

Problems Memorizing Al-Qur'an Verses For Islamic Religious Education Students Uin Sjech M. Djamil Djambek Bukittinggi

Fitri Yulia^{1*}, Yelfi Dewi², Charles³, Salmi Wati⁴

^{1,2,3,4} UIN Sjech M. Djamil Djambek Bukittinggi

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Abstract

This research is motivated by the fact that the Al-Quran memorization program that has been set as one of the academic requirements at UIN Sjech M. Djamil Djambek Bukittinggi has not been optimally implemented. Although the program has been set to encourage students to memorize the Al-Quran, in reality there are still many students who experience obstacles in the process, both in terms of technical and non-technical abilities. This study aims to identify the forms of problems faced by students in memorizing the verses of the Al-Quran, especially for PAI students of the 2021 batch. This study uses a qualitative approach with field research. Data collection techniques were conducted through in-depth interviews and documentation. The main informants in this study were 2021 PAI students in their eighth semester who had problems memorizing verses from the Qur'an, as well as academic advisors as supporting informants. Data analysis techniques included data reduction, data presentation, and conclusion drawing. The results of the study found that the problems faced by students in memorizing the Qur'an can be divided into two factors, namely internal and external factors. Internal factors include a lack of mastery of makhrijul huruf and tajwid, impatience, dishonesty, lack of sincere intention, excessive ambition to add new memorizations, and laziness in muraja'ah. Meanwhile, external factors include changing mushafs, an unsupportive environment, and being distracted by other things outside of memorization activities.

Keywords: Problematics, Memorizing the Qur'an, Islamic Religious Education Students

(*) Corresponding Author:

fyulia186@gmail.com

yelfidewi@iainbukittinggi.ac.id

charles@uinbukittinggi.ac.id

salmiwati@uinbukittinggi.ac.id

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INTRODUCTION

Humans as creatures created by Allah SWT in living life in this world cannot be separated from the Qur'an, which is the main guide and source of guidance for every aspect of life, both in terms of worship, muamalah, morals, and social order. The Qur'an etymologically means reading, derived from the word qara'a. The word al-Qur'an is in the form of masdar with maf'ul isim, namely maqru which means reading. Meanwhile, in terminology, the Qur'an is the word of Allah SWT which is a miracle or revelation revealed to the Prophet Muhammad SAW and narrated by mutawatir and reading it is an act of worship (Nur Hidayat, 2021).

The Qur'an is a guide and life guidance for Muslims, both individually and as a community. As a guide to life, the Qur'an was revealed not just to be read, but the Qur'an to be understood, lived, and practiced in everyday life. In the life of

Muslims will not be separated from the Qur'an, because the Qur'an which is very complete and perfect in its contents is believed to be a guide that is also a guide to life in worldly and afterlife affairs, so it is not surprising that Muslims always return to the Qur'an every time they face life problems. For this reason, it is appropriate for Muslims to protect and glorify the Qur'an (Zanal Mufakhir, 2019). Allah SWT states in His word Surat Al-Hijr verse 9:

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ ۙ

Meaning: "Indeed, it is We who have sent down the Qur'an, and indeed we have preserved it." (Q.S Al-Hijr: 9)

Maintaining the Qur'an is not only enough to read with a beautiful and fluent voice, but also needs concrete efforts in maintaining and maintaining it. One of the efforts is to memorize it. Memorizing the Qur'an is an activity that everyone can do. The number of people memorizing the Qur'an is one way to maintain its purity, so it is fortunate for people who can maintain the Qur'an by memorizing it. The Qur'an is truly preserved with the memorization of the Qur'an everywhere. Memorizing the Qur'an is a noble and commendable act (Puti Andam Dewi, et al, 2024).

Memorizing the Qur'an is our effort to protect and maintain the Qur'an. Memorizing the Qur'an is a process where a person remembers the verses of the Qur'an in his heart and mind without looking at the Mushaf (Hidra Ariza, et al, 2024). Memorizing the Qur'an is an act that is highly recommended, even considered as fardhu kifayah according to some scholars (Nawabuddin & Ma'arif, 2005). In addition, based on Government Regulation of the Republic of Indonesia Number 55 of 2007 Article 24 paragraph 5, Qur'an education not only includes reading and writing, but also memorization. This indicates that memorizing the Qur'an is not only part of individual worship, but also part of the national education system that is officially regulated by the state. In addition, Allah SWT provides motivation with the promise of ease to anyone who tries to memorize it (Bobi Erno Rusadi, 2018). With so many memorizers, the purity of the Qur'an can be maintained throughout the ages.

Along with the times, the Qur'an memorization program is not only limited to pesantren institutions, but also applied in higher education institutions, such as State Islamic Religious Universities (PTKIN). One example is the policy implemented by UIN Sjech M. Djamil Djambek Bukittinggi which requires students to memorize at least one juz as an academic requirement, as stated in the Rector's Decree Number 287.2/Un.26/HK.00.5/05/2023 and the Academic Guidebook in 2023.

However, in its implementation, students still experience various difficulties in memorizing the verses of the Qur'an. Based on the results of interviews with several PAI students class of 2021, it was found that they face quite complex problems, both in terms of personal and surrounding environment.

RESEARCH METHOD

The type of research used is Field research, which is research where researchers go directly to the research location to obtain concrete data that has to do with the research title, with a qualitative method approach, and analyzed with descriptive qualitative, which is a research method that aims to describe in full and in depth about social reality and various phenomena that occur in society which are the subject of research so that the characteristics, characters, traits, and models of these phenomena are described (Hasan Syahrizal & M. Syahran Jailani, 2023).

Descriptive qualitative research is a type of research that obtains data by means of facts and what it is where it focuses more on the results and their meaning. Data sourced from the order of reality carried out directly by researchers in the situation as it is. (Sugiyono, 2019).

RESEARCH RESULTS AND DISCUSSION

Problems of Memorizing the Qur'an

The term problematic comes from the English language, namely Problematic, which means problem or problem. While in Indonesian, problema means things that cannot be solved, which cause problems, problems, situations that can be defined as a difficulty that needs to be solved, overcome or adjusted. So the problem of memorizing the Qur'an is the problems that occur when memorizing the Qur'an (Salman Alfarisyi, 2022).

Being a memorizer of the Qur'an is not an easy matter. In the process of memorizing it, there must be problems or obstacles. Regarding the problems faced by each memorizer, they have different problems. According to Wiwi Alawiyah Wahid, there are several things that can make it difficult to memorize the Quran. These things can be categorized into two main factors, namely internal factors and external factors.

1. Internal factors are all things that come from within the student himself, both in terms of ability, attitude, and personal spirituality. These factors are very dominant in influencing success or failure in memorizing the Qur'an. These internal factors include:

a. Lack of mastery of Makharijul Letters and Tajweed

Many students of Islamic Religious Education class of 2021 still face significant difficulties in pronouncing the letters of the Qur'an correctly (makharijul huruf) and applying the rules of tajweed. This is often due to a lack of intensive and adequate practice. As a result, the recitation becomes less fluent, which directly hinders the smooth memorization process. Errors in machraj and tajweed not only slow down memorization, but can also change the meaning of the verse, leading to apprehension and lack of confidence when depositing memorization. Studies show that mastery of these basics is crucial for ease and precision of memorization (Hidayat, 2021).

b. A lack of patience

Lack of patience is often a big psychological obstacle in the process of memorizing the Qur'an. Students tend to want to quickly complete memorization targets without realizing that this process takes time, perseverance, and consistent improvement. This impatience can lead to restlessness, difficulty focusing, easily despair when facing difficulties, and ultimately lose motivation to continue memorizing. In fact, patience is the main key in muraja'ah (repeating memorization) and maintaining consistency (Abdulwaly, 2019).

c. Lack of honesty

Honesty is one of the main character values in Islam. The Qur'an emphasizes the importance of telling the truth and the prohibition of following something without the basis of knowledge. In the context of education (Lickona 1991) places honesty as one of the character indicators that must be instilled through learning. One form of dishonesty that often occurs in the memorization process is cheating when depositing memorization, for example by looking at the Mushaf secretly when depositing memorization to the lecturer or supervisor. This action not only injures honesty, but also reduces the blessing of the memorization itself.

d. Not having a sincere intention

The results showed that most of the 2021 Islamic Religious Education students tended to memorize the Qur'an because of academic encouragement, not entirely from the impulse and sincere intention. For a prospective memorizer or who is in the process of memorizing the Qur'an, it is obligatory to base his memorization on sincere, mature intentions, and strengthen his desire, without coercion from parents or other things. Because, if the memorizer gets coercion from parents or because of other things, there will be no awareness and sense of responsibility in memorizing the Qur'an. If without being based on sincere intentions, memorizing the Qur'an will be useless. This mistake in the first step will have its own consequences. Indeed, sincere intention is to seek the pleasure of Allah SWT. People who memorize the Qur'an sincerely will not expect or respect other people when sema'an or reading the Qur'an. Because, this creates heart disease, such as arrogance, showing off, and so on. Then do not make the Qur'an to seek wealth and popularity. Therefore, sincerity is one of the keys to success in memorizing the Qur'an. One clear example of this lack of faith and piety is memorizing the Qur'an only because of academic demands, not because of the encouragement of faith or desire from the heart.

e. Over-ambitiousness in memorizing new words

Some students have too much ambition to immediately add new memorization without paying attention to the quality and mastery of old memorization and correct tajweed rules. This attitude often causes old memorization to be forgotten or vague, and students become hesitant when depositing. Excessive focus on quantity rather than quality often results in fragile memorization that is easily lost, and causes unnecessary mental

stress. This is in line with findings showing that excessive ambition without a proper strategy can hinder memorization (Muhammad Zakariya, 2019).

f. Lazy Muraja'ah (repeating memorization)

One of the biggest internal problems is laziness in doing muraja'ah. Many students ignore the importance of repeating the memorization that has been obtained. Muraja'ah should be a daily routine to maintain and strengthen memorization so that it is not easily lost (Mufakhir, 2019). Without regular muraja'ah, the memorization that has been painstakingly obtained will quickly fade, and the next memorization process will feel even harder because it has to repeat from the beginning or re-memorize the parts that have been forgotten.

2. External factors are challenges that come from the environment or situation outside the memorizer. In this study, three external factors were found to be obstacles for students in memorizing the Qur'an, namely:

a. Switching Mushafs

Some students tend to use different Mushaf in the memorization process. In fact, one of the important strategies in memorizing the Qur'an is to use the same Mushaf consistently. By frequently changing the Mushaf, the visual pattern of the verses in the Mushaf will be different, so memorization becomes difficult to stick in the memory. The changing pattern of verse location on the page will affect visual memory which is very important in memorization (Wiwi Alawiyah Wahid, 2015).

b. Unfavorable Environment

The environment around students, whether at home, boarding house, or on campus, which does not support the memorization process is also an inhibiting factor. Friendship environments that do not focus on memorizing the Qur'an or do not have the same religious goals make students easily distracted from memorization. Lack of support from peers or family makes the spirit of memorization low. An environment that does not have the same goal in memorizing the Qur'an makes students easily tempted to leave memorization or even forget the memorization target that has been set.

c. Preoccupied with Other Things

The habit of being preoccupied with other activities such as social media, entertainment, or less useful activities is also a barrier in the memorization process. Students often procrastinate memorizing because they feel they have a lot of time, so that muraja'ah time is consumed for other things. Zaki Zamani and Muhammad Syukron Maksum assert that people who are too much tempted by worldly pleasures, without being accompanied by good time management, tend to put the memorization of the Qur'an on the back burner, even eventually losing the memorization that has been memorized before (Zamani & Maksum, 2009).

CONCLUSION

Based on the results of the study, it can be concluded that students face various challenges in the process of memorizing the Qur'an which can be

categorized into two main factors, namely internal factors and external factors. Internal factors include difficulties in mastering makharijul huruf and tajweed, which are important foundations in reading the Qur'an correctly. Many students experience improper pronunciation, causing errors in memorization. In addition, impatience in the memorization process, lack of honesty, not having sincere intentions, the desire to quickly increase memorization without paying attention to the quality of reading, and also become significant obstacles. lack of enthusiasm in muraja'ah, and also become a significant obstacle. External factors include the influence of an unsupportive environment, such as association with friends who do not have the same enthusiasm in memorizing the Qur'an, as well as distractions from other activities that divert students' focus. Excessive use of social media and involvement in non-academic activities also reduce time and concentration in memorizing. Therefore, it is recommended that students be more serious in overcoming memorization obstacles, improve their understanding of makhraj and tajweed, cultivate patience, avoid sin, strengthen faith, avoid excessive ambition, make muraja'ah a habit, compile a memorization schedule, use one mushaf consistently, choose a supportive environment, and avoid things that distract. Academic advisors are expected to be more active in assisting students, providing direction, motivation, and periodic evaluation, as well as emphasizing deposit rules with clear deadlines and consequences. The campus, especially the Islamic Education Study Program, is also expected to provide coaching programs (tahfiz seminars, training) and cooperate with HMPS Islamic Education in holding collective religious activities.

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