TEACHER INNOVATION IN ENHANCING LEARNING QUALITY THROUGH THE TAHFIDZ AL-QUR'AN PROGRAM: A PHENOMENOLOGICAL STUDY AT SMA MUHAMMADIYAH PONTREN IMAM SYUHODO

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Abstract

Quality education requires innovative teachers in managing the learning process. In the context of Islamic education, the Al-Qur'an memorization program is an important innovation that focuses not only on memorization but also on character building and improving the quality of learning. This study aims to describe teacher innovations in optimizing the quality of learning through the tahfidz program at SMA Muhammadiyah Pontren Imam Syuhodo, and to identify obstacles encountered in its implementation. This study uses a qualitative method with a phenomenological approach. Data were obtained through interviews, observations, and documentation involving tahfidz teachers and school officials. Data analysis was conducted using the Miles and Huberman interactive model which includes data reduction, data presentation, and drawing conclusions. The results show that teachers innovated in four aspects of learning, namely method innovation through the combination of sima'an, independent memorization, and talaqqi; media innovation by utilizing Al-Qur'an manuscripts and audio murottal; strategy innovation through setting flexible memorization targets, providing awards, and tahfidz camp activities; and evaluation innovation through weekly evaluations using mutaba'ah books. The main obstacle faced is the limited time allocated for memorization within the school curriculum. Despite this, teachers continue to strive to develop adaptive strategies to maintain the quality of memorization learning.

Keywords: Innovation; Learning quality; Tahfidz program; Islamic education.

INTRODUCTION

Education plays a crucial role in determining the quality of a nation's development. The progress of a country can be seen through the quality of its education system (Sadulloh, 2008). Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (SISDIKNAS) states that education is a conscious and well-planned effort to create a learning environment and learning process that enable learners to actively develop their potential. These potentials include spiritual strength, religiosity, intelligence, good moral character, and the skills required to live within society, the nation, and the state (Akbar & Hidayatullah, 2016).

The learning process is the core of educational implementation, as it is through this process that educational objectives can be achieved. Learning is an academic activity carried out through interaction and communication between educators and learners (Nahdliyah, 2022). Therefore, teachers need to activate the learning process by applying various learning methods, strategies, and instructional models (Kartika, 2019). The quality of instruction provided by teachers greatly influences the learning outcomes obtained by students. Learning quality is one of the main indicators of educational success within an institution. Misbah, (2021) state that effective learning quality can be achieved when it is supported by high-quality human resources, characterized by mastery of knowledge, skills, and awareness of individual potential. Consequently, improving learning quality requires innovation and creativity from educators in designing and implementing learning processes that provide meaningful learning experiences for students (Susianti, 2016).

In the context of Islamic education, innovation should be directed not only toward mastery of academic material but also toward strengthening spiritual and moral values. One form of innovation implemented in Islamic educational institutions is the Tahfidz Al-Qur'an Program Murthosia, (2025) and Amirudin, (2025). This program aims not only to enable students to memorize the Qur'an but also to shape religious character, discipline, perseverance, and love for Qur'anic values(Munir, 2024). Umayah & Misbah, (2021) states that tahfidz activities have great potential to develop students' cognitive, affective, and psychomotor aspects, thereby contributing to the improvement of learning quality. Innovation in learning involves the methods, media, strategies, and evaluation techniques applied by teachers to enhance the efficiency of the learning process (Lutfiyyah, 2024).

Susianti, (2020) emphasize that innovation in teaching methods can create learning variety, innovation in learning media helps clarify instructional material, innovation in strategies encourages more creative and interactive learning, and innovation in evaluation is necessary to produce valid assessments. In the context of the tahfidz program, these four aspects of innovation are essential to ensure that the processes of memorization and internalization of Qur'anic values take place effectively in accordance with students' characteristics. However, implementation often encounters various challenges, such as inadequate supporting facilities and differences in students' abilities. These issues require teachers to continuously develop more adaptive methods so that tahfidz learning targets can be optimally achieved (Marhani, 2024).

Several previous studies have examined this topic. Research conducted by Lutfiyyah, (2024) shows that the application of the M3 method (Maintaining, Repeating, Memorizing) in tahfidz learning improves the effectiveness of the memorization process through structured stages of planning, implementation, and evaluation. Furthermore, a study by Marhani, (2024) reveals that the strategies employed by Islamic Religious Education (PAI) teachers to enhance Qur'anic memorization include the use of *jama'* and *muroja'ah* methods complemented by tasmi' techniques, which increase students' enthusiasm and consistency in memorization. Another study by Kurniawati, (2025) confirms that the tahfidz class program has a positive impact on improving students' ability to read and memorize the Qur'an correctly, as well as helping them apply Qur'anic values in daily life.

Although previous studies have extensively examined tahfidz learning methods and their effectiveness in improving students' memorization outcomes, the existing literature predominantly focuses on instructional techniques and learning results. These studies tend to overlook the process of teacher innovation, particularly how teachers design, adapt, and implement innovative practices within the tahfidz learning process to enhance overall learning quality. Moreover, prior research has rarely addressed the practical challenges and constraints faced by teachers when implementing such innovations, especially within formal school settings where time allocation, curriculum demands, and institutional structures may limit instructional flexibility. Consequently, there remains a research gap concerning an in-depth understanding of teacher-driven innovation and the obstacles encountered in the implementation of tahfidz programs in secondary Islamic education institutions.

SMA Muhammadiyah Pontren Imam Syuhodo, as an Islamic educational institution under the Muhammadiyah organization, demonstrates a strong commitment to improving learning quality through the development of Islamic-based programs. One of its flagship initiatives is the Tahfidz Al-Qur'an Program, which is integrated into the school's formal learning activities. Beyond memorization targets, this program aims to foster religious values, discipline, responsibility, and Islamic character among students. Therefore, this study is conducted to address the identified research gap by exploring how teachers innovate in optimizing learning quality through the Tahfidz Al-Qur'an program at SMA Muhammadiyah Pontren Imam Syuhodo, as well as examining the challenges teachers face in implementing these innovations.

RESEARCH METHOD

This study employed a qualitative research method with a phenomenological approach, aiming to explore and understand in depth the lived experiences and perspectives of teachers regarding instructional innovation. The research specifically focused on teachers' innovations in improving the quality of learning, with particular emphasis on the Tahfidz Program at SMA Muhammadiyah Pontren Imam Syuhodo. A phenomenological approach was chosen to capture the meaning, processes, and practices underlying teachers' efforts to enhance students' Qur'anic memorization and learning outcomes (Rosyida et al., 2025).

The data used in this study were obtained from two main sources: primary data and secondary data. Primary data were collected directly from school principal and tahfidz Al-Qur'an teachers who are actively involved in the implementation of the program. These data provided first-hand information regarding teaching strategies, instructional innovations, challenges, and experiences encountered during the learning process. Meanwhile, secondary data were gathered from relevant previous research articles, academic journals, and supporting documents, as well as information provided by the coordinator or supervisor of the Tahfidz Al-Qur'an Program. These secondary sources were used to strengthen and contextualize the primary findings (Abdurohman, 2023).

Data collection techniques included observation, interviews, and documentation. In-depth interviews were conducted directly with Tahfidz Al-Qur'an teachers to obtain valid and comprehensive data related to instructional innovation and learning quality improvement. These interviews were carried out in a semi-structured manner, allowing researchers to explore key themes while still providing flexibility for participants to express their experiences openly. Furthermore, direct observations were conducted to examine teaching and learning activities, classroom interactions, and the implementation of innovative practices within the Tahfidz Program. Documentation was also utilized to collect supporting data, such as lesson plans, learning schedules, evaluation records, and other relevant institutional documents (Rusdianti, 2025).

The data analysis process followed the interactive model proposed by Miles and Huberman, which consists of three interrelated stages. First, data reduction was carried out by selecting, focusing, simplifying, and filtering the collected data in accordance with the research objectives. Second, data display was conducted by organizing the reduced data into a descriptive and narrative form to facilitate interpretation and pattern identification. Finally, conclusion drawing and verification were performed by interpreting the findings, identifying relationships among themes, and continuously validating the conclusions to ensure their credibility and consistency with the collected data (Nopriyanti, 2023).

RESULT AND DISCUSSION

Result

Teacher Innovation in Improving Learning Quality Through the Tahfidz Program

Based on the results of interviews with Tahfidz teachers at SMA Pontren Imam Syuhodo, it was revealed that the Tahfidz learning process applies a structured yet flexible memorization method. One of the teachers explained:

> "The Tahfidz program here begins with the *sima'an* method conducted collectively two to three times. After that, students memorize individually and continue with talaqqi alongside their peers. Once they feel prepared, they then submit their memorization to me" (tahfidz teacher, interview, December 3, 2025).

Furthermore, the teacher emphasized that students possess varying memorization abilities, ranging from fast to moderate and slow learners. In addressing these differences, the teacher stated:

> "Students clearly have different capabilities some memorize quickly, while others face difficulties. For those who struggle, I usually provide motivation and encourage them to

submit their memorization frequently, even if it is not a full page. For example, they may submit three verses first, and once they complete one full page, we then conduct *sima'an*" (tahfidz teacher, interview, December 3, 2025).

In addition, the school principal provided further clarification regarding quality assurance in the Tahfidz program:

"We have a designated advisor who serves as an expert in the field of tahfidz. To ensure the quality of students' memorization, guidance is provided by a Tahfidz expert who truly understands the discipline" (School Principal, interview, December 3, 2025).

The results of classroom observations indicate that the Tahfidz learning process at SMA Pontren Imam Syuhodo employs a gradual and adaptive approach, adjusting memorization strategies according to each student's ability. Teachers do not impose uniform memorization targets; instead, they prioritize the learning process, student motivation, and accuracy of Qur'anic recitation. This approach is strongly supported by the active role of Tahfidz teachers in supervising and maintaining the quality of students' Qur'anic memorization (Wahyudin, 2021).

Media Innovation

Based on the results of interviews with Tahfidz teachers at SMA Pontren Imam Syuhodo, it was revealed that the learning process primarily utilizes the Al-Qur'an mushaf as the main instructional medium. However, supporting media such as murottal recordings or MP3 audio are also employed. As stated by one of the Tahfidz teachers:

"In this school, we use the Al-Qur'an mushaf, but murottal recordings or MP3 audio are usually played in the morning and in the afternoon to help students review and strengthen their memorization (*murojaah*)" (tahfidz Teacher, interview, December 3, 2025).

In addition, the principal provided further clarification regarding the use of learning media in the Tahfidz program, stating:

"The use of media is adjusted to several factors, including the students' conditions and needs. Whether they need certain learning media or not depends on the situation. The teachers in charge understand this best" (School principal, interview, December 22, 2025).

The results of direct observation indicate that Tahfidz learning at SMA Pontren Imam Syuhodo integrates the Al-Qur'an mushaf as the primary learning medium, supported by the use of murottal or MP3 recordings during morning and afternoon sessions to assist students in conducting murojaah activities. The utilization of these learning media is flexible and adaptive, tailored to the needs and conditions of the students. Decisions regarding media use are fully entrusted to the Tahfidz teachers, who possess a deeper understanding of the students' characteristics and learning abilities (Syifa, 2023).

Strategic Innovation

Based on the results of interviews with tahfidz teachers at SMA Muhammadiyah Pontren Imam Syuhodo, several instructional strategies were identified in the implementation of the tahfidz learning program. One of the teachers explained:

"We design an initial plan by setting memorization targets. From the beginning, the target is clearly communicated to the students, which is two juz per semester. This means that within one year, students are expected to memorize four juz. However, not all students are able to achieve this target"(tahfidz teachers, interview, December 22, 2025).

Another teacher stated that appreciation is given to students who successfully reach the memorization targets:

"When students achieve a memorization target, for example memorizing four juz in one sitting, they receive an award in the form of a flyer. Certificates are awarded when students graduate from grade 12. As for material rewards such as money, these are still being considered and planned" (PAI Teacher, interview, December 22, 2025).

Regarding daily memorization targets and learning differentiation, a teacher added:

"The memorization target here is one page per day. For students who memorize more slowly, the time given is around one week. Memorization starts from the last juz and then continues to juz 1" (PAI Teacher, interview, December 22, 2025).

In addition, the school principal provided further clarification regarding program integration:

"This is an integration between the Islamic boarding unit and the senior high school. We organize programs such as Tahfidz camps or Qur'an outings, so students feel more comfortable and become more active when learning activities are conducted outside the classroom" (School Principal, interview, December 22, 2025).

The observation results indicate that Tahfidz learning strategies are implemented through the establishment of memorization targets from the outset, namely two juz per semester with a daily target of one page. However, the implementation remains flexible and is adjusted to the students' individual abilities. Furthermore, teachers provide non-material rewards, such as flyers and Tahfidz completion certificates, to motivate students. The program also integrates Tahfidz camps or Qur'an outings as innovative learning activities aimed at creating a comfortable, engaging, and motivating learning environment for students in memorizing the Qur'an (Azmi, Fatmasari, & Jacobs, 2024).

Evaluation Innovation

Based on the results of interviews with Tahfidz teachers at SMA Pontren Imam Syuhodo, it was found that the evaluation of Qur'anic memorization is conducted on a weekly basis. One of the teachers explained:

"The evaluation is conducted weekly, meaning every week consists of five learning days. For students who have not submitted their memorization or whose progress is relatively slow, I call their names and then set specific targets for the following week" (Tahfidz teachers, interview, December 22, 2025).

This statement indicates that the evaluation process is not only routine but also individualized, as teachers identify students learning progress and adjust memorization targets accordingly. Regarding the quality of students' memorization, the teacher emphasized that assessment focuses primarily on tahsin aspects, particularly the accuracy of recitation. The teacher stated:

"The quality of the students' memorization, in terms of tahsin, is already quite good, although it is not yet perfect. Their mastery of long and short pronunciations is generally adequate. However, there are still one or two mistakes in the articulation of certain letters" (PAI Teacher, interview, December 22, 2025).

To support the evaluation process, the teacher further explained that a specific evaluation instrument is used:

"The evaluation tool used is the mutaba'ah book. Each student has a mutaba'ah book, which contains records of every activity, including notes on recitation evaluation" (PAI teacher, interview, December 22, 2025).

In line with the interview findings, the results of direct observation show that the evaluation of tahfidz learning at SMA Pontren Imam Syuhodo is consistently implemented on a weekly basis. The mutaba'ah book functions as a systematic monitoring instrument to track students'

memorization progress, document learning outcomes, and assist teachers in identifying areas that require further improvement (Pratiwi, 2025).

Obstacles in Implementing Teacher Innovation Through the Tahfidz Program

Based on the results of interviews with Tahfidz teachers at SMA Pontren Imam Syuhodo, one teacher stated:

> "In my opinion, the allocated time is actually sufficient. However, for the tahfidz program, the distribution of instructional hours should be different. The number of general subject hours needs to be reduced so that students can focus more on tahfidz" (PAI Teacher, interview, December 22, 2025).

In addition, the school principal provided further clarification by stating:

> "Whenever there are obstacles, we communicate them and provide solutions together with the Tahfidz teachers" (School Principal, interview, December 22, 2025).

Furthermore, the results of direct observations indicated that the tahfidz program at SMA Pontren Imam Syuhodo has been implemented with a relatively adequate time allocation. Nevertheless, the findings suggest that a restructuring of the lesson schedule is still necessary, particularly by reducing the proportion of general subjects, in order to enable students to engage more optimally in Tahfidz activities and improve learning outcomes (Irawan, 2025).

Discussion

The Tahfidz learning methods implemented at SMA Muhammadiyah Pontren Imam Syuhodo reflect a well-planned, responsive, and quality-oriented instructional design. The teachers do not rely on a single memorization technique; instead, they integrate sima'an, independent memorization (self-submission), and *talaqqi* in a gradual and adaptive sequence that aligns with students' individual progress. This combination indicates a deliberate pedagogical strategy aimed at balancing accuracy, autonomy, and continuous quality control in Qur'anic memorization (Sa'diyah, 2023).

The *sima'an* method is applied at the initial stage to ensure uniformity and correctness of recitation. Through this method, students receive a standardized model of proper pronunciation, articulation, and tajwid before proceeding to more independent memorization stages (Nur & Amirudin, 2025). This stage plays a crucial role in maintaining the quality of tahsin, as it prevents early memorization errors that could persist and become difficult to correct later. This finding supports previous studies emphasizing the importance of correct auditory input in early Tahfidz learning to ensure long-term memorization accuracy (Murthosia et al., 2025).

Following *sima'an*, the implementation of independent memorization demonstrates the teachers' efforts to cultivate students' self-regulation, responsibility, and intrinsic motivation. Students are allowed to adjust their memorization pace according to their individual capacities, rather than being constrained by rigid targets. This flexible approach aligns with the findings of Abdullah, (2023), who reported that well-structured yet adaptive tahfidz methods significantly improve memorization efficiency and reduce learning pressure among students. Murthosia et al., (2025) extends their findings by showing that flexibility not only enhances efficiency but also sustains students' long-term engagement in the memorization process.

The talaqqi method functions as a critical quality assurance mechanism, wherein teachers or peers provide immediate and direct feedback on students' recitation. Through *talaqqi*, memorization quality is continuously monitored, ensuring that students' progress is measured not merely by the quantity of memorized verses but also by accuracy and fluency. This confirms that *talaqqi* remains an essential evaluative component in Tahfidz education, reinforcing the notion that effective memorization must integrate correction and reinforcement (Ayu, 2022).

An important innovative aspect of the Tahfidz program at SMA Muhammadiyah Pontren Imam Syuhodo lies in the humanistic orientation of the teachers' pedagogical perspective. Rather than imposing uniform memorization targets, teachers acknowledge students' diverse abilities and psychological readiness. Students are encouraged to submit memorization gradually, for example starting with a few verses, which serves as emotional and motivational support for those experiencing difficulties. This approach is particularly significant, as it helps prevent learning fatigue, anxiety, and burnout common challenges in intensive memorization programs (Mustofa & Nurulloh, 2024).

The impact of these methodological innovations on learning quality is clearly evident. Tahfidz activities become more inclusive, continuous, and meaningful, as students are not only required to meet memorization targets but are also guided to understand effective learning strategies. Beyond improving memorization quality, this approach contributes to students' character development, including discipline, emotional stability, respectful behavior, and a sense of responsibility. These findings support broader educational theories that emphasize the integration of cognitive, affective, and moral dimensions in religious education (Yusuf, 2025).

In terms of implications, this study suggests that flexible and staged Tahfidz methodologies can serve as a best-practice model for other Islamic educational institutions seeking to improve both learning outcomes and student well-being. Theoretically, the findings reinforce the relevance of adaptive and student-centered approaches within Qur'anic education. Practically, they highlight the importance of teacher innovation, responsiveness, and pedagogical empathy in sustaining high-quality Tahfidz learning environments (Rokhmah, 2024).

Media Innovation

The findings of this study indicate that media innovation in Tahfidz learning at SMA Muhammadiyah Pontren Imam Syuhodo is characterized by the use of functional, contextual, and quality-oriented learning media. The primary learning medium remains the Al-Qur'an mushaf, which serves as the main reference for memorization activities. This core medium is systematically reinforced by audio-based media, particularly murottal recordings or MP3 audio, which are integrated into the daily learning routine (Ramadani & Rahman, 2025).

The utilization of audio media is not incidental or supplementary, but rather planned, scheduled, and embedded within the instructional process, especially during morning and afternoon sessions. These sessions are specifically allocated for *murojaah* (revision of memorization), allowing students to repeatedly listen to standardized Qur'anic recitations. This structured integration demonstrates that media innovation in Tahfidz learning does not necessarily rely on sophisticated digital technology, but on the effective alignment of media with learning objectives and students' needs.

Audio media play a crucial role as a standardized recitation model, enabling students to acquire accurate and consistent examples of Qur'anic pronunciation. In the context of Tahfidz learning, common challenges include errors in *makharij al-huruf* (articulation points), inaccuracies in vowel length (*mad*), and inconsistencies in *tartil* rhythm when students rely solely on visual memorization. The use of murottal recordings addresses these issues by strengthening the auditory dimension of learning, thereby supporting both *tahsin* (recitation accuracy) and memorization quality. This finding aligns with the study conducted by Syifa, (2023) and Wahyudin, (2021), which demonstrated that audio-based media in Tahfidz instruction significantly improve students' recitation accuracy and memorization fluency (Muslim, 2025).

Furthermore, the findings of this study corroborate previous research emphasizing the importance of multisensory learning approaches in Qur'anic education. The integration of visual (*mushaf*) and auditory (*murottal*) media facilitates deeper cognitive processing and enhances memory retention. This consistency between empirical findings and theoretical perspectives indicates that the media innovation implemented at SMA Muhammadiyah Pontren Imam Syuhodo reflects sound pedagogical principles and effective instructional design.

In terms of implications, this media innovation contributes positively to several key learning outcomes, including improved memorization quality, increased discipline in *murojaah* practices, and the creation of a supportive learning environment for internalizing Qur'anic values. The structured use of audio media also fosters students' independence in learning, as they are able to practice and correct their recitation beyond direct teacher supervision (Abshor, 2024).

Overall, this study suggests that simple yet purposeful media utilization can serve as an effective strategy for enhancing Tahfidz learning in Islamic-based schools. The findings imply that educational institutions should focus not merely on adopting advanced technology, but on selecting and integrating learning media that are pedagogically appropriate, sustainable, and aligned with the objectives of Qur'anic education. These results may serve as a practical reference for schools seeking to develop or strengthen their tahfidz programs through meaningful media innovation.

Strategic innovation

The innovation of Tahfidz learning methods implemented by teachers at SMA Muhammadiyah Pontren Imam Syuhodo demonstrates a systematic and well-planned effort to enhance the quality of Qur'anic instruction. The instructional approach adopted by the teachers does not merely emphasize the quantitative achievement of memorization targets, but also prioritizes sustainable learning management that aligns with the diverse characteristics and capacities of the students (*santri*). This approach is particularly significant considering that tahfidz learning is a long-term educational process that requires consistency, discipline, and psychological endurance from students (Efendi, 2025).

The establishment of a memorization target from the beginning of the learning process namely two juz per semester serves as a clear learning roadmap for students. This target provides direction and clarity of objectives, which can enhance students' motivation and sense of responsibility toward their memorization progress. However, the tahfidz teachers do not impose these targets rigidly; instead, they adopt a flexible and adaptive approach by considering individual differences in students' memorization abilities. Such flexibility is crucial, as variations in memorization capacity are inevitable in Tahfidz education. This finding is consistent with Jacobs, (2024) and Ahmad, (2023), who argues that flexible tahfidz strategies can increase students' perseverance and reduce learning-related pressure, thereby fostering a more supportive learning environment.

Furthermore, the implementation of a daily memorization target of one page, combined with extended time allowances for students experiencing difficulties, reflects the application of differentiated learning methods. This strategy ensures that each student is provided with equitable opportunities to progress according to their individual abilities. Differentiated instruction has been widely recognized as an effective approach in religious and non-religious education contexts, as it accommodates learner diversity and promotes inclusivity. The results of this study support previous findings indicating that differentiated learning contributes positively to students' engagement and persistence in long-term learning processes (Kohar & Asy'ari, 2024).

The provision of non-material rewards, such as flyers and memorization certificates, represents an innovative motivational strategy that emphasizes psychological and moral reinforcement rather than material incentives. This approach is particularly relevant in the context of tahfidz education, where sincerity (*ikhlas*) and spiritual awareness play a central role. The findings align with motivation theories in education, which suggest that positive reinforcement can enhance students' participation and self-confidence in learning activities. Unlike several previous studies that emphasize material rewards as primary motivators, this study highlights an alternative approach that strengthens intrinsic motivation and spiritual commitment, reinforcing the religious values embedded in Qur'anic memorization (Amyus & Fitriyadi, 2025).

Another notable innovation is the integration of tahfidz camps or Qur'anic outings as part of the learning program. This strategy enriches students' learning experiences by introducing a

more relaxed and enjoyable learning atmosphere, thereby reducing boredom and mental fatigue. Learning activities conducted outside the classroom provide contextual and experiential learning opportunities that strengthen students' emotional connection with the Qur'an. These findings support experiential learning theories, which emphasize that varied and meaningful learning environments can significantly enhance students' motivation, engagement, and learning outcomes (Umu, 2025).

The implications of these findings indicate that improving the quality of tahfidz learning requires adaptive, human-centered, and process-oriented strategies. Tahfidz teachers are encouraged to continuously refine instructional approaches that not only focus on achieving memorization targets but also emphasize recitation quality, learning enthusiasm, and the development of students' religious character. By adopting flexible targets, differentiated instruction, intrinsic motivational strategies, and experiential learning activities, tahfidz education at SMA Muhammadiyah Pontren Imam Syuhodo demonstrates the potential to become more effective and impactful, contributing positively to both students' academic development and spiritual growth (Pratiwi et al., 2025).

Evaluation innovation

The evaluation process at SMA Pontren Imam Syuhodo is conducted on a weekly basis within the Tahfidz learning program through the utilization of a mutaba'ah book. This practice indicates the presence of a well-planned, continuous, and process-oriented evaluation system. The evaluation is not merely designed to measure students' memorization outcomes but also serves as an instrument to monitor the development of Qur'anic recitation accuracy, learning discipline, and consistency in *muroja'ah*. Through the use of the *mutaba'ah* book, teachers are able to document each student's memorization progress individually, making the evaluation process more systematic, objective, and well-documented (Yusuf et al., 2025).

Evaluation plays a crucial role in Tahfidz learning, as the memorization process requires strong continuity between newly acquired memorization and previously memorized verses. By implementing weekly evaluations, teachers can promptly identify pronunciation errors, declines in memorization quality, or difficulties faced by students during the memorization process. Moreover, this evaluation provides immediate formative feedback, allowing students to correct mistakes early before they develop into persistent errors that are difficult to eliminate. These findings are consistent with the study conducted by Irawan, (2025) and Rini, (2023), which emphasizes that regular evaluation in tahfidz education significantly enhances students' consistency, recitation accuracy, and overall memorization quality. This alignment reinforces the notion that scheduled and continuous evaluation plays a pivotal role in maintaining and improving the quality of tahfidz learning.

However, a key distinction between this study and previous research lies in the intensive use of the *mutaba'ah* book as the primary evaluation tool. In this context, the mutaba'ah book functions not only as an assessment instrument but also as a medium for students' self-reflection on their memorization progress. The systematic and consistent documentation of learning outcomes allows evaluations to become more personalized and longitudinal, enabling teachers to track students' memorization development over time in a more comprehensive manner (Ramadani & Rahman, 2025).

The implications of this evaluative innovation are reflected in the improvement of tahfidz learning management quality. Weekly evaluations using the mutaba'ah book assist teachers in monitoring students' memorization progress in a more focused and sustainable way. Based on the evaluation results, teachers can adjust memorization targets, provide additional academic support, and strengthen *muroja'ah* activities for students experiencing difficulties. Furthermore, the use of the *mutaba'ah* book encourages students to develop a stronger sense of responsibility and self-regulation in their learning process, as their memorization progress is clearly recorded, continuously monitored, and transparently evaluated (Rosyida et al., 2025).

Table 1. Teacher Innovation in Optimizing Learning Quality Through the Tahfidz Program

Method Innovation	Integrating sima'an (recitation), independent memorization, and talaqqi (recitation) techniques in stages based on the students' abilities to ensure the quality and continuity of memorization.
Media Innovation	Using Quranic manuscripts equipped with audio recitation media to facilitate memorization and discipline in recitation.
Strategy Innovation	Having a target of one page per day, awarding flyers, and holding Tahfidz Champ activities.
Evaluation Innovation	Conducting weekly evaluations using the Mutaba'ah book to monitor individual memorization progress.

Obstacles in Implementing Teacher Strategy Innovation Through the Tahfidz Program

The learning innovations in the Tahfidz program implemented by teachers at SMA Muhammadiyah Pontren Imam Syuhodo play a significant role in improving the quality of Qur'anic learning. However, the findings of this study indicate that, in practice, several constraints hinder the optimal effectiveness of the learning process. One of the most prominent challenges is the limited instructional time allocated to Tahfidz learning within the school curriculum. The available time must be adjusted to other academic subjects, resulting in restricted opportunities for murojaah, memorization, and in-depth Qur'anic reading activities (Rusdianti et al., 2025).

This limitation of instructional time has a substantial impact, as tahfidz learning fundamentally requires consistency, discipline, and continuous repetition. Insufficient time allocation may disrupt both the memorization process and the improvement of students' recitation quality. This finding aligns with learning theories that emphasize time-on-task as a critical determinant of learning success, particularly for skills that rely on repeated practice and reinforcement. Previous studies have similarly reported that inadequate learning time often becomes a major obstacle in maintaining the continuity and retention of students' memorization. This result is consistent with the view proposed by Sanjaya (2016), who argues that sufficient and well-structured learning time is a crucial factor in achieving learning success, especially in learning activities that require sustained practice (Kartika, 2019).

Despite these challenges, tahfidz teachers at SMA Muhammadiyah Pontren Imam Syuhodo demonstrate a strong adaptive capacity in developing instructional strategies. Teachers attempt to optimize learning opportunities outside formal class hours, such as during early morning or afternoon sessions, and actively encourage students to engage in independent memorization practice. This finding suggests that learning innovation is not solely dependent on institutional policies, but is also strongly influenced by teachers' creativity, professional commitment, and pedagogical flexibility in managing the learning process. Such efforts are essential for sustaining students' memorization progress under conditions of limited instructional time.

Furthermore, the findings indicate that time constraints and differences in students' memorization abilities constitute serious challenges in the implementation of the tahfidz program. If these issues are not managed properly, they may lead to a decline in memorization quality and a reduction in students' learning motivation. However, when addressed strategically, these constraints may serve as catalysts for the emergence of more contextual, adaptive, and student-centered learning innovations. This supports previous research suggesting that educational constraints, when responded to creatively, can encourage the development of more effective instructional models tailored to real learning conditions (Umayah & Misbah, 2021).

The implications of these findings highlight the need for stronger institutional support from educational management in promoting the sustainability of tahfidz learning innovation. Schools

are expected to reconsider and adjust the allocation of learning time for Tahfidz programs, provide adequate supporting facilities, and develop a balanced reward system that values not only memorization achievement, but also moral development and students' learning motivation. Such systemic support is crucial to ensure that learning innovations implemented by teachers can be sustained and have a long-term impact on the quality of Qur'anic education (Marhani, 2024).

Table 2. Obstacles in implementing teacher innovation through the tahfidz program

Time Constraints	Limited time allocation during general learning hours affects students' review, addition, and memorization.
High School Support	Schools need to provide support through time adjustments.

CONCLUSION

The findings of this study indicate that Tahfidz teachers implemented instructional innovations across four key aspects of learning. Methodological innovation was reflected in the integration of sima'an, independent memorization, and talaqqi to enhance students' memorization accuracy and consistency. Media innovation involved the effective use of the Al-Qur'an mushaf and murottal audio to support auditory and visual learning. Strategic innovation was demonstrated through the application of flexible memorization targets, the provision of rewards to increase student motivation, and the organization of tahfidz camp activities to intensify memorization practice. In addition, evaluation innovation was carried out through weekly assessments using mutaba'ah books, enabling teachers to systematically monitor students' progress and learning outcomes. Collectively, these innovations contributed to maintaining and improving the quality of Tahfidz learning within the school context.

Despite these positive findings, this study identified several limitations. The primary challenge faced by teachers was the limited allocation of instructional time for Tahfidz learning within the formal school curriculum, which constrained the implementation of more intensive memorization activities. Furthermore, this research was conducted in a single educational institution, which may limit the generalizability of the findings to other schools with different curricular structures, institutional cultures, or student characteristics. As a qualitative phenomenological study, the results are also dependent on participants' subjective experiences and perspectives.

Based on these findings, it is recommended that schools provide greater curricular flexibility or additional learning time to support the sustainability and effectiveness of Tahfidz programs. Future research is encouraged to involve multiple schools or employ mixed-method approaches to obtain broader and more comprehensive insights into instructional innovation in Tahfidz education. Additionally, educational policymakers and school administrators should consider institutional support, such as structured training for Tahfidz teachers and the integration of innovative learning strategies into the formal curriculum, to further enhance the quality of Tahfidz learning.

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