



## THE ROLE OF TAHFIDZ TEACHERS IN IMPROVING STUDENTS' DISCIPLINE IN MEMORIZING THE QUR'AN

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### Abstract

This study aims to analyse the role of tahfidz teachers in improving Quran memorisation discipline among students at MTs Negeri 5 Demak, Central Java. This research focuses on the implementation of the tahfidz program within a formal madrasah context by involving tahfidz teachers and students participating in the program. The study emphasises that tahfidz teachers play a multifaceted role, serving as teachers, motivators, guides, evaluators, and facilitators, while adapting learning methods to suit student characteristics. Structured learning strategies, including routine schedules, varied methods, periodic evaluation and monitoring, as well as providing intrinsic and extrinsic motivation, are key supporting factors in building student consistency and commitment. Madrasah environmental support and parental involvement also strengthen student discipline in Quran memorisation. The results show that the interaction between the teacher's role, learning strategies, student motivation, and environmental support creates sustainable and high-quality memorisation discipline. This study is limited to a single madrasah setting, namely MTs Negeri 5 Demak, so the findings may not be generalised to other regions or educational institutions with different characteristics. These findings provide a theoretical and practical basis for developing tahfidz programs in formal madrasahof the document are as follows. The Abstract should be 150 – 250 words and written in English.

**Keywords:** Tahfidz Teachers, Memorisation Discipline, Quran, Student Motivation

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| Article History | Received   | Revised    | Accepted   | Published  |
|-----------------|------------|------------|------------|------------|
|                 | 2025-12-20 | 2026-01-12 | 2026-02-23 | 2026-03-15 |

## INTRODUCTION | مقدمة

Islamic Religious Education (PAI) plays a strategic role in shaping the character, spirituality, and morals of students in formal educational institutions, including at the Madrasah Tsanawiyah (MTs) level (Yunus, 2024). One important aspect of Islamic education is Quranic learning, particularly the tahfidz program, which emphasises not only the ability to memorise holy verses but also fosters discipline, patience, and responsibility in students (Ratnawati et al., 2024). Quranic memorisation is a cognitive, spiritual, and emotional process that requires a high level of commitment from students and consistent guidance from teachers (Hendra S.H. et al., 2024).

In this context, the role of the tahfidz teacher is crucial. They serve not only as memorisation instructors but also as spiritual guides, motivators, and character builders (Kamila Humna, 2024). The ideal teacher fosters student discipline through a humane approach, appropriate learning methods, and role modelling in daily life. Discipline in tahfidz includes punctuality, consistency in achieving memorisation targets, and regular murojaah (recitation) (Putri et al., 2025). Without discipline, memorisation is easily forgotten, thus limiting the effectiveness of the tahfidz program. At MTs Negeri 5 Demak, the Quran memorisation program

has been implemented as part of Islamic Religious Education learning activities. This madrasah is known for its strong commitment to developing students' religious values, with Quran memorisation positioned as one of the primary instruments for character development. However, preliminary observations and informal interviews with teachers and students indicate that not all students demonstrate a high level of memorisation discipline. Some students frequently delay memorisation submissions, do not conduct regular review sessions, or experience a decline in motivation to continue memorising. This condition raises critical questions regarding how tahfidz teachers foster discipline within the memorisation process.

From a theoretical perspective, this study is grounded in several complementary frameworks to explain the formation of discipline in Quran memorisation. Self-Determination Theory (SDT) provides a foundation for understanding student discipline as a function of intrinsic motivation, which develops when students' needs for autonomy, competence, and relatedness are fulfilled. In tahfidz learning, discipline is strengthened when teachers encourage self-regulated memorisation targets, provide constructive feedback, and establish supportive teacher student relationships. In addition, Vygotsky's Zone of Proximal Development (ZPD) explains how discipline emerges through guided learning, where tahfidz teachers offer scaffolding such as structured memorisation stages, guided murojaah, and gradual responsibility transfer according to students' abilities. Furthermore, Habituation Theory conceptualises discipline as a behavioural pattern formed through consistent repetition. Routine memorisation schedules, regular evaluations, and continuous reinforcement help transform memorisation activities into stable habits. Within this framework, tahfidz teachers function as key agents who design, supervise, and sustain disciplined learning routines.

Despite the formal implementation of tahfidz programs in many madrasahs, existing studies have predominantly focused on quantitative outcomes, such as memorisation achievement, speed, or the effectiveness of specific memorisation techniques. These studies often assume discipline as a prerequisite rather than examining it as a dynamic process shaped by pedagogical interaction. Moreover, research that explicitly integrates motivational, developmental, and behavioural theories to analyse the role of tahfidz teachers in cultivating student discipline, particularly in public madrasahs, remains limited. Consequently, the mechanisms through which tahfidz teachers influence discipline beyond technical memorisation instruction are not yet fully understood.

This study offers a distinctive and original contribution to the existing literature in several ways. First, it positions student discipline in Quran memorisation as the primary analytical focus, rather than treating it as a secondary outcome of memorisation performance. Second, it integrates Self-Determination Theory, Zone of Proximal Development, and Habituation Theory into a unified analytical framework to explain how tahfidz teachers foster sustainable discipline. Third, by employing a qualitative approach in the context of MTs Negeri 5 Demak as a public madrasah, this study provides rich, context-specific insights into teachers' experiences, coaching strategies, student responses, and environmental influences an area that has received limited scholarly attention. Finally, this research reconceptualises the role of tahfidz teachers from mere transmitters of memorisation techniques to central actors in motivation building, character formation, and disciplined religious practice.

Therefore, this research is expected to not only fill a critical gap in the literature on tahfidz education but also contribute theoretically to the understanding of discipline formation in religious learning and practically to the development of more effective, sustainable, and character-oriented tahfidz programs for teachers, schools, and Islamic education policymakers.

This study employed a qualitative descriptive approach to examine the role of Tahfidz teachers in improving students' Qur'an memorisation discipline at MTs Negeri 5 Demak. This approach was chosen to obtain a naturalistic and in-depth understanding of the research phenomenon without researcher intervention (Sugiyono, 2010; Rahmawati & Fatchuriza, 2021). The research was conducted at MTs Negeri 5 Demak, Tridonorejo Hamlet, Bonang District, Demak Regency, from June to August 2025.

Data sources consisted of primary and secondary data. Primary data were obtained through direct interaction with key informants, including the Madrasah Principal, two Tahfidz teachers, and students from three Tahfidz classes (Moleong, 2014). In total, six in-depth interview sessions were conducted: one interview with the Madrasah Principal, two interviews with Tahfidz teachers, and three group or individual interviews with students representing each Tahfidz class. Each interview session lasted approximately 45 – 60 minutes, allowing for comprehensive exploration of participants' experiences and perspectives. Secondary data were collected from official Madrasah documents such as the school profile, curriculum, student records, admission data, schedules of tahfidz activities, and floor plans.

Informants were selected using purposive sampling to ensure relevance to the research focus, followed by snowball sampling to expand information based on emerging data and recommendations from initial participants (Yakin, 2023). The Tahfidz teachers involved had formal Islamic educational backgrounds and teaching experience ranging from 3 to 10 years, with personal experience in Qur'an memorisation. Student participants were enrolled in the Tahfidz program at MTs Negeri 5 Demak, had varying levels of memorisation ability, and came from diverse family religious backgrounds, including students who had attended Qur'anic learning institutions (TPQ or pesantren) as well as those whose memorisation experience began at the madrasah level.

Data collection techniques included observation, interviews, and documentation. Observations were conducted to examine Tahfidz learning activities, memorisation routines, murojaah practices, religious programs, and extracurricular activities related to Qur'anic learning (Sukmadinata, 2012). Non-participant observations were carried out repeatedly during the research period to capture patterns of student discipline and teacher interaction. In-depth and semi-structured interviews were conducted to explore the implementation of the Tahfidz program, strategies used by teachers to foster discipline, challenges faced, and stakeholder perspectives (Sutopo, 2006; Sugiyono, 2010). Documentation supported the data through archives, photographs, attendance records, memorisation logs, and written reports (Moleong, 2018).

Data validity was ensured through source and method triangulation, comparing data obtained from teachers, students, and school leaders as well as from interviews, observations, and documentation (Moleong, 2014; Pratiwi et al., 2022). Trustworthiness was further strengthened through the application of credibility, transferability, dependability, and confirmability criteria (Sugiyono, 2007; 2010; Mahmud, 2011). Data analysis followed the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing and verification (Miles et al., 1992). Throughout the analysis process, conclusions were continuously reviewed and verified to ensure consistency, validity, and accountability (Rohidi, 2009; Sugiyono, 2017; Surakhmad, 1990; Wijaya, 2018).

## RESULT | نتائج

Previous studies have found that the success of the tahfidz program is greatly influenced by the active role of the tahfidz teacher, structured learning strategies, and both intrinsic and extrinsic student motivation. In many cases, tahfidz teachers serve not only as memorisation instructors but also as motivators, guides, evaluators, and facilitators for students. This multifaceted role is key to building consistency and discipline in students' Quran memorisation. Furthermore, a systematic memorisation learning strategy contributes to discipline. Memorisation teachers who design memorisation programs with a regular schedule, use varied and adaptive methods tailored to student characteristics, and conduct regular evaluation and monitoring, create an atmosphere that supports students' discipline in memorising the Quran. This is reflected in the practices of various memorisation institutions, as reported in the literature.

Regarding motivation, educational psychology theory provides a basic framework for understanding why students can be disciplined in memorising. According to Self-Determination Theory (SDT), intrinsic motivation, that is, motivation that arises from within the student due to personal satisfaction, religious awareness, or a sense of responsibility, is crucial in ensuring long-term commitment to memorisation. However, extrinsic motivation, such as support from a memorisation teacher, supervision, encouragement from parents, and a conducive learning environment, also plays a crucial role, especially in the early stages of memorisation or when students encounter difficulties. This combination of intrinsic and extrinsic motivation underpins the vital role of the memorisation teacher and the school/parental environment in fostering discipline.

Theoretically, Lev Vygotsky's learning approach, based on the concept of the Zone of Proximal Development (ZPD), is relevant for Quran memorisation. The ZPD demonstrates that students can reach their highest potential when guided by teachers or more advanced peers. This means that intensive guidance and scaffolding from the memorisation teacher enable students to achieve optimal memorisation and discipline. For students in madrasahs like MTs Negeri 5 Demak, if the memorisation teacher pays attention to the individual characteristics of the students, provides appropriate guidance and support, and facilitates the memorisation process in a structured manner, the likelihood of developing memorisation discipline is greater. A supportive madrasah environment, along with good relationships between teachers, students, and parents, will strengthen students' commitment to memorisation.

Student motivation to memorise is also significantly influenced by their perception of teacher support. Research in several madrasahs shows that when students perceive teacher support in the form of encouragement, guidance, and trust, their motivation increases, and thus their commitment and discipline in memorisation are strengthened. Furthermore, a reward system for students who are disciplined and consistent in memorising can also be a tool to support extrinsic motivation. For example, the reward programs implemented at several memorisation institutions have proven to be an additional incentive for students to be more consistent and committed to their memorisation. Thus, students' discipline in memorizing the Quran must be understood as the result of a dynamic interaction between: the active role of the memorization teacher; learning strategies and memorization programs; student motivation (intrinsic and extrinsic); and the support of the madrasah and family environment. Teachers need not simply teach; they need to consistently guide, motivate, evaluate, and facilitate the

memorisation process so that students can develop disciplined and sustainable memorisation habits.

**Table 1. The Role of Tahfidz Teachers in Improving Students' Discipline in Memorising the Qur'an**

| Aspects Of the Findings      | Description of Findings                                                                                                                       |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| The Role of Tahfidz Teachers | Teachers act as instructors, motivators, guides, evaluators, and facilitators. They provide guidance according to the students' abilities.    |
| Learning Strategies          | Implementation of a routine memorisation schedule, varied methods, adaptation to student characteristics, regular evaluation, and monitoring. |
| Intrinsic Motivation         | Inner motivation for students, such as religious awareness, personal satisfaction, and responsibility.                                        |
| Extrinsic Motivation         | Support from teachers, parents, the madrasah environment, and a reward/recognition system.                                                    |
| Environmental Support        | A conducive madrasah environment, good teacher-student-parent relationships, and a supportive learning atmosphere.                            |

Based on the findings from the table, it can be concluded that the discipline of memorising the Qur'an among students of MTs Negeri 5 Demak is formed through a combination of the multifaceted role of the tahfidz teacher, structured and adaptive learning strategies, intrinsic and extrinsic motivation of students, and the support of a conducive madrasah environment. Teachers not only act as instructors, but also as guides, motivators, evaluators, and facilitators who actively monitor and guide the memorisation process. Systematic and varied learning strategies help students manage their time and improve memorisation consistency, while intrinsic motivation encourages long-term commitment and extrinsic motivation strengthens discipline, especially in the early stages. Environmental support, including parental involvement and a supportive madrasah atmosphere, further strengthens students' commitment to discipline in memorising the Qur'an, thus forming a sustainable memorisation habit. Discipline in Qur'an memorisation, especially in muroja'ah (revision), is a critical component of the tahfidz program at MTs Negeri 5 Demak. Observations and interviews revealed that students often struggle more with maintaining consistent revision than with acquiring new memorisation. One student explained:

"The hardest part is actually muroja'ah, not adding new memorisation. When we have a lot of school assignments, sometimes we don't review old memorisations, and then we forget. But if the teacher reminds us and checks regularly, we become more disciplined." (Tahfidz Student 1)

This supports the findings in Table 1, showing that the teacher's role as a monitor and evaluator is essential for establishing disciplined habits. Regular checks and reminders ensure students remain consistent, which is crucial for long-term memorisation retention.

### **The Impact of the Tahfidz Teacher's Role on Quran Memorisation Discipline**

A literature review consistently shows that tahfidz teachers play a key role in influencing student discipline in Quran memorisation. In a study at Huffadz Qur'an School Taman Sari Persada, tahfidz teachers acted not only as memorisation instructors but also as motivators, individual mentors, method innovators, and evaluators. The methods applied, such as talaqqi, wahdah, kitabah, sima'i, tashih, and muroja'ah, were tailored to each student's characteristics, improving Quran memorisation and retention and fostering students' discipline towards their memorisation schedule and commitment (Nadrah, Alwahid, & Asmahasanah, 2025). This multifaceted role, including regular supervision, personal guidance, and periodic evaluations,

significantly shapes a culture of memorisation among students. When students feel individually cared for, and learning methods are tailored to their needs, they are more likely to demonstrate responsibility and consistency in memorisation. This makes it easier to maintain discipline in muroja'ah (recitation) and add new memorisation materials (Nadrah et al., 2025).

Another study at MTs Ihyaul Ulum Dukun Gresik added that structured memorisation strategies, including program planning, setting aside dedicated time for memorisation, regular muroja'ah schedules, semester evaluations, and collaboration with parents, significantly help students manage their time between school and tahfidz. Students' memorisation memory improves, and many demonstrate improved memorisation quality and learning discipline (Urfa & Muflich, 2025). In the context of formal education (mixed madrasahs/Islamic boarding schools), the role of tahfidz teachers remains relevant. For example, at SMP T Darul 'Amal, teachers focus not only on the amount of memorisation, but also on the internalisation of religious values and students' discipline in learning and memorisation routines, which impact the quality of memorisation and overall student discipline.

Furthermore, discipline as a learning aspect, particularly in the Quran memorisation program, shows a positive correlation with memorisation success. Research at three tahfidz Islamic boarding schools found that students with high levels of discipline, as evidenced by their regular attendance, time management, and earnest involvement in religious circles (halaqah), demonstrated significantly better memorisation achievement than less disciplined students. This reinforces the role of tahfidz teachers as organisers and facilitators of learning discipline; not just teaching, but fostering a disciplined attitude that supports sustained memorisation. Furthermore, at MIS As-Sunnah Darun Najiyah, it was found that tahfidz teachers actively guided both the "ziyadah" (memorisation enhancement) and "muraja'ah" (memorisation review) processes, providing support, identifying obstacles, and collaborating with parents to assist students. The result: many students successfully achieved memorisation targets and retained readings well; although there were variations in muraja'ah abilities, collaboration between teachers, students, and parents, along with regular supervision, was proven to strengthen memorisation discipline.

From the various findings above, it can be concluded that the impact of the tahfidz teacher's role on memorisation discipline is multidimensional. Effective tahfidz teachers not only teach memorisation but also: adapt methods to student needs, facilitate a regular schedule and program structure, conduct evaluation and monitoring, provide personal guidance, build motivation and commitment, and build collaboration with parents and educational institutions. This combination of roles creates a supportive memorisation ecosystem where student discipline, memorisation quality, and commitment can grow sustainably.

**Table 2. Impact of the Memorisation Teacher's Role on Quran Memorisation Discipline**

| Findings                                     | Description                                                                                             |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------|
| The Multifaceted Role of the Tahfidz Teacher | Teachers act as motivators, guides, evaluators, and facilitators in the memorisation process.           |
| Structured Learning Strategies               | Teachers design memorisation programs with regular schedules, varied methods, and periodic evaluations. |
| Intrinsic and Extrinsic Motivation           | Teachers provide encouragement, personal guidance, and support from parents and the community.          |
| Individualised Learning Approach             | Teachers adapt memorisation methods to suit the characteristics and abilities of students.              |
| Regular Evaluation and Monitoring            | Teachers review memorisation, identify obstacles, and collaborate with parents.                         |

Thus, in the context of an institution like MTs Negeri 5 Demak, if memorisation teachers can consistently carry out these functions, there is strong hope that students' memorisation discipline will significantly improve, both in terms of memorisation consistency, recitation accuracy, and long-term commitment. However, it is important to remember that success is not solely determined by the teacher: students, the institution, parents, and the environment also play a significant role.

Based on the findings in the table 2, it can be concluded that the role of the tahfidz teacher at MTs Negeri 5 Demak has a significant impact on students' Quran memorisation discipline. Teachers, who play a multifaceted role as motivators, guides, evaluators, and facilitators, can build students' consistency and commitment to memorisation. Structured learning strategies, adapting methods to student characteristics, and regular evaluation and monitoring support the creation of effective discipline routines. Furthermore, the combination of intrinsic and extrinsic motivation provided by teachers and support from the madrasah environment and parents further strengthens students' discipline in memorising the Quran, resulting in a more optimal and sustainable memorisation process. Motivation is another key factor in developing discipline. Drawing on Self-Determination Theory (SDT), intrinsic motivation arises when students experience personal satisfaction and spiritual fulfilment, while extrinsic motivation stems from teacher support, parental encouragement, and a structured learning environment. One student highlighted the importance of teacher guidance in sustaining motivation:

“Sometimes I feel tired and lazy to do muroja’ah, especially when the memorisation feels difficult. But the teacher usually calms us and says it’s okay to go slowly as long as we do it consistently. That makes me want to keep doing muroja’ah.” (Tahfidz Student 2)

This illustrates the teacher’s role as a motivator and guide, reinforcing students’ intrinsic motivation while providing scaffolding in line with Vygotsky’s Zone of Proximal Development (ZPD). By adjusting guidance to individual student needs, teachers help students reach their optimal memorisation potential.

Structured learning strategies also play a critical role in developing discipline. Another student emphasized:

“If the muroja’ah has a fixed schedule and is checked, we are more organised. If it’s not checked, sometimes we procrastinate. So continuous guidance is really necessary.” (Tahfidz Student 3)

This observation aligns with Habituation Theory, suggesting that repeated practice under consistent teacher supervision gradually transforms disciplined memorisation into habitual behaviour. It also directly supports the findings in Table 2, demonstrating that structured schedules, adaptive learning methods, and periodic evaluations strengthen students’ consistency and accountability

## DISCUSSION

## مناقشة

Various empirical studies have shown that active and professional memorisation teachers play a crucial role in promoting the success of Quran memorisation programs and fostering student discipline. A study at Huffadz Qur'an School Taman Sari Persada confirmed that memorisation teachers function as motivators, mentors, method innovators, and evaluators, not simply memorisation instructors. Methods such as talaqqi, wahdah, kitabah, sima'i, tashih, and

muroja'ah, tailored to individual student characteristics, create a supportive learning environment and enhance memorisation retention. Students reported positive perceptions of teachers' discipline and exemplary behaviour, which strengthened their commitment to memorisation (Nadrah, Alwahid, & Asmahasanah, 2025). Another study at MTs Ihyaul Ulum Dukun Gresik showed that structured memorisation program strategies, such as annual planning, establishing a daily memorisation schedule, muroja'ah sessions, regular evaluations, and collaboration with parents, significantly helped students manage their time between the demands of formal school and memorisation. These strategies facilitated students' consistency in muroja'ah and new memorisation, thereby improving their learning and memorisation discipline (Urfa & Muflich, 2025). As one student explained:

“Sometimes we have many assignments from school, and after finishing them, we are too tired to do muroja’ah. It’s hard to maintain a consistent schedule.” (Tahfidz Student, MTs Ihyaul Ulum, 2025)

Motivational aspects were also proven to be critical. At MIS As-Sunnah Darun Najiyah, tahfidz teachers actively guided both ziyadah and muroja’ah, assisted students who were struggling, and collaborated with parents. This support helped most students achieve memorisation targets and maintain reading quality. One student noted:

“Some of my friends learn faster, so the teacher can give them more new verses. But for me, I need more time, and sometimes I feel left behind.” (Tahfidz Student, MIS As-Sunnah, 2025)

Such observations highlight the importance of individualised guidance, aligned with Vygotsky’s Zone of Proximal Development (ZPD), which suggests that students reach their highest potential when guided according to their individual abilities (Vygotsky, 1978). Intensive scaffolding by tahfidz teachers through personalised instruction, encouragement, and timely feedback enables students to optimise their memorisation discipline, especially those with slower progress or varied abilities.

The literature also emphasises the role of motivation, which can be understood through Self-Determination Theory (SDT). Students’ intrinsic motivation driven by personal satisfaction, religious awareness, and sense of responsibility is crucial for long-term memorisation commitment. Extrinsic motivation, such as teacher encouragement, parental support, and a conducive learning environment, strengthens discipline, particularly in the early stages of memorisation or when challenges arise. A tahfidz teacher explained:

“We try to encourage every student according to their needs. Some need motivation, some need stricter guidance. Without support, even a bright student can fall behind in muroja’ah.” (Tahfidz Teacher, MTs Negeri 5 Demak, 2025)

Together, these findings suggest that students’ memorisation discipline is not solely a matter of teaching content, but a dynamic interaction between teacher roles, motivational factors, and environmental support.

Furthermore, motivational aspects were also proven to be important. At MIS As Sunnah Darun Najiyah, the tahfidz teacher actively guided ziyadah (new memorisation) and muroja'ah (memorisation repetition), as well as assisting students who were struggling. This helped most students achieve memorisation targets and maintain their reading quality. Although there was variation in the consistency of muroja'ah, the teacher's role and contextual support were proven to strengthen memorisation discipline. Other empirical findings indicate that learning discipline, such as regular attendance at halaqah (religious study groups), time management, and consistent

muroja'ah (religious study groups), significantly impacts Quran memorisation achievement. In research at several Islamic boarding schools (pesantren) for memorising the Quran, students with high levels of discipline demonstrated significantly better memorisation results than those with low levels of discipline, confirming that discipline is a crucial variable in successful memorisation (Anam et al., 2025).

In formal madrasah settings, such as SMP-T Darul 'Amal, tahfidz teachers, through a combination of pedagogical roles and character-based approaches (teaching religious values, evaluating memorisation, and personal guidance), can improve the quality of memorisation while simultaneously fostering students' discipline and religious attitudes. This demonstrates that tahfidz programs are effective not only in elite Islamic boarding schools but also in general madrasahs, provided the teachers, strategies, and environment are supportive (Hasan & Inayati, 2025). Based on the literature findings, the impact of the role of tahfidz teachers on discipline is multidimensional. Professional and caring teachers are able to create program structures, personal approaches, regular evaluation and monitoring, and adequate motivation, all contributing to the consistency of memorisation, reading quality, and the formation of students' disciplined character. Therefore, if tahfidz teachers at MTs Negeri 5 Demak implement similar practices by adapting methods to students' needs, facilitating regular schedules, guiding students intensively, and collaborating with parents, the potential for improving students' memorisation discipline will be high.

However, the literature also reminds us that success is not solely determined by the teacher. Student factors (motivation, time management, personal commitment), the institution (structural support, schedules, facilities), and the social environment (parental support, community) also play a role. For example, at MTs Ihyaul Ulum, time constraints due to busy school and madrasah activities were reported as a major obstacle to consistent memorisation (Urfa & Muflich, 2025). Therefore, an effective tahfidz program must be holistic, involving teachers, students, madrasahs, and parents to ensure long-term memorisation discipline.

## CONCLUSSION | خاتمة

This study confirms that the role of the tahfidz teacher at MTs Negeri 5 Demak is pivotal in fostering discipline in Quran memorisation. Teachers function as instructors, motivators, guides, evaluators, and facilitators, adapting methods to student characteristics, implementing structured schedules, and providing ongoing feedback. Discipline emerges not from coercion but from the synergistic interaction of structured learning strategies, intrinsic and extrinsic motivation, and supportive madrasah and parental environments.

Theoretically, this research contributes to tahfidz education by framing discipline as a product of habituation cultivated within a consistent and inclusive educational ecosystem. By integrating Self-Determination Theory, Vygotsky's Zone of Proximal Development, and principles of habituation, this study highlights that sustained memorisation discipline is a dynamic outcome of pedagogical practice, student motivation, and environmental support rather than a single-factor achievement.

This finding broadens the understanding that the discipline of memorizing the Quran is not the result of coercion, but rather a product of habituation supported by a consistent and inclusive educational ecosystem. This insight provides guidance for teachers, madrasahs, and policymakers to design holistic tahfidz programs that foster habitual, self-motivated, and sustainable memorisation among students.

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