

Analysis of the Integration of Tahfiz Al-Qur'an in the Curriculum: Its Impact on Student Achievement

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Abstract

Keywords:

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This study aims to analyze the integration of the Tahfiz Al-Qur'an program into the education curriculum and its impact on student achievement through a library research approach. This study traced various literature sources such as books, scientific journals, educational articles, and relevant previous research results. The primary focus of the study is to understand the concept of tahfiz integration in the general school curriculum and examine its contribution to students' cognitive, affective, and spiritual aspects. The study results indicate that integrating the tahfiz Al-Qur'an program improves students' memorization abilities and plays a role in forming disciplined character, strengthening learning motivation, and improving overall academic achievement. This approach positively influences the balance between intellectual and spiritual education and creates a more religious and conducive learning environment. This study recommends the need to systematically develop an integrative curriculum that combines Al-Qur'an education with general learning to create a holistic and sustainable quality of education.

Kata Kunci:

Integrasi Tahfiz,
Kurikulum,
Prestasi Siswa.

Abstrak:

Penelitian ini bertujuan untuk menganalisis integrasi program Tahfiz Al-Qur'an ke dalam kurikulum pendidikan dan dampaknya terhadap prestasi siswa melalui pendekatan penelitian perpustakaan. Penelitian ini menelusuri berbagai sumber literatur seperti buku, jurnal ilmiah, artikel pendidikan, dan hasil penelitian sebelumnya yang relevan. Fokus utama penelitian ini adalah memahami konsep integrasi tahfiz dalam kurikulum sekolah umum dan mengkaji kontribusinya terhadap aspek kognitif, afektif, dan spiritual siswa. Hasil penelitian menunjukkan bahwa integrasi program Tahfiz Al-Qur'an meningkatkan kemampuan hafalan siswa dan berperan dalam membentuk karakter yang disiplin, memperkuat motivasi belajar, serta meningkatkan prestasi akademik secara keseluruhan. Pendekatan ini secara positif mempengaruhi keseimbangan antara pendidikan intelektual dan spiritual, serta menciptakan lingkungan belajar yang lebih religius dan kondusif. Penelitian ini merekomendasikan perlunya mengembangkan kurikulum integratif secara sistematis yang menggabungkan pendidikan Al-Qur'an dengan pembelajaran umum untuk menciptakan kualitas pendidikan yang holistik dan berkelanjutan.

INTRODUCTION

Modern education today demands a balance between academic achievement and the formation of students' spiritual character. In the midst of globalization and increasingly complex moral challenges, there is a need to provide education that is not only cognitive-oriented, but also strengthens religious values and noble morals (Arthur 2008; Basri et al. 2024; Khasanah et al. 2024; Istiyani et al. 2024). One form of implementation of these values in the world of education is through the integration of the Tahfiz Al-Qur'an program into the school curriculum (Akmansyah, Ramadhani, and Prawoto 2025; Aniah, Darmayanti, and Arsyad 2023; Hermawan 2021).

The urgency of this research lies in the importance of understanding how the combination of tahfiz learning with general subjects can make a real contribution to improving student achievement, both academically and morally (Aqodiah, Hasanah, and Humaira 2023; Haq et al. 2022; Dewi, Mujiono, and Kholis 2025). Public schools are beginning to look at tahfiz programs as part of strengthening character education, but scientific studies that discuss its effectiveness and impact are still limited, especially those sourced from comprehensive literature reviews.

National education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which reflects religious values (Fatah et al. 2023; Ibrahim and Sundawa 2023; Jannah, Rodliyah, and Usriyah 2023). Various studies show that the process of memorizing the Qur'an has a positive influence on students' memory, concentration, and discipline. As a study entitled "The Application of the Qur'an Tahfidz Program in Improving Student Learning Achievement" The use of the Qur'an tahfidz program among students has become an important topic in efforts to improve their learning achievement (Muhammad et al. 2022; Rojiyah et al. 2023; Rustiana and Ma`arif 2022; Safariah and Masykur 2022; E. Suryana et al. 2024). Further studies are recommended to delve deeper into the long-term impact of these programs as well as to expand the scope of implementation in various educational contexts.

The advantage of this research is its approach based on library research, so that it is able to summarize various theories, findings, and best practices from various reliable literature sources. Thus, this research not only provides an in-depth theoretical overview, but can also be a foothold for the development of an integrative curriculum that is applicable in public schools. This research is expected to be an important contribution in the development of Islamic education that is relevant and contextual to the needs of the times.

METHOD

This research uses the library research method. This approach is carried out by examining various relevant written sources, such as books, scientific journals, articles, research reports, and educational documents that discuss the integration of tahfiz of the Qur'an in the curriculum and its influence on student learning achievement.

The purpose of this method is to collect and analyze theoretical ideas as well as the results of previous research related to the theme. Analysis is carried out in a descriptive-qualitative manner, qualitative descriptive means interpreting and compiling data systematically in order to gain a deep understanding of the concept of tahfiz integration in

the general education system and its impact on the cognitive and affective aspects of students.

The data was studied based on Islamic education theory, curriculum theory, and educational psychology approaches that support character formation and achievement through Qur'an-based learning. In addition, this study also compares various models and strategies for the implementation of tahfiz in public schools as an evaluative and recommendatory basis. With this approach, it is hoped that the research will be able to present a comprehensive scientific synthesis of the importance of integrating tahfiz in the public school curriculum as a strategy to improve the quality of education holistically.

RESULT

Tahfidz Al-Qur'an

Etymologically, the word tahfiz comes from the Arabic حَفِظَ - يَحْفَظُ - حَفْظًا which means to keep, remember, or memorize. In the context of Islamic education, tahfiz of the Qur'an refers to the activity of memorizing the holy verses of the Qur'an systematically and continuously with the aim that the memorization is firmly attached to the memory and can be maintained in its integrity without change. This activity has been a noble tradition since the time of the Prophet Muhammad PBUH, where the companions are known as huffaz (memorizers of the Qur'an), who not only memorize the words but also understand and practice their contents (Falah 2022; Mubi, Hussin, and Mohamad 2024; Athiyah and Islam 2019).

The practice of tahfizh Al-Qur'an is practiced not only by adults but also by teenagers and even children. In recent years it has been very common for children to memorize the Quran as this trend is increasing very quickly. This phenomenon is a great honor for parents and teachers to have children or students with tahfizh of the Qur'an (Hafizh). In fact, not only one television channel shows off their abilities, let alone early childhood competitions display the results of memorization of the Qur'an (Az-Zafi and Partono 2020; El-Hussari 2022). Early childhood is the right time for children to learn the Qur'an. The prospect of mechanical memorization at a child's age has a very large opportunity because its memory or memorization ability at that age is still very good (E. Suryana et al. 2024). At the age of children, it is easy to obtain and imitate the information they obtain from their environment. Its stimulants, both and bad given by adults, can be easily accepted by children

The Islamic religious educational material that currently receives considerable attention from the public is tahfidzul qur'an, so many parents enroll their sons and daughters in educational institutions with the main basis of tahfidzul qur'an. Tahfiz of the Qur'an is not only an activity of remembering sacred texts, but also a means of spiritual and character formation. In the process, tahfiz trains the concentration, discipline, and perseverance of students (Aniah, Darmayanti, and Arsyad 2023; Muhammad et al. 2022; Nasution et al. 2023). Those who memorize the Qur'an are accustomed to the routine of muroja'ah (repeating memorization), which indirectly trains an organized and responsible mindset. Therefore, the tahfiz program also has great potential in supporting students' cognitive and affective development at the same time (Saragih, Mesiono, and Nasution 2021).

In the modern world of education, tahfiz began to be integrated into the formal curriculum as part of a holistic learning strategy. This integration can be in the form of adding tahfiz subjects, incorporating tahfiz in Al-Qur'an Hadith lesson hours, to the formation of special tahfiz classes that focus on memorization targets. This effort is not only aimed at producing a generation of Qur'an memorizers, but also to increase students' appreciation of Qur'anic values and instill spiritual closeness to the Kitabullah. The development of educational institutions has made the tahfiz trend the main program so that it is in great demand by parents, but there are still difficulties and failures in Islamic educational institutions that have Qur'an memorization programs, including: weak management of tahfizh programs carried out by educational institutions, the inactive role of tahfizh teachers or instructors in guiding and motivating students to memorize the Qur'an, the mechanisms and methods used by tahfizh teachers, the weak support of parents, and the weak control and motivation of superiors (Mubi, Hussin, and Mohamad 2024; Athiyah and Islam 2019; Aras and Solihin 2022).

Furthermore, tahfiz is believed to have an influence on students' academic achievements, especially in subjects directly related to the Qur'an. Good memorization makes it easier for students to understand the structure of the verses, the content of the meaning, and the correlations between the verses taught in the Qur'an Hadith lessons. Therefore, the tahfiz program not only has an impact on religious achievement, but also on the quality of learning in general (E. Suryana et al. 2024). The tahfiz program that has been implemented and integrated into the school curriculum where students who take part in the program show increased academic achievement than students who do not take part in the tahfiz program (Safariah and Masykur 2022).

Integration of tahfiz of the Qur'an in the curriculum

The integration of tahfiz Al-Qur'an in the curriculum is a systematic effort to integrate the Qur'an memorization program into the formal education system, both in terms of curriculum structure, learning strategies, and assessments. (Muqoyadi et al., 2019) This integration does not just add tahfiz lesson hours separately, but also makes memorization activities an integral part of the educational process that supports the achievement of students' spiritual, academic, and character competencies.

The planning of the tahfidzul qur'an program must be well planned and precise, so a curriculum is needed in managing the *tahfidzul qur'an* program. The role of the curriculum in managing the tahfidzul qur'an program is very important and decisive in achieving educational goals so that the curriculum has a strategic role. There are three very important roles of the curriculum, namely the conservative role, the creative role and the critical/evaluative role. (Yahdillah et al., 2024) The curriculum is one of the components that has a strategic role in realizing quality/quality schools, (Rustam., 2011) The integrated curriculum (combining tahfidzul qur'an and formal curriculum) is one of the breakthroughs to produce a generation of Qur'ani who are proficient in understanding the Qur'an and intelligent in science. The objectives of the curriculum are based on thoughts and oriented to philosophical values – especially the philosophy of the state – and develop according to the demands, needs and circumstances of society. (Sukino, 2017)

In the context of Islamic education, this integration has two main dimensions: The curricular dimension, which includes tahfiz as part of a systematically designed curriculum structure, both as an independent subject and integrated in the subject of the Qur'an Hadith (Anandari et al., 2023). The pedagogical dimension, which is the incorporation of values, methods, and goals of tahfiz into the learning approach used by teachers in the classroom.

The main goal of this integration is to form a student who not only has intellectual intelligence, but also has spiritual depth, Qur'anic literacy skills, and Qur'anic character. This program is the answer to the need for comprehensive and contextual Islamic education in facing the challenges of the times. (Suryana et al., 2019) In addition, the integration of tahfiz in the curriculum is also expected to have a positive impact on learning achievement, especially in the subject of the Qur'an Hadith. With good memorization, students have the convenience of understanding the context of the verses, recognizing the language structure of the Qur'an, and relating the content of the verses to the hadith being taught. This strengthens the integration between memorization and comprehension, thus creating more effective and meaningful learning.

Therefore, the integration of tahfiz is not just an additional program, but part of the transformation of Islamic education that aims to form a generation of Qur'anis who excel in science and charity.

The Qur'an is linguistically (etymological) which means "*qara'a*" means to read or collect while in terms (terminology) it is the word of Allah SWT which was revealed to the Prophet Muhammad PBUH through the angel Jibril in Arabic, As a guide for mankind who read it is considered as worship and written in a mushaf that is preserved to its original until the Day of Resurrection. As for hadith in language means words, news, and speeches, decrees and characteristics and morals that are relied upon by the Prophet Muhammad PBUH, the function of hadith is to explain the content and meaning contained in the Qur'an, become the second source of law after the Qur'an and provide an example in the practice of Islamic teachings

DISCUSSION

Based on previous research, the use of the Qur'an tahfidz program among students has become an important topic in efforts to improve their learning achievement. This study aims to explore how the implementation of the Qur'an tahfidz program can affect student learning achievement in schools. This research method involves collecting data through literature studies and interviews with educational practitioners who have implemented this program. The main findings of this study show that the Qur'an tahfidz program can have a significant positive impact on students' learning achievement (Yahdillah, Salwa, and Masnawati 2024). This program not only improves the Qur'anic reading skills, but also strengthens students' learning discipline, concentration, and moral values (Hadi 2017). In addition, the program provides a supportive learning environment for students to grow and develop holistically.

The study also identified several key factors that contribute to the successful implementation of the Qur'an tahfidz program, such as school commitment, parental support, and focused teaching quality. However, challenges such as adequate time allocation and the selection of effective teaching methods also need to be considered in

designing this program. In conclusion, the implementation of the tahfidz Qur'an program can be considered an effective strategy in improving students' learning achievement, not only in terms of academics but also in the development of character and spiritual values. Further studies are recommended to dig deeper into the long-term impact of these programs as well as to expand the scope of implementation in various educational contexts.

Based on the description above, the use of the Tahfidz Al-Qur'an program among students has become the main focus in the development of Islamic education, especially in an effort to improve the quality of student learning achievement as a whole. Previous research that examined this has shown that the implementation of the tahfidz program not only plays a role in the formation of character and discipline, but also makes a positive contribution to student learning outcomes in general subjects.

This study uses literature study methods and interviews with education practitioners in schools that have implemented tahfidz programs in a structured manner. The results of the interviews showed that students who actively participated in the tahfidz program tended to have a higher level of focus, motivation, and learning responsibility compared to students who did not participate in the program. In addition, the habit of interacting with the Qur'an on a daily basis makes students more spiritually oriented, which has a positive impact on their learning atmosphere and academic achievement.

When compared to the latest journal entitled "Analysis of the Integration of Tahfiz Al-Qur'an in the Curriculum: Its Impact on Student Achievement", there are similar findings, namely that the integration of the tahfidz program into the school curriculum has a positive effect on student achievement. However, the latest journal emphasizes more on the integrated curriculum aspect, where tahfidz is no longer an additional program, but becomes an integral part of the learning system. This integration directly affects the structure of schedules, assessments, and character development of students, so that the results achieved are more systematic and measurable.

Thus, both previous research and the latest journals agree that the tahfidz program contributes positively to student learning achievement. However, the integrative approach applied in the latest research provides added value in the form of sustainability and consistency of programs within the framework of formal education.

Table. 1. Research Finding

Aspects	Previous research	Recent research	Equation	Difference
Research Title	The Application of the Qur'an Tahfidz Program in Improving Student Learning Achievement	Analysis of the Integration of Tahfiz Al-Qur'an in the Curriculum: Its Impact on Student Achievement	The integration of the tahfidz program into the school curriculum has a positive effect on student achievement	The integrative approach applied in the latest research provides added value in the form of sustainability and consistency of programs within the framework of formal education
Author and Year	Mujia Yahdillah, Firda Salwa, Eli Masnawati Volume 1 No 2 November 2024	Ahmad Effendi, Hairunnisa, jamaliah Year 2025		
Research objectives	Aims to explore how the implementation of the	Aims to analyze the integration of the		

	tahfidz Qur'an program can affect students' learning achievement in schools	Tahfiz Al-Qur'an program in the educational curriculum and its impact on student achievement
Research Methods	This research method involves collecting data through literature studies and interviews with educational practitioners who have implemented this program	The research method uses a library research approach. This study was conducted by tracing various literature sources such as books, scientific journals, educational articles, and relevant previous research results
Findings	The results of the interviews showed that students who actively participated in the tahfidz program tended to have higher levels of focus, motivation, and learning responsibility compared to students who did not participate in the program	The results of the study show that the integration of the tahfiz Al-Qur'an program not only improves students' memorization skills, but also plays a role in shaping disciplinary character, strengthening learning motivation, and improving overall academic achievement

The research at the Assalam Islamic Boarding School integrates the Tahfidz Al-Qur'an program with madrasah education. With the integration of the Tahfidz Al-Quran program, it is necessary to manage the Tahfidz Al-Quran program so that the goals of the Tahfidz Al-Quran program are achieved and run effectively and efficiently. The purpose of the research is to find out: the results achieved in the management of the Tahfidz Al Quran program at the Tahfidz Al-Quran Assalaam Islamic Boarding School. This study uses qualitative descriptive research methods and data collection techniques through interviews, observations, documentation and copying (Y. Suryana, Dian, and Nuraeni 2019). The management of the Tahfidz Al-Quran program is carried out starting from planning, organizing, motivating, supervising and evaluating the program so that the Tahfidz Al-Quran program can run effectively and efficiently. Improvements in learning, human resources and infrastructure facilities continue to be carried out to improve the quality of education. The Tahfidz Al-Quran Program at the Tahfidz Al-Quran Assalaam Islamic Boarding School produces students who are accomplished, independent and have noble character.

Previous research has examined the importance of integrating the Tahfidz Al-Qur'an program in Islamic educational institutions such as madrassas and Islamic boarding schools. One of the studies conducted at the Tahfidz Al-Qur'an Assalaam Islamic Boarding School emphasizes the management aspect of the tahfidz program, focusing on how good management affects the achievement of program goals effectively and efficiently. The results of the study show that the success of the Tahfidz program is largely determined by

curriculum planning, learning methods, memorization supervision, and the active role of teachers and the cottage environment. Programs that are carried out systematically and structured have proven to be able to produce students who have strong memorization, good morals, and stable academic achievements.

In comparison, another journal titled "*The Integration of Tahfiz Al-Qur'an in the Curriculum: Its Impact on Student Achievement*" presents an analysis that when the tahfidz curriculum is integrated into the curriculum of madrassas or public schools, students not only experience an improvement in mastery of the Qur'an, but also show better performance in general subjects. This integration creates high learning discipline, responsibility, and motivation in students. This study highlights that the success of integration depends on the ability of educational institutions to develop a curriculum that integrates religious and general materials, without sacrificing the quality of both.

Thus, both studies show that good management and proper integration of tahfidz curricula both contribute greatly to student success. Research at the Assalaam Islamic Boarding School emphasizes more on the internal management aspect of the tahfidz program, while the journal on curriculum integration highlights the relationship between tahfidz and academic achievement. These two perspectives complement each other in proving the importance of tahfidz management and integration as part of a holistic education system.

The next article aims to present an analysis of the integration of the tahfidz program with formal schools in children's Islamic boarding schools in Central Java, Indonesia. This phenomenological research collected data from the results of interviews, observations and documentation. The findings of the study show that the model of integrating the tahfidz program from Islamic boarding schools into the curriculum of madrasah ibtida'iyah (MI) is carried out by adding Qur'an Hadith subjects with an allocation of two hours of lessons per week (Nugraha 2020). In its implementation, this program also requires students to memorize the Qur'an in accordance with the target to support the tahfidz program at Islamic boarding schools. The advantage of the tahfidz program integration model is that it accelerates students' ability to memorize because of the similarity of tahfidz methods used and the existence of additional subjects in the curriculum that support the tahfidz program.

Based on previous research entitled "Analysis of the Integration of the Tahfidz Program with Formal Schools in Children's Islamic Boarding Schools in Central Java, Indonesia" is a phenomenological study that explores the process of integrating the tahfidz program into the formal education system, especially at the Madrasah Ibtida'iyah (MI) level. This study collected data through interviews, observations, and documentation methods on the managers of Islamic boarding schools and teachers in formal schools in one institution.

The results of the study show that the integration of the tahfidz program is carried out in stages and adjusted to the structure of the MI curriculum. One form of integration is to add two hours of Qur'an Hadith subjects every week. This strategy allows students to continue to follow general lessons without neglecting the activity of memorizing the Qur'an. This integration is considered effective in forming religious character while maintaining students' academic achievements.

When compared to the latest research entitled "*Integration of Tahfiz Al-Qur'an in the Curriculum: Its Impact on Student Achievement*", there is similarity in the main conclusion, namely that the tahfidz program has a positive impact on student achievement, both spiritually and academically. However, the latest research highlights the impact in terms of achieving academic achievement quantitatively, such as increasing lesson scores, learning focus, and student motivation, while phenomenological research focuses more on the process of implementing integration in the formal pesantren environment qualitatively.

Thus, the two studies complement each other. Previous research provides an overview of the mechanism of integration of tahfidz programs in the context of formal Islamic boarding schools at the MI level, while the latest research confirms that the results of this integration are in the form of increased student achievement, which can be an indicator of the success of the integrative curriculum approach.

Table 2. Integrative curriculum approach

Aspects	Previous research	Recent research	Equation	Difference
Research Title	Integration of the Tahfidz Program with Formal Schools in Children's Islamic Boarding Schools	Analysis of the Integration of Tahfiz Al-Qur'an in the Curriculum: Its Impact on Student Achievement	Previous research provides an overview of the mechanism of integration of tahfidz programs in the context of formal Islamic boarding schools at the MI level	Recent research confirms that the results of this integration are in the form of increased student achievement, which can be an indicator of the success of the integrative curriculum approach.
Author and Year	Faqih, Ngabdul. Volume.13. 2020	Ahmad Effendi, Hairunnisa, jamaliah Year 2025		
Research objectives	The purpose of the research is to find out: the results achieved in the management of the Tahfidz Al Quran program at the Tahfidz Al-Quran Assalaam Islamic Boarding School	Aims to analyze the integration of the Tahfiz Al-Qur'an program in the educational curriculum and its impact on student achievement		
Research Methods	This research method uses qualitative descriptive research methods and data collection techniques through interviews, observations, documentation and copying.	The research method uses a library research approach. This study was conducted by tracing various literature sources such as books, scientific journals, educational articles, and relevant previous research results		
Findings	The results of the study show that the integration of the tahfidz program is carried out in stages and adjusted to the MI curriculum structure	The results of the study show that the integration of the tahfiz Al-Qur'an program not only improves students'		

memorization skills,
but also plays a role in
shaping disciplinary
character,
strengthening learning
motivation, and
improving overall
academic achievement

Students who are active in participating in tahfidz programs generally have a higher enthusiasm for learning and are more focused on learning because they feel they have a great spiritual responsibility. generally show a higher enthusiasm for learning compared to their peers who do not follow similar programs.(Magfirah 2021) This is due to the existence of spiritual awareness that grows through the activity of memorizing the Qur'an. They feel that they have a great responsibility, not only to themselves or their parents, but also to Allah SWT. This responsibility encourages them to be more disciplined in managing their time, maintaining behavior, and being committed to carrying out academic and religious obligations. The process of memorizing the Qur'an which requires focus and perseverance also trains them to concentrate more easily on other learning activities. In other words, involvement in the tahfidz program forms the character of students who are more diligent, responsible, and have strong internal motivation to continue learning and developing.

CONCLUSION

Based on the results of the literature review conducted, it can be concluded that the integration of Tahfiz Al-Qur'an in the school curriculum has a positive impact on student achievement, both in academic aspects and character formation. The tahfiz program not only improves students' memorization ability and understanding of the values of the Qur'an, but also strengthens students' discipline, learning motivation, and spiritual responsibility in the learning process. This approach has proven to be able to create an educational environment that is more religious, conducive, and balanced between intellectual and spiritual development. Thus, the integration of tahfiz in the public school curriculum is a relevant strategy in building a holistic education oriented towards the formation of intelligent, moral, and accomplished human beings. This study recommends that educational institutions, especially public schools, start designing integrative curriculum models that accommodate tahfiz learning in a systematic and sustainable manner, in order to address the challenges of 21st century education.

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