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## Strategies for Increasing Intrinsic Motivation of Students in the Tahfidz Program

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### ABSTRACT

This study aims to describe strategies for increasing intrinsic motivation of students in the tahfidz program at the Kanjeng Sunan Kalijogo Islamic Boarding School, Probolinggo. Intrinsic motivation is an internal drive that grows from the students' personal awareness and willingness to memorize the Qur'an without relying on external factors such as rewards or punishments. This study uses a qualitative approach with a case study method. Data were obtained through observation, in-depth interviews, and documentation involving the boarding school supervisor, the tahfidz ustadz, and the students as the main informants. The results show that increasing intrinsic motivation of students is done through several main strategies, namely fostering the intention and understanding of the meaning of memorizing the Qur'an, creating a religious and conducive Islamic boarding school environment, strengthening warm interpersonal relationships between ustadz and students, habituating worship and structured spiritual routines, and implementing various memorization methods according to the students' characters. In addition, the example of the ustadz and emotional support given to students has been proven to be able to increase students' sense of comfort, enthusiasm, and love for the process of memorizing the Qur'an. These strategies foster more stable internal motivation, enabling students to maintain consistent memorization. This study concludes that students' intrinsic motivation can be enhanced through an integrated educational, spiritual, and psychological approach across all tahfidz program activities. The implications of this research demonstrate the importance of Islamic boarding schools (pesantren) in creating a sustainable development system to support students' successful memorization of the Quran.

**Keywords:** Intrinsic Motivation, Islamic Boarding School, Students, Coaching Strategy, Al-Qur'an Memorization



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### INTRODUCTION

Islamic boarding school education plays a strategic role in shaping the character, spirituality, and intellectual qualities of the Muslim generation. Among the various educational programs developed in Islamic boarding schools, the Quran memorization program is a leading one, with a noble goal: to produce Quran memorizers who not only have strong memorization but also solid character and morals. Success in memorizing the Quran is determined not only by the teaching method or memorization technique, but also by the motivational aspects developed within the students. This motivational aspect is closely related to the students' awareness, will, and internal drive in undergoing the memorization process, which demands consistency and perseverance. In this regard, intrinsic motivation is the main factor that strongly influences the quality, endurance, and sustainability of students' efforts in memorizing the Qur'an. (Salman, Rasyid, and Huzein 2024).

Intrinsic motivation is part of the Self-Determination Theory proposed by Deci and Ryan, which emphasizes that individuals are driven to engage in an activity because of the satisfaction and meaning that comes from within themselves. This theory also explains that intrinsic motivation develops optimally when an individual's basic psychological needs, namely the need for autonomy, competence, and relatedness, are met. Intrinsic motivation can be understood as an internal drive that comes from a person's personal awareness, desire, and determination to engage in an activity because they consider the activity to be valuable, meaningful, and provide internal satisfaction. (Rismayanti et al. 2023) In the tahfidz program, intrinsic motivation is reflected in sincerity, love for the Quran, and the student's commitment to continuously improve themselves and maintain their memorization without being driven by punishment, rewards, or external pressure. However, cultivating intrinsic motivation is not easy, especially in today's modern era, which is full of distractions, technological exposure, and various psychological challenges for young students. (Ena, Z., & Djami 2021) Therefore, Islamic boarding schools are required to have effective strategies to foster and maintain students' intrinsic motivation.

The Kanjeng Sunan Kalijogo Islamic Boarding School in Probolinggo is one of the Islamic educational institutions that offers an intensive memorization program. This program is designed to provide a coaching environment that emphasizes not only the technical aspects of memorization but also the development of Qur'anic personalities in students. As part of the Islamic boarding school tradition, the tahfidz program often follows a classic learning pattern that relies on perseverance, discipline, and routine. (Ummah Sukir 2025) However, the reality on the ground shows that not all students are able to maintain enthusiasm and consistency in memorizing. Some students experience boredom, stagnation in memorization, and even a loss of motivation, which hinders their memorization process.

This phenomenon demonstrates the importance of mentoring strategies that can strengthen students' intrinsic motivation so they can undergo the process of memorizing the Quran with full awareness, enthusiasm, and commitment. These strategies include fostering intention, deepening the meaning of verses, emotional support, strengthening spirituality, and creating an environment that supports active and positive learning. This holistic approach aligns with the views of educational psychologists who emphasize that intrinsic motivation develops optimally when individuals feel valued, understood, and in control of their learning process. (Selviani, R., & Sutarto 2025).

Furthermore, another factor that cannot be ignored is the role of the ustadz (teacher) or tahfidz (teacher of the Quran), who is a central figure in the development of students. The



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personality of the teacher, their speech, their patience, and their exemplary practice of the Quranic values significantly influence the development of students' intrinsic motivation. Harmonious and communicative interpersonal relationships between ustadz and students contribute significantly to the students' psychological comfort in learning. The religious, orderly, and disciplined environment of the Islamic boarding school also contributes to the development of internal motivation. (Efendi 2024). Thus, the strategy for increasing intrinsic motivation not only focuses on memorization methods, but also encompasses the entire Islamic boarding school education ecosystem.

Currently, the demand from educational institutions to produce high-quality Quran memorizers is increasing, in line with the growing societal need for knowledgeable, moral, and deeply spiritual figures. Amidst increasingly complex social and cultural developments, students are challenged not only to memorize the Quran mechanically but also to understand and internalize its values in their daily lives. Therefore, developing intrinsic motivation is a crucial part of the character-building strategy in Islamic boarding schools.

Many studies have been conducted on strategies to increase students' intrinsic motivation in the tahfidz (memorization of the Koran) program, but each Islamic boarding school (pesantren) has its own unique characteristics, culture, and educational approach. Kanjeng Sunan Kalijogo Islamic Boarding School has its own unique characteristics, particularly in terms of its teaching structure, interaction patterns between teachers and students, and the religious culture that develops in daily life at the school. Therefore, a case study of this Islamic boarding school is crucial to identify strategies that are appropriate to local conditions and the students' needs.

This research focuses not only on describing the strategies implemented by Islamic boarding schools, but also on analyzing the extent to which these strategies foster intrinsic motivation in students participating in the tahfidz (memorization) program. This research seeks to explore in depth how spiritual development, learning methods, and psychological approaches can shape students' awareness, willingness, and drive to memorize the Quran. Through interviews, observations, and documentation, this study hopes to provide a comprehensive overview of the process of internalizing intrinsic motivation in Islamic boarding schools.

## RESEARCH METHOD

This research uses a qualitative approach with a case study. The qualitative approach was chosen because this research seeks to understand in-depth the phenomenon of strategies for increasing students' intrinsic motivation in the tahfidz program at the Kanjeng Sunan Kalijogo Islamic Boarding School in Probolinggo. The case study was used to specifically examine the practices, experiences, and processes of fostering intrinsic motivation that occur in a particular Islamic boarding school. Through the case study, the researcher can comprehensively explore the dynamics that occur in the tahfidz program, including strategies, students' responses, and supporting and inhibiting factors. (Sugiyono 2021).

The data sources in this study consist of primary data and secondary data. Primary data was obtained directly from informants through in-depth interviews, participant observation, and documentation of tahfidz activities. The primary informants included tahfidz teachers, Islamic boarding school administrators, and students participating in the tahfidz program. Meanwhile, secondary data was obtained from Islamic boarding school documents such as activity schedules,



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memorization notes, tahfidz program archives, activity photos, and literature or previous research relevant to the theme of learning motivation and tahfidz education.

The research procedure was carried out in several stages. The first stage was preparation, including the preparation of research instruments, requesting research permits from the Islamic boarding school (pesantren), and determining informants. The second stage was the implementation of the research in the field, including observation, interviews, and documentation. In this stage, the researcher directly observed the memorization learning process and the interactions between the ustadz and students to understand strategies for fostering intrinsic motivation. The third stage was continuous data analysis throughout the data collection process (continuous analysis), and the final stage was drawing conclusions and compiling the research report.

The data collection techniques in this study were carried out through three main approaches, namely observation, in-depth interviews, and documentation. Observation was used to directly observe the activities of students in the tahfidz program, including interaction patterns, discipline in muraja'ah time, and their responses to the motivational strategies implemented by the supervising ustadz. In-depth interviews were conducted with the boarding school supervisor, the tahfidz ustadz, and several students as key informants to explore their personal experiences, obstacles, motivating factors, and their perceptions of intrinsic motivation in the process of memorizing the Qur'an. Meanwhile, documentation was used to collect data in the form of activity schedules, memorization progress notes, boarding school rules, and archives related to the tahfidz program. These three techniques were used simultaneously to complement each other so that the data obtained was more comprehensive, accurate, and in accordance with the research needs.

The data analysis in this study used the Miles and Huberman interactive analysis model, which includes three main steps: data reduction, data presentation, and conclusion drawing or verification. In the data reduction stage, all interview results, observations, and documentation were selected, categorized, and simplified based on the research focus, namely strategies for increasing intrinsic motivation of students in the tahfidz program. Next, the reduced data were presented in narrative form so that certain patterns, relationships, and trends could be clearly seen. In the final stage, the researcher drew conclusions systematically by linking empirical findings in the field with the theory of intrinsic motivation and the research objectives. The analysis process was carried out cyclically and repeatedly, including data verification through triangulation of sources and techniques to ensure strong validity and reliability of the research results.

## RESULT DISCUSSION

The results of this study were obtained through direct observation, in-depth interviews, and documentation with the boarding school supervisor, the tahfidz teacher, and the students. Field findings indicate that strategies to increase students' intrinsic motivation in the tahfidz program at the Kanjeng Sunan Kalijogo Islamic Boarding School in Probolinggo are implemented through six main approaches:



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1. **Building Intentions and Understanding the Meaning of Verses**
  - a. Students are guided to straighten their intentions that memorizing the Qur'an is an act of worship, not just an academic task.
  - b. Ustadz delivered material about the virtues of memorizing the Al-Qur'an and the spiritual values of each memorized verse.
2. **A Religious and Orderly Islamic Boarding School Environment**
  - a. A well-organized daily activity structure supports discipline, such as muroja'ah schedules, congregational prayers, and tafsir studies.
  - b. The atmosphere with minimal distractions and a religious atmosphere helps students focus and be consistent.
3. **Warm Interpersonal Relationships**
  - a. The students feel appreciated and emotionally supported by the ustadz.
  - b. The attitude of the ustadz who is patient, listens, and pays attention creates trust and a sense of security in the memorization process.
4. **Worship Habits and Spiritual Routines**
  - a. Students are accustomed to performing Tahajud, Dhuha, dhikr prayers, and other routines that provide spiritual stability.
  - b. Worship activities help calm students, increase focus and concentration in memorization.
5. **Varied and Adaptive Memorization Methods**
  - a. The use of the tikrar, talaqqi, and muroja'ah methods is adapted to the character of each student.
  - b. This individual approach encourages active involvement and a sense of responsibility towards the memorization process.
6. **Exemplary Behavior and Emotional Support from Ustadz**
  - a. Students consider the ustadz as a role model who demonstrates discipline, sincerity, and commitment to the Qur'an.
  - b. Emotional support in the form of advice and mental strengthening has been proven to maintain the enthusiasm of students when they experience boredom or decreased motivation.

Overall, these six strategies work in an integrated and complementary manner to shape and enhance students' intrinsic motivation. Students participating in the tahfidz program demonstrate increased commitment, inner peace, and a more stable spirit in maintaining and enhancing their memorization.

## DISCUSSION

This discussion outlines research findings regarding strategies for increasing students' intrinsic motivation in the Qur'an memorization program at the Kanjeng Sunan Kalijogo Islamic Boarding School in Probolinggo. The analysis was conducted by combining observations, interviews, and documentation with intrinsic motivation theory and the concept of Qur'an memorization education. The following six key points summarize the effective strategies implemented by the Islamic boarding school in building students' internal motivation as Qur'an memorizers.



## 1. Building Intention and Understanding the Meaning of Memorizing the Qur'an

Fostering intention is the primary foundation that determines the direction and quality of students' intrinsic motivation in the tahfidz program. In the initial stages of entering the program, students are not immediately directed to memorize technically, but rather guided to align their intentions and understand the spiritual purpose of memorizing the Quran. This guidance is carried out by strengthening the awareness that tahfidz is not merely an academic activity or a graduation requirement, but a form of worship that holds high value in the sight of Allah. This process helps students position memorization as part of their spiritual journey, providing them with a strong inner foundation for a sincere and sustainable process. (Selviani, R., & Sutarto 2025).

Tahfidz teachers play a crucial role in guiding students through regular studies that discuss the virtues of those who memorize the Quran, the special qualities of those who are loved by God because of their closeness to the holy book, and various inspirational stories from previous generations. These studies not only provide textual insight but also foster an emotional connection between the students and the Quran. When students understand that each verse they memorize has great rewards and brings blessings in their lives, this fosters an internal drive to study wholeheartedly. Consistent intention-building activities foster students' more mature spiritual awareness. (Daulay 2023).

In addition to spiritual strengthening, intention development is also carried out through in-depth explanations of the meaning of the verses being or about to be memorized. The ustadz does not simply require students to memorize mechanically, but also invites them to reflect on the verses' messages, moral values, and wisdom contained within. This understanding of meaning makes the memorization process more alive and meaningful, as students not only interact with the text but also understand divine messages relevant to their daily lives. When students feel a personal connection with the verses, their intrinsic motivation is strengthened because memorization is no longer seen as a burden, but as a touching spiritual experience. (Annisa Maghfira, Febriyarni, and Zakiyah 2021).

From an educational psychology perspective, understanding meaning and value is a crucial factor influencing intrinsic motivation. When someone perceives an activity as valuable, an internal drive to engage in it naturally arises without the need for external pressure or rewards. This aligns with the theory of intrinsic motivation, which explains that meaningfulness, or a sense of significance, in an activity significantly influences a person's persistence, interest, and commitment. Therefore, fostering intention and understanding the meaning of verses is not only a religious strategy but also an effective psychological approach to building strong internal motivation in students.

Fostering intention also plays a role in helping students maintain mental resilience during the long and challenging process of memorizing the Quran. The memorization process doesn't always run smoothly; students often experience boredom, forgetting things, stagnation in their progress, or pressure from achieving memorization targets. In situations like these, students with strong intrinsic motivation will more easily recover and continue memorizing because they have a clear spiritual reason for persevering. They recall the virtues of memorizing the Quran, the purpose of worship, and the blessings promised by Allah to those who memorize the Quran. Fostering a strong intention becomes a psychological force that keeps students' spirits stable. (Mubarak 2025).

Overall, fostering intention and understanding the meaning of verses is key to fostering students' intrinsic motivation because it aligns the spiritual, cognitive, and emotional aspects of



the memorization process. Students learn not only with their minds but also with their hearts. They don't simply pursue memorization goals but also feel part of the noble tradition of Quran memorizers. With this approach, the memorization process becomes a deeper spiritual journey, not just an academic routine. This approach fosters stronger, longer-lasting, and more authentic intrinsic motivation, enabling students to undergo the memorization process with diligence, sincerity, and love for the Quran.

## 2. A Conducive and Religious Islamic Boarding School Environment

A conducive and religious Islamic boarding school environment plays a crucial role in shaping the character and increasing students' motivation to memorize the Quran. An atmosphere characterized by discipline, order, and religious practices creates a learning environment that differs from the general environment. Every student activity is consistently directed toward a religious value, so they feel they are always in a space that fosters closeness to the Quran. This atmosphere makes it easier for students to maintain focus and avoid potential distractions that could hinder the memorization process. (Ajria, Hartati, and Novianti 2025).

Islamic boarding schools also provide a well-organized structure of daily activities, such as the five daily congregational prayers, wirid (recitation of the Qur'an), tafsir (interpretation of the Qur'an), and regular muroja'ah (recitation of the Qur'an) in the morning and evening. This routine not only fosters discipline but also establishes a daily rhythm that supports the habit of memorization. With these spiritually interconnected activities, students experience the integration of worship values into their entire routine. This makes the process of memorizing the Qur'an not merely an academic task but also part of their daily lifestyle. (Nurcahyani 2024).

The religious atmosphere created in Islamic boarding schools also strengthens the students' motivational aspects. According to self-determination theory, an environment that supports individual psychological needs—such as feeling accepted, valued, and guided—can enhance intrinsic motivation. The presence of religious teachers, mentors, and peers who are striving to maintain memorization creates a sense of community and social support. When students feel that their surroundings share a common goal, they are encouraged to maintain and improve their memorization despite challenges.

Furthermore, a distraction-free environment is a crucial factor in the success of the tahfidz program. The absence of technological distractions, excessive entertainment, or noise makes it easier for students to focus. An orderly environment also helps them manage their study time more effectively. This maintained focus directly impacts the quality and speed of memorization, as students can repeat, deepen, and stabilize their memorization without significant obstacles. (Wildan 2023).

The comfortable, peaceful, and religiously imbued environment of the Islamic boarding school ultimately fosters students' self-awareness of the importance of interacting with the Quran. The resulting spiritual serenity transforms memorization into a spiritual need rather than a burden. In a supportive atmosphere, students' motivation naturally grows, enabling them to maintain their commitment and experience progress in memorization with sincerity and joy.

## 3. Warm Interpersonal Relationship between Ustadz and Santri

A warm interpersonal relationship between ustadz and students plays a fundamental role in shaping the students' inner motivation. This warmth is evident in daily interactions filled with



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sincerity, attention, and empathy, making it easier for students to share their feelings and difficulties in memorizing. When students feel appreciated and understood, they tend to have a positive attitude toward the learning process and are more motivated to persist in the challenges of memorization. This kind of relationship creates a more humane and conducive learning atmosphere. (Azzahrani 2023).

Furthermore, the ustadz (teacher) is not only present as a teacher of memorization material, but also as a role model who sets an example through his morals and behavior. The ustadz's role as a role model significantly influences how students interpret the memorization process. Exemplary behavior such as patience, wise assertiveness, and discipline in worship provide concrete examples of how a Quran memorizer should behave. This example drives the students' intrinsic motivation, as they strive to emulate the positive values exemplified by the ustadz. (Hanif 2024).

Gentle and caring communication from the ustadz is another factor that strengthens the students' motivation. When the ustadz delivers corrections or advice in a non-judgmental manner, the students feel less pressured or afraid of making mistakes. This creates a safe space for them to grow and improve their memorization. A supportive attitude also helps reduce anxiety during memorization tests, allowing the students to appear more confident.

From an educational psychology perspective, the emotional support provided by the ustadz (teacher) enhances the students' sense of competence and autonomy. They learn not out of fear of punishment or pressure, but because they feel they are being given space to develop. A stable emotional state significantly impacts the quality of memorization, as memorizing the Quran requires peace of mind, focus, and a broad heart. This interpersonal support makes students more diligent in their muroja'ah (recitation) and strengthening their memorization. (Sulistiya, F., & Ali Mahfudz 2023).

Ultimately, warm interpersonal relationships create a spiritual bond between the ustadz and students during the Quran memorization process. This bond has a long-term impact on the students' character development. They not only memorize the Quran well but also develop strong moral values and personalities. This emphasizes that a good relationship supports not only academic success but also spiritual and emotional success in memorizing the Quran.

#### 4. Structured Worship Habits and Spiritual Routines

The habituation of structured worship is a crucial pillar in building the spiritual foundation of students in the tahfidz program. Worship practices such as Tahajud (night prayer), Dhuha (noon prayer), dhikr (remembrance of God), and daily muroja'ah (recitation of the Quran) provide a consistent spiritual rhythm in the students' lives. This routine helps them develop a strong sense of discipline, as each activity has a clear time and rules. This regularity is crucial in developing the patient and consistent character of Quran memorizers. (Amalia 2023).

Worship activities also serve as a means of calming the heart and mind. Memorizing the Quran requires a stable and calm inner state, and acts of worship such as Tahajjud (Night Recitation) and dhikr (remembrance of God) can provide this peace. When the heart is calm, students are more easily able to absorb, remember, and retain memorization. Psychologically, routine worship provides a relaxing effect that helps reduce stress and improves focus and concentration on learning.

Furthermore, spiritual routines help foster students' love and closeness to the Quran. By consistently engaging in worship activities, students are trained to engage with God's verses. This



repeated interaction fosters a deep emotional bond between the students and the Quran, allowing the motivation to memorize to arise from the heart. This naturally occurring motivation is far stronger than external motivation.

Structured spiritual activities also encourage students to develop a sense of self-responsibility. They learn to manage their time between memorization, rest, worship, and other activities. This time management skill significantly impacts the quality of memorization, as good memorization requires consistent repetition. With a clear routine, students are less likely to procrastinate or neglect memorization tasks. (Ratnawati et al. 2024).

Ultimately, cultivating a habit of worship becomes a solid foundation for developing a disciplined, calm, and intrinsically motivated Quran memorizer. This routine not only provides short-term benefits during the memorization process but also shapes the students' spiritual character into adulthood. By maintaining a consistent rhythm of worship, students develop the inner strength to maintain their memorization and practice Quranic values in their daily lives.

## **5. Tahfidz Methods that are Varied and Adapted to the Character of the Students**

The application of various memorization methods allows students to adapt their learning styles to suit their individual abilities. With methods such as *tikrar*, *talaqqi*, daily recitation, and intensive *muroja'ah*, students can choose the approach that best assists them in memorization. The *tikrar* method, for example, is highly suitable for students with repetitive learning styles, allowing them to strengthen memorization through intensive repetition. Meanwhile, the *talaqqi* method provides students with the opportunity to receive direct correction from the *ustadz*, thus ensuring the quality of their memorization. This diversity of methods makes the *tahfidz* process more responsive to individual differences. (Muhimma 2025).

A variety of methods also serves as a strategy to avoid boredom in the memorization process, especially for students who undergo a daily memorization routine. The use of different methods creates a fresh atmosphere that can stimulate learning enthusiasm. When students feel the memorization process is not monotonous, they become more enthusiastic about participating in daily activities. This diversity of methods creates a dynamic learning environment that continues to evolve, so students don't feel pressured by repetitive routines. (Solihin 2025).

Furthermore, the diversity of methods allows students to experience a sense of autonomy in their learning process. When students are given the freedom to choose a method that suits their character, they feel more engaged and in control of the memorization process. According to intrinsic motivation theory, a sense of control over learning decisions is a crucial factor in fostering intrinsic motivation. Students' active involvement in selecting appropriate memorization methods allows them to take greater responsibility for the development of their memorization.

The adaptive *tahfidz* method also helps students with varying memorization rates. Some students are able to memorize quickly but are weak at retaining older memorization, while others are slow to memorize but strong in *muroja'ah* (recitation). With the flexibility of the method, the *ustadz* can tailor the appropriate approach to each student, ensuring that no student feels left behind or inadequate. This adjustment is crucial for maintaining students' self-confidence, as they feel valued and cared for according to their individual abilities. (Rohmah, Iman, and Muslihah 2022).

Ultimately, the use of varied memorization methods has been proven to make the memorization process more engaging and enjoyable for students. When the methods are tailored to individual characteristics, students memorize not only out of obligation but also because they feel the process resonates with them. This fosters a stable and strong intrinsic motivation. Thus,



the varied memorization methods serve not only as learning techniques but also as psychological strategies to foster students' love for the Quran.

## 6. Exemplary Behavior and Emotional Support from Ustadz

The exemplary role model of the ustadz is a fundamental element that has a profound influence on the intrinsic motivation of students in the tahfidz program. A ustadz does not merely serve as a transmitter of material or a checker of memorization, but also becomes a tangible reflection of the values of the Quran through their behavior and daily lives. When students see the ustadz maintain discipline in reading the Quran, memorizing, muroja'ah, and maintaining morals in daily interactions, it provides a concrete example that inspires them to follow in the same footsteps. This direct example has a stronger influence than mere verbal advice, because students see concrete evidence of how the life of a Quran memorizer is lived.

The exemplary behavior of the ustadz creates an environment full of values, and these values have the power to internalize the students' motivation from within. Ustadz who are consistent in their worship and memorization convey the message that memorizing the Quran is not merely an educational activity, but a form of spiritual devotion. When students witness how the ustadz maintains a connection with the Quran in every aspect of their lives—whether in teaching, worship, or social interactions—they understand that memorizing the Quran is a way of life that must be maintained with sincerity. This sincerity forms the basis of strong and deep intrinsic motivation. (Farhan 2024).

In addition to setting an example, emotional support from the religious teacher plays a crucial role in maintaining the students' continued motivation. The process of memorizing the Quran is often fraught with challenges, including mental fatigue, boredom, and memorization stagnation. In these circumstances, students need a figure who can provide encouragement, not just technical guidance. A religious teacher who can offer reassuring words, moral encouragement, and understanding of the students' circumstances becomes a new source of strength for them to persevere. This emotional support can restore weakened morale and help students refocus on their spiritual goals. (Mubarak 2025).

Emotional support from the ustadz also has a significant impact on building students' self-confidence. When students feel understood and not judged when they make memorization mistakes, they become more confident in trying again and correcting their mistakes. The often-anxious process of memorizing can be minimized with the ustadz's gentle and communicative approach. A safe and supportive relationship makes the learning process more conducive, and students can demonstrate their full potential without the shadow of fear or psychological pressure.

Instilling the values of patience and perseverance through the example of the ustadz is a crucial element in shaping the character of students. Ustadz who demonstrate composure in the face of memorization difficulties, discipline in performing worship, and steadfastness in maintaining consistent good deeds provide valuable lessons to students. This exemplary behavior indirectly teaches that becoming a hafiz requires long-term effort, patience, and unwavering commitment. This helps students understand that the process of memorizing the Quran is not merely a matter of memorization, but also a process of mental and spiritual development. (Husni 2025).

A warm and close relationship between ustadz and students creates a positive psychological climate for the learning process. Students who feel valued, listened to, and treated as individuals with unique needs are more likely to develop stable intrinsic motivation. Ustadz who understand



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the emotional dynamics of their students are able to respond to their needs more wisely, making this relationship a crucial foundation for successful memorization. This warm relationship also makes students more open to expressing difficulties, allowing the ustadz to provide more targeted guidance. (Amaliya 2024).

Ultimately, the combination of real-life role models and emotional support from the ustadz creates an ideal memorization education ecosystem oriented toward developing students' intrinsic motivation. Students memorize not out of pressure or obligation alone, but out of admiration, love, and an inner drive to emulate their ustadz's noble qualities. A humane, compassionate learning environment that reflects the values of the Quran encourages students to wholeheartedly embrace the memorization process. This environment makes the Quran not merely something they memorize, but also a vital part of their life journey and character development.

### CONCLUSION

This study concludes that the strategy for increasing students' intrinsic motivation in the Qur'an memorization program at the Kanjeng Sunan Kalijogo Islamic Boarding School in Probolinggo is implemented through a holistic and integrated approach. Fostering intention, understanding the meaning of verses, cultivating worship habits, and creating a conducive religious environment have proven to be the main foundations in fostering students' awareness and love for the process of memorizing the Qur'an. Furthermore, the warm interpersonal relationship between the ustadz and students, the varied tahfidz methods, and the teachers' exemplary behavior also strengthen the psychological and spiritual aspects that support the formation of stable internal motivation.

Research findings indicate that students' intrinsic motivation develops when they experience meaning, comfort, and support in the memorization process. Implementing strategies based on spiritual, educational, and psychological approaches can create a learning environment that emphasizes not only achieving memorization targets but also building deeper Quranic character. Thus, the success of the memorization program is measured not only by the quantity of memorization, but also by the quality of the students' connection with the Quran and their steadfastness in maintaining their memorization continuously.

This research can be applied and developed in other tahfidz educational institutions by adapting the context, culture, and character of the students. The implications of this research demonstrate the importance of fostering intrinsic motivation in developing a generation of resilient, committed, and spiritually aware Qur'an memorizers. For future research, a more in-depth exploration of the influence of family factors, the leadership style of the ustadz, and the use of technology to support tahfidz in strengthening students' intrinsic motivation is recommended. Quantitative or mixed methods research can also be conducted to systematically measure the relationship between development strategies and students' levels of intrinsic motivation.

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