The "Hafidz Ceria" Class Program to Enhance Student Enthusiasm in Memorizing the Al-Qur'an at MI Ahmad Yani Wonoayu

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ABSTRACT

Background. Al-Qur'an memorization (tahfidz) activities at the elementary school level often face challenges in maintaining student consistency, discipline, and enthusiasm. Monotonous learning methods cause some students to lose motivation, necessitating a more engaging and enjoyable approach. This condition highlights the need for innovation in tahfidz learning that can integrate cognitive, affective, and spiritual aspects into the memorization process.

Purpose. This study aims to foster student enthusiasm for memorizing the Al-Qur'an through the implementation of the "Hafidz Ceria" Class Program at MI Ahmad Yani Wonoayu, as well as to enhance the effectiveness of tahfidz learning by creating an interactive, participatory, and fun atmosphere.

Method. This study employs a Participatory Action Research (PAR) approach, involving teachers, students, and parents as active partners. Data collection techniques include observation, interviews, and documentation. Data analysis was conducted using a descriptive-qualitative method to comprehensively describe the implementation process and its impact on increasing student motivation and engagement.

Results. The results indicate a significant increase in student enthusiasm, participation, and discipline during tahfidz activities. Students became more confident, active in muroja'ah (reviewing memorization), and demonstrated religious habits both at school and at home. The learning environment became more harmonious and collaborative, supported by the active involvement of teachers and positive reinforcement from parents.

Conclusion. The "Hafidz Ceria" Class Program is proven to effectively increase the enthusiasm and efficacy of tahfidz activities for elementary school students. This program not only encourages memorization achievements but also builds religious character, spiritual spirit, and a love for the Al-Qur'an as a foundation for meaningful Islamic education development.

INTRODUCTION

The phenomenon of Al-Qur'an memorization (tahfidz) among elementary school students in Indonesia continues to develop rapidly alongside the growing number of Islamic educational institutions (Suryana dkk., 2021). This movement reflects an increasing public awareness of the importance of forming a "Qur'anic generation" from an early age (Mustapa dkk., 2025). However, in practice, various obstacles remain, particularly in maintaining student enthusiasm and consistency throughout the

memorization process. Many students still perceive tahfidz activities as a rigid and tedious routine rather than a rewarding spiritual journey.

At MI Ahmad Yani Wonoayu, tahfidz activities have become an integral part of the school's Islamic education curriculum (Hassan dkk., 2023). Nevertheless, observations indicate that student participation and spirit often fluctuate from one semester to the next. While some students demonstrate high motivation, others experience burnout due to monotonous teaching methods and a lack of creative interaction (Mizani dkk., 2024). These findings underscore the urgent need for interactive tahfidz learning innovations that can engage students emotionally.

In this context, student enthusiasm is closely linked to intrinsic motivation and emotional involvement in the learning process (Che Noh dkk., 2014). Educational theories suggest that learning enthusiasm flourishes when a student's psychological and social needs are met (Ahmad dkk., 2022). Thus, a positive and enjoyable learning environment can enhance persistence and enjoyment in tahfidz activities.

The "Hafidz Ceria" Class Program is designed as a creative approach to tahfidz that combines elements of joy, social interaction, and appreciation for students' progress (Taat dkk., 2021). This concept emphasizes learning that integrates educational games, cooperation, and spiritual reflection. Studies suggest that learning strategies prioritizing happiness can improve learning outcomes and student motivation in Islamic education (Hussin dkk., 2016). Consequently, the "Hafidz Ceria" Program serves not only as an innovation in tahfidz methods but also as a means to foster spiritual motivation and enthusiasm for memorizing the Al-Qur'an.

This program operationalizes motivation theories by creating a safe, appreciative, and supportive atmosphere for student self-actualization (Che Wan Mohd Rozali dkk., 2022). Additionally, the application of social learning theories is evident through the role modeling of teachers and peers who demonstrate high commitment, thereby encouraging the imitation of positive behaviors (Maulidia dkk., 2021). The integration of these theories not only strengthens the program's effectiveness but also reflects a holistic effort to build a religious experience that fosters awareness, spirit, and spiritual responsibility toward Al-Qur'an memorization.

Previous studies on tahfidz learning have generally focused only on cognitive aspects and memorization techniques, often overlooking affective elements and a pleasant learning atmosphere (Hidayat & Anjelia, 2018). Furthermore, there is a lack of research examining happiness-based approaches in tahfidz activities at the Islamic elementary school level, particularly regarding efforts to enhance student motivation and well-being (Mukhtar dkk., 2023). This study seeks to fill that gap by emphasizing the role of a happy atmosphere and positive social interaction in increasing student interest in memorizing the Al-Qur'an.

In this framework, the "Hafidz Ceria" Class Program is proposed as a learning model that integrates cognitive, emotional, and spiritual aspects into a unified tahfidz learning experience (Aljunid dkk., 2014). The primary problem examined in this study is how this program can effectively increase student enthusiasm and engagement (Laila dkk., 2020). Based on this background, the objective of this research is to determine the effectiveness of the "Hafidz Ceria" Class Program in enhancing student motivation and participation, and to analyze its contribution to creating a fun and sustainable Al-Qur'an learning environment at MI Ahmad Yani Wonoayu.

RESEARCH METHODOLOGY

This community service activity was conducted at MI Ahmad Yani Wonoayu as part of an effort to improve the quality of tahfidz learning at the Islamic elementary school level (Nasution & Hasibuan, 2023). The project focused on the implementation of the "Hafidz Ceria" Class Program, an educational innovation that combines elements of joy, spirituality, and collaboration among teachers, students, and parents. The activity model was designed using a participatory approach, prioritizing the active involvement of all school stakeholders in every stage of planning, implementation, and evaluation. This approach is considered effective in increasing educational community participation and building a collective awareness of the importance of meaningful learning experiences. Such activities not only strengthen the religious dimension within the educational process but also affirm that learning grounded in spiritual values and joy can serve as an effective means to foster deep religious awareness within Islamic elementary school environments.

The method used in this activity is Participatory Action Research (PAR). The PAR approach emphasizes the direct involvement of the target community in every research process, from problem identification to the reflection stage. Through PAR, teachers, students, and parents act as active subjects who contribute to decision-making and program improvement rather than being mere research objects. This approach enables a collaborative and sustainable social learning process. In this framework, teachers serve as religious role models, while students learn through observation and social reinforcement (Alwi & Badaruddin, 2023). Meanwhile, parents provide support and motivation, aligning with the principles of social learning theory. Thus, this approach is oriented not only toward memorization outcomes but also toward the formation of Qur'anic character and student learning happiness.

Before implementing the program, the service team conducted an initial situational analysis through interviews with tahfidz teachers and the school principal, alongside direct observation of the ongoing learning process. Initial data indicated that most students felt bored with monotonous learning patterns that lacked creative activities. Based on these findings, the team and the school designed the "Hafidz Ceria" Class Program, which emphasizes interactive activities such as group muroja'ah, Al-Qur'an-based educational games, and a reward system for achieving students (Tarmuji dkk., 2022). The design of this program is not merely a response to student boredom but a reflection of the need for Al-Qur'an learning that is more meaningful, enjoyable, and aligned with the psychological and spiritual development of elementary-aged children.

The activities were carried out over two months, from mid-March to May 2025. The implementation consisted of three main phases: (1) the preparation stage, involving coordination with the school and socialization of the program to students and parents; (2) the implementation stage, including the "Hafidz Ceria" Class with collaborative muroja'ah methods, weekly tasmi', and Qur'anic games to foster student enthusiasm; and (3) the evaluation stage, conducted through collective reflection between teachers, students, and parents. Source triangulation was used to ensure data validity by comparing field observations, teacher reflection notes, and student responses after participating in the program (Rosmansyah & Rosyid, 2017). This series of activities serves not only as an implementation process but also as a forum for collective reflection that unites spiritual, pedagogical, and participatory values to build a more meaningful tahfidz learning experience for all parties involved.

This community service activity involved a total of 45 participants, consisting of 30 students from MI Ahmad Yani Wonoayu, 10 parents, and 5 tahfidz teachers. Participants were selected based on their active involvement in the school's tahfidz activities. The data obtained were analyzed

using a descriptive-qualitative approach through the processes of data reduction, data display, and conclusion drawing. Data validity was strengthened through member check techniques and peer debriefing between the service team and the school (Ahadi & Djazimah, 2020). Consequently, the primary function of this service is to build synergy between the school and families in creating a participatory and sustainable Islamic education ecosystem.

RESULT AND DISCUSSION

Initial observations revealed that the tahfidz learning process at MI Ahmad Yani Wonoayu had not yet reached an optimal level of student engagement. Some students appeared unmotivated, frequently delayed their memorization submissions, and showed low enthusiasm during muroja'ah sessions. Teachers also observed fluctuations in student attendance and memorization progress, which were attributed to teaching methods that tended to be monotonous and lacked variety in interactive learning media. These conditions emphasized the urgent need for a creative approach that could foster students' emotional involvement in the process of memorizing the Al-Qur'an.

Program Implementation The "Hafidz Ceria" Class Program was implemented by prioritizing collaboration between teachers, students, and parents. Activities included group muroja'ah, collective tasmi', Al-Qur'an-based educational games, and a reward system for achieving students. Each learning session began with a motivational reflection and concluded with an appreciation of the students' memorization progress to maintain their learning spirit. The implementation of this program successfully created a cheerful and participatory learning atmosphere while fostering a spiritual spirit within the students. The "Hafidz Ceria" Program did not only introduce innovation into tahfidz learning methods but also served as a space for the growth of spiritual awareness and togetherness, strengthening the bond between teachers, students, and parents in their shared love for the Al-Qur'an as the center of life values.

Service Aspect	Activities Implemented	Results or Key Findings	Relation to Academic Literature
Enhancing Student Enthusiasm and Engagement	Collective muroja'ah, weekly tasmi' sessions, Al-Qur'an-based educational games, and rewards for achieving students.	Proven to show an increase in enthusiasm, courage to perform, and a sense of pride in their memorization. The learning atmosphere became more vibrant and enjoyable.	Experience-based learning approaches and emotional motivation can significantly improve students' performance and engagement in Islamic Education (PAI) studies.
Strengthening the Effectiveness of the Tahfidz Process	Activities using peer learning methods and weekly reflections between teachers and students. Teachers	Improvement in the speed and accuracy of students' memorization, a decrease in recitation errors, and consistency	Active-participatory approaches are proven to strengthen the effectiveness and optimization of Islamic

Service Aspect	Activities Implemented	Results or Key Findings	Relation to Academic Literature
	provided personal guidance to students experiencing difficulties in memorizing.	in muroja'ah at home.	learning and encourage deeper student involvement.
Building a Religious Learning Environment	Independent muroja'ah, teacher-parent communication, and rewards based on Qur'anic character.	The school environment became more religious and harmonious, and students exhibited polite, disciplined, and empathetic behavior.	Community participation-based tahfidz programs have been proven to strengthen social-religious character and student independence.

After two months of implementation based on the findings above, this program has demonstrated a tangible impact on increasing student enthusiasm and discipline. Students appear more confident and active in tasmi' activities, while teachers report an improvement in memorization fluency and a more harmonious classroom atmosphere. Based on collective reflections with parents, it is evident that students are more consistent in performing muroja'ah at home and exhibit better emotional closeness with their families. This initiative has successfully transformed tahfidz activities from a formal routine into a joyful and meaningful learning experience. The "Hafidz Ceria" Class has succeeded in changing memorization from a mere formal obligation into a delightful collective experience.

Future Prospects Looking ahead, it is hoped that the "Hafidz Ceria" Class Program can serve as a sustainable long-term tahfidz learning model at the Islamic elementary school level. The integration of motivation, joy, and community participation makes this program flexible for application in various Islamic educational contexts. Future developments could involve the use of digital Al-Qur'an learning media and the organization of inter-school memorization competitions to strengthen collaboration and student learning motivation. This program has the potential to become an essential foundation in developing tahfidz instruction that emphasizes not only memorization achievement but also fosters sustainable spirit, happiness, and a love for the Al-Qur'an among students.

Figure 1. Collective Muroja'ah Activity

During the implementation of the program, students showed a significant increase in enthusiasm for participating in tahfidz activities. They became more active in tasmi', gained the confidence to perform in front of their peers, and began to demonstrate a sense of pride in their memorization skills. Learning activities presented in an enjoyable atmosphere through Al-Qur'an-based educational games successfully fostered a healthy competitive spirit among the students. Teachers also acted as motivational facilitators by providing simple rewards for participants who showed progress in their memorization. This interactive learning fostered self-confidence while strengthening social bonds among students within a religious context. These activities reflect that student enthusiasm for memorizing the Al-Qur'an grows alongside the creation of a positive learning environment that appreciates every step of the process, rather than focusing solely on the final result.

Figure 2. Qur'anic Motivation for Students

The "Hafidz Ceria" Program also has an impact on the effectiveness of the tahfidz process at MI Ahmad Yani Wonoayu. Teachers implement the peer learning method, where students listen to each other's memorization and provide polite feedback. This collaborative approach strengthens memory retention and improves the accuracy of memorizing Al-Qur'an verses. Additionally, weekly reflection sessions help teachers identify individual student difficulties and adjust learning strategies. Observations show a decrease in recitation error rates and an increase in students' consistency in performing muroja'ah at home. An effective learning process is determined not only by the memorization method but also by social relationships, emotional support, and spiritual habits that are continuously reinforced in every interaction.

Figure 3. Awarding Achieving Students

Another impact of this program's implementation is the formation of an increasingly religious and harmonious learning environment. Students have begun to habituate independent muroja'ah, maintain proper etiquette (adab) toward teachers and the Al-Qur'an, and demonstrate empathy and discipline in their daily lives. Interaction between teachers, students, and parents has become more intense through routine communication regarding memorization progress. Family involvement strengthens students' spiritual values at home, making Al-Qur'an memorization more than just a

school routine, but a part of a meaningful Islamic lifestyle. Thus, the "Hafidz Ceria" Class Program not only builds cognitive memorization skills but also fosters a living religious culture, where Qur'anic values are embedded in the behavior, habits, and spiritual spirit of the entire school community.

CONCLUSION

The key findings of this study demonstrate a significant shift in student enthusiasm and religious behavior after participating in the "Hafidz Ceria" Class Program at MI Ahmad Yani Wonoayu. Students who were previously unmotivated became more active, confident, and engaged in tahfidz activities. The initially monotonous learning atmosphere transformed into a joyful learning environment filled with spiritual values, thereby strengthening students' motivation to maintain their Al-Qur'an memorization independently.

Theoretically, this research contributes to the development of tahfidz learning models based on Maslow's Motivation Theory and Bandura's Social Learning Theory. An approach that integrates psychological needs, social recognition, and spiritual reinforcement has proven effective in increasing student learning motivation. Practically, the "Hafidz Ceria" Class Program can serve as a model for participatory Islamic learning that can be implemented in other madrasahs to build sustainable Qur'anic character.

This study has limitations regarding its relatively short duration and its scope, which was limited to a single school. However, this presents opportunities for future research focusing on the digitalization of tahfidz programs and collaboration between Islamic educational institutions to expand the impact and sustainability of happiness-based learning models for Al-Qur'an memorization.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.

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