, students also participate in various other educational activities, such as studying classical Islamic texts, attending madrasah diniyah, and receiving formal education appropriate to their respective grade levels. These conditions require a boarding school management system capable of effectively managing the memorization program to ensure the quality of students' memorization remains maintained amidst the busy educational schedule (Arba'ah et al., 2025). Although the ziyadah and muraja'ah methods have been implemented as the primary strategies in memorization training, various challenges remain, such as a decline in students' consistency in retaining what they have memorized, difficulties in scheduling muraja'ah sessions, and the tendency for memorized material to be easily forgotten. This phenomenon indicates that the success of a tahfidz program does not depend solely on the methods used but is also influenced by the effectiveness of the pesantren's management in designing, implementing, and evaluating the memorization training program (Hidayanti et al., 2025). Given this background, this study is important to conduct an in-depth examination of pesantren management in improving the quality of students' Quran memorization through the ziyadah and muraja'ah methods at the Darul Falah III Cukir Jombang Islamic Boarding School, thereby making an academic contribution to the development of Quran memorization-based Islamic education management in the contemporary era.

METHOD

This study employs a qualitative approach using a case study design to gain an in-depth understanding of pesantren management in improving the quality of students' Quran memorization through the ziyadah and muraja'ah methods at the Darul Falah III Cukir Jombang Islamic Boarding School. The qualitative approach was chosen because it is capable of revealing phenomena holistically based on natural conditions occurring in the field, as well as positioning the researcher as the primary instrument in the process of data collection and interpretation. The research was conducted at the Darul Falah III Cukir Jombang Islamic Boarding School, with research subjects including

boarding school supervisors, tahfidz teachers, boarding school administrators, and tahfidz students directly involved in the implementation of the Quran memorization program. Informants were selected purposively based on the consideration that they possessed knowledge, experience, and involvement relevant to the implementation of boarding school management and the application of the ziyadah and muraja'ah methods.

The research data consists of primary and secondary data. Primary data was obtained through participant observation, in-depth interviews, and documentation, while secondary data was obtained from books, scientific journals, pesantren documents, and various literature relevant to the research focus. Data analysis was conducted interactively using the Miles and Huberman model, which includes data reduction, data presentation, and drawing conclusions and verification. To ensure data validity, the study applied credibility checks through extended researcher field engagement, enhanced observational rigor, triangulation of sources, methods, and timeframes, peer discussions, analysis of negative cases, and informant verification. Through these procedures, the research results are expected to possess high levels of validity, credibility, and reliability, thereby providing a comprehensive picture of the effectiveness of pesantren management in improving the quality of students' Quran memorization through the application of the ziyadah and muraja'ah methods.

RESULTS AND DISCUSSION

1. Implementation of Pesantren Management in the Qur'an Memorization Program at Darul Falah III Islamic Boarding School in Cukir, Jombang

The research findings indicate that the management of the Quran memorization program at Pondok Pesantren Darul Falah III Cukir Jombang has been implemented through the application of management functions, including planning, organizing, actuating, and controlling. These four functions serve as the primary foundation for the systematic and sustainable implementation of the memorization program. In terms of planning, the Darul Falah III Cukir Jombang Islamic Boarding School has established the Quran memorization program as a flagship program integrated with all educational activities at the boarding school. Planning is carried out through the formulation of memorization targets, the scheduling of recitation sessions, the allocation of time between memorization activities and religious school classes, as well as the adjustment of memorization goals based on each student's individual ability. These findings indicate that the implemented planning is adaptive and student-centered, enabling each student to achieve memorization targets optimally according to their individual capacity (Sariwulan, 2026). In terms of organization, the study found a clear division of tasks and responsibilities among the caretakers, the tahfidz instructors, and the boarding school administrators. The caretakers serve as program supervisors and decision-makers, the

instructors are responsible for guiding and evaluating the students' memorization, while the administrators help oversee discipline and the implementation of daily activities (Sembiring & Misnan, 2025), (Masfufah et al., 2025). Furthermore, the relationship between instructors and students is not merely formal; it is also built through a family-like approach that fosters a comfortable learning environment and supports the memorization process. This indicates that the success of the tahfidz program is determined not only by a sound organizational structure but also by the quality of interpersonal relationships cultivated within the pesantren environment.

Meanwhile, during the actuating stage, the tahfidz program is consistently implemented through the daily application of the ziyadah and muraja'ah methods. The program's implementation is not only focused on achieving memorization targets but is also directed toward character development, enhancing motivation, and instilling a culture of discipline among the students (Mustofa & Arini, 2025). Caregivers and teachers actively provide guidance, support, and motivation when students face difficulties or burnout during the memorization process. The monitoring function is carried out through recitation tests, routine evaluations, tracking of memorization progress, and observation of students' discipline in participating in all tahfidz activities. Supervision focuses not only on the quantity of memorization achieved but also on the quality of memorization, which includes the accuracy of tajwid, fluency in recitation, and the strength of the students' memory (Arba'ah et al., 2025), (Fathullah, 2025). These findings indicate that the monitoring system implemented has supported the creation of a measurable, accountable, and sustainable learning process. Thus, the implementation of pesantren management based on the functions of planning, organizing, actuating, and controlling (POAC) has proven to be a strategic tool in enhancing the effectiveness of the Qur'an memorization program and supporting the comprehensive achievement of the pesantren's educational goals.

2. Improving the Quality of Quran Memorization through the Ziyadah and Muraja'ah Methods

The research results show that the ziyadah and muraja'ah methods implemented at Darul Falah III Islamic Boarding School in Cukir, Jombang, have made a significant contribution to improving the quality of students' Quran memorization. This improvement is evident in the aspects of reading fluency, accuracy of tajwid, memorization retention, and the students' ability to maintain their memorization over the long term. These findings indicate that the success of the tahfidz program is greatly influenced by the selection of learning methods that align with the characteristics of the material and the needs of the students. (Safinatun, 2024). Thus, the structured and sustained application of the ziyadah and muraja'ah methods has proven effective in

supporting the Quran memorization process, making it a relevant strategy for improving the quality of students' memorization in terms of both quantity and quality.

The ziyadah method is implemented through the process of gradually adding new memorization material using repetitive techniques until the verses are firmly embedded in the students' memory. Students memorize verse by verse, and even word by word for longer verses, before presenting them to the teacher. This strategy demonstrates the application of the principle of repetitive learning, which is recognized in cognitive psychology as effective for strengthening the storage of information in long-term memory (Hanifansyah, 2025), (Sari et al., 2025). Consistent repetition helps reinforce memory, thereby reducing the risk of forgetting and making mistakes during recitation (Lubis, 2024). In addition, the use of segmentation techniques when memorizing long verses has been shown to help students understand the structure of the text more systematically. Breaking verses down into smaller sections facilitates the encoding of information and reduces the cognitive load during the memorization process (Ulfah et al., 2024). The interview results indicate that students who apply this strategy tend to reach their memorization goals faster than those who memorize the entire text without dividing it into verse structures. Thus, the ziyadah method not only increases the quantity of memorization but also enhances the quality of the tahfidz learning process.

The muraja'ah method plays a crucial role in maintaining the stability of memorization. Muraja'ah is conducted regularly before students add new material, ensuring that previously memorized content remains retained and is not easily forgotten (Helmi et al., 2025). Students who consistently review their memorization demonstrate greater fluency and accuracy in their recitation compared to those who are less disciplined in reviewing. Review is the cornerstone of successful memorization because it serves as a mechanism for reinforcing information that has been stored in memory (Muflich & Joedi, 2025). The muraja'ah method not only contributes to cognitive development but also fosters discipline and a sense of responsibility in the students. The requirement to review their memorization regularly encourages students to manage their time effectively and maintain consistency in their studies (Maolida et al., 2025). Thus, the combination of the ziyadah and muraja'ah methods results in a memorization process that not only increases the volume of memorization but also enhances the quality of memorization and fosters a culture of continuous learning within the pesantren environment.

3. The Role of Pesantren Management in Optimizing the Ziyadah and Muraja'ah Methods

Research findings indicate that the success of the ziyadah and muraja'ah methods is inseparable from a pesantren management system that supports their implementation. Pesantren management serves as a driving force that ensures the

entire tahfidz process proceeds in a planned, organized, and controlled manner (Rohman & Hayati, 2024). In other words, even the best teaching methods will not yield optimal results without the support of effective institutional governance. In terms of planning, the pesantren sets memorization targets, submission schedules, and structured review patterns so that students have a clear direction in the memorization process. This planning serves as a guideline for all parties involved in the tahfidz program and helps foster a systematic learning culture (Damri et al., 2025). Specific goals and schedules have also been shown to boost students' motivation, as they can track their memorization progress step by step. In terms of organization and implementation, the boarding school has successfully fostered synergy among caregivers, teachers, administrators, and students in carrying out the memorization program. Supporting activities such as group muraja'ah after Ashar, tasmi', regular khataman, and periodic evaluations are an integral part of the learning system. These programs not only reinforce memorization but also foster an academic and religious atmosphere that supports the success of Qur'an memorization.

This study also identified supporting and inhibiting factors that influence the quality of students' memorization. Supporting factors include effective time management, group review sessions, recitation practice, regular completion ceremonies, and a conducive boarding school environment. Conversely, inhibiting factors include low consistency in muraja'ah, difficulty memorizing long verses, limited mastery of tajwid, and the influence of an unsupportive environment. These findings indicate that the quality of memorization is influenced not only by learning methods but also by personal, social, and environmental factors within the students' learning environment (Witrianingsih, 2026). Overall, the research findings confirm that effective pesantren management can optimize the application of the ziyadah and muraja'ah methods in improving the quality of students' Qur'an memorization. The synergy between management functions, learning methods, and the pesantren environment creates a comprehensive tahfidz training system (Asmawati et al., 2025). Therefore, the success of a tahfidz program is not solely determined by the individual abilities of the students but is the result of the integration of pesantren leadership, professional program management, and an academic and spiritual culture that is continuously cultivated within the pesantren environment.

CONCLUSION

Based on the research findings, it can be concluded that the management of the Islamic boarding school plays a significant role in improving the quality of the students' Quran memorization at Pondok Pesantren Darul Falah III Cukir Jombang through the application of the ziyadah and muraja'ah methods. The implementation of management functions including planning, organizing, executing, and controlling (POAC) has proven

effective in supporting the systematic, focused, and sustainable continuation of the tahfidz program. The ziyadah method contributes to gradually increasing new memorization achievements in accordance with the students' abilities, while the muraja'ah method plays a crucial role in maintaining the stability, fluency, accuracy, and retention of the memorization that has been acquired. The synergy between structured program management, the active involvement of caregivers, teachers, and administrators, as well as continuous monitoring, results in an improvement in the quality of students' memorization in terms of both quantity and quality. These findings confirm that the success of a tahfidz program is determined not only by the memorization methods used but also by the effectiveness of the pesantren's management in allocating resources, fostering discipline, and creating a conducive learning environment for the optimal development of Quranic memorization.

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