



Capacity Building for *Tahfiz* Instructors: Developing Structured Lesson Plans for Quality Al-Qur'an Education

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Abstract:

This mentoring activity aimed to improve the quality of Al-Qur'an memorisation learning by preparing and implementing the Tahfiz Lesson Plan (RPP) at the Madrasah. The main problem addressed was the lack of structured tahfiz learning tools, which led to less focused learning activities and to memorization outcomes being measured unsystematically. This activity employed a descriptive qualitative method with a participatory strategy involving teacher mentoring, classroom observation, documentation, and pretest-posttest activities with 25 students in the tahfiz program. The results showed improvements in students' memorization ability, recitation discipline, and consistency in muroja'ah. In addition, teachers demonstrated greater readiness, confidence, and competence in managing tahfiz learning, as evidenced by the prepared lesson plan. These findings indicate that a well-structured Tahfiz Lesson Plan can serve as a sustainable learning tool to guide teachers and improve the effectiveness of memorization activities. The implication of this activity is the need for consistent implementation of the Tahfiz RPP and continuous teacher mentoring, which can be replicated in other madrasas to strengthen the quality of Al-Qur'an memorization learning.

INTRODUCTION

Quran memorization or tahfiz learning has become one of the flagship programs in Islamic education and continues to receive strong public attention. This issue is important because the ability to memorize the Qur'an is not only viewed as an individual religious achievement, but also as part of character formation, discipline, and the strengthening of Islamic values in society. The increasing interest of parents in tahfiz programs shows that the community expects madrasas to provide quality, measurable, and sustainable Qur'an learning (Basri et al., 2024). However, this expectation requires institutions to manage tahfiz learning not merely as a routine religious activity, but as a structured educational process. Without proper planning, the quality of memorization learning may depend too heavily on teacher habits and institutional tradition. Therefore, improving tahfiz learning through systematic lesson planning is important for ensuring that madrasas can respond to social demands while maintaining the quality of Qur'an education consistently.

The general problem faced by many Islamic educational institutions is the gap between the growing public demand for tahfiz programs and madrasas' readiness to provide systematic learning tools. In practice, tahfiz learning is often conducted

traditionally, relying on oral instruction, teacher experience, and pesantren-based habits that are not always documented in formal learning plans (Rahman, 2026; Shoha, 2026; Syafiih, 2025). As a result, teachers may focus mainly on memorization targets without clearly formulating learning objectives, teaching methods, learning steps, and evaluation instruments. This condition makes the learning process less focused and difficult to assess objectively. The absence of a specific Lesson Implementation Plan (RPP) for tahfizh also creates differences in teaching approaches among teachers, which may lead to inconsistent student memorization outcomes. RPPs are part of the activity strategy and play an important role in achieving learning objectives by providing meaningful, structured learning materials (Novita, 2025).

The field phenomenon at Kiai Khotib Tahfidz Madrasah shows that the tahfizh program has become an important part of the institution's identity. Activities such as memorization, muroja'ah, and Qur'anic etiquette development have been implemented routinely and continuously. However, initial observations indicate that tahfizh learning has not been fully supported by a systematically prepared Tahfizh Lesson Plan. Teachers tend to conduct learning based on personal experience, established habits, and pesantren traditions. Consequently, learning objectives are not well documented, memorization targets are not always formulated measurably, and student evaluation has not been standardized. This issue is relevant because the quality of tahfizh learning affects not only students' memorization achievement but also their discipline, responsibility, and consistency in learning. Clear, measurable objectives are needed to structure planning and effectively achieve learning targets properly (Kamil et al., 2025).

Previous studies have emphasized that learning planning has a significant influence on the quality of learning processes and outcomes. In general education, the lesson plan serves as the primary guideline for teachers in managing classroom activities, selecting methods, determining learning steps, and conducting evaluations. In the context of Qur'an learning, Wahyuningsih (2024) explains the effectiveness of the tahfizh program through the Qur'anic reading and writing method (BTQ). Meanwhile, Mannan & Shulhani (2024) discuss the effectiveness of the Al-Qur'an tahfizh program in forming students' religious attitudes at MI Al-Ifadah. Further research by Gani & van den Berg (2025) examines the evaluation of learning programs using the CIPP model to improve learning quality. In addition, Rozi & Badriyah 2025 discuss Al-Qur'an learning through the Yanbu'a method as an effort to evaluate learning and improve Qur'an reading and memorization quality.

Although previous studies have contributed to the development of tahfizh learning, most of them still focus on memorization methods, student motivation, religious attitude formation, or program evaluation. Studies that specifically examine the effectiveness of preparing and implementing Tahfizh Lesson Plans remain relatively limited, especially in the madrasah context. This gap is important to address because tahfizh learning requires not only appropriate memorization methods but also structured planning that guides teachers in setting objectives, arranging activities, and evaluating student memorization systematically. Effective lesson plan preparation requires an understanding of institutional principles, and the lesson plan should serve as a comprehensive guide to learning competencies (Agus & Rusdiah, 2024; Ni'am et al., 2025). Learning effectiveness is also important because it reflects the final achievement

of learning activities delivered by teachers (Alfarisi & Faiz, 2024; Hefniy et al., 2025). Therefore, this study positions the Tahfiz Lesson Plan as a pedagogical instrument for improving the quality of Qur'an learning.

Based on the field problem and the limitations of previous studies, the specific problem in this community service initiative is the absence of structured mentoring for teachers in preparing and implementing the Tahfiz Lesson Plan at Kiai Khotib Tahfidz Madrasah. Although the tahfiz program has been implemented for almost 3 years, the preparation of a structured lesson plan through mentoring has never been carried out, and the program's outcomes have not been systematically evaluated (Hasanag et al., 2024; Hidayat et al., 2024). This condition raises several key problems: how teachers can prepare a Tahfiz Lesson Plan that is suitable for students' characteristics and madrasah culture, how the implementation of the lesson plan affects the quality of learning, and how student memorization can be evaluated more objectively. The novelty of this initiative lies in its focus on lesson planning as a determining factor in the quality of tahfiz learning.

This community service activity aims to improve the quality of Al-Qur'an memorization learning through mentoring in the preparation and implementation of the Tahfiz Lesson Plan at Kiai Khotib Tahfidz Madrasah. Specifically, this activity seeks to assist teachers in formulating clear learning objectives, structuring learning steps, setting realistic memorization targets, and designing more objective evaluation instruments. The scope of the activity includes teacher mentoring, implementation of the lesson plan in tahfiz learning, observation of learning activities, and evaluation of student memorization outcomes. This activity aligns with the broader goal of strengthening Qur'an learning in madrasahs, making tahfiz programs more structured, measurable, and sustainable. Teachers need pedagogical skills so that students remain motivated, achieve memorization targets, and develop confidence to participate in activities such as Musabaqah Hifdzil Qur'an (MHQ) competitions (Zain, 2026). Thus, this activity is expected to make practical and theoretical contributions to the development of Qur'an learning.

RESEARCH METHODS

This study used a descriptive qualitative method with a participatory strategy, in which tahfiz teachers were actively involved in every stage of the mentoring activity. This design was chosen because the activity not only aimed to describe the condition of tahfiz learning, but also to assist teachers directly in preparing and implementing the Tahfiz Lesson Plan (RPP). Through this approach, teachers were positioned not merely as objects of study, but as participants who contributed to identifying learning problems, preparing lesson plans, implementing them in learning activities, and evaluating the results. The participatory strategy was considered appropriate because the main problem faced by the madrasah was the absence of a specific RPP for tahfiz learning, so teacher involvement was needed to ensure that the prepared lesson plan was relevant to classroom needs, students' characteristics, and the madrasah's culture.

The research was conducted at Kiai Khotib Tahfidz Madrasah. This location was selected because the madrasah has a regular tahfiz program but does not yet have a specific Lesson Implementation Plan to guide Qur'an memorization. The informants in this activity were tahfiz teachers who actively taught the Qur'an at the madrasah (Asrani, 2024). A total of 10 teachers were involved in the mentoring activity. The activity was implemented in several stages: initial observation, planning, mentoring,

implementation, and evaluation (Mokhtar et al., 2024). The initial observation was conducted to identify the condition of tahfiz learning and the teacher's needs. The planning stage focused on preparing mentoring materials and examples of tahfiz lesson plans. The mentoring stage involved training and direct guidance, while the implementation stage focused on applying the prepared lesson plans in learning activities.

Data were collected through pretest and posttest questionnaires, learning observations, and activity documentation. The pretest and posttest questionnaires were used to identify changes in teachers' understanding before and after the mentoring for the preparation of the Tahfiz Lesson Plan. Learning observations were conducted to examine how the prepared lesson plans were implemented in tahfiz learning activities, including the clarity of learning objectives, learning steps, memorization targets, muroja'ah activities, and evaluation practices. Documentation was used to collect supporting data, including lesson plans prepared by teachers, mentoring notes, photographs of activities, and records related to the implementation process. These techniques were selected because they were simple, practical, and in accordance with the characteristics of descriptive qualitative research with a participatory strategy (Sudarwan, 2025).

The data were analyzed through data condensation, data reduction, data display, and data verification. Data condensation involved selecting and simplifying key information from questionnaires, observations, and documentation. Data reduction focused on information relevant to teacher understanding, lesson plan preparation, learning implementation, and the evaluation of tahfiz learning. The data were then presented descriptively to show the mentoring process and the changes that occurred before and after the activity. Verification was conducted by concluding the consistency of findings across pretest-posttest results, observations, and documentation. The validity of the data was checked through source triangulation and technique triangulation by comparing questionnaire data, observation findings, and activity documents. This process was used to ensure that the findings were credible, consistent, and supported by evidence from different data sources.

RESULTS AND DISCUSSION

Results

The mentoring activity for the preparation and implementation of the Tahfiz Lesson Plan (RPP) was conducted at the Kiai Khotib Tahfidz Madrasah, involving tahfiz teachers and 25 students of the Quran memorization program. The activity focused on guiding teachers to develop structured tahfiz learning tools and implement them in classroom teaching. Results were collected through pretest and posttest questionnaires, learning observations, and documentation of activities. Overall, the findings demonstrate a significant improvement in the quality of tahfiz learning following the implementation of the RPP. Changes were observed in the structure of the learning process, clarity of memorization targets, discipline in submission, consistency in muroja'ah, and teachers' preparedness in managing the learning process. Before the RPP, learning was primarily based on teacher habits with unstructured sequences. After mentoring, teachers had clear guidelines for formulating learning objectives, designing activity steps, selecting suitable tahfiz methods, managing time, and conducting evaluations.

Table 1. Pretest–Posttest Instrument for *Tahfiz* Teachers

No.	Research Aspect	Finding	Interpretation
1	Understanding the objectives of <i>tahfiz</i> learning	Teachers understand the objectives	Indicates teachers' understanding of memorization targets and objectives for each session
2	Ability to compile <i>Tahfiz</i> lesson plans	Teachers can compile lesson plans	Reflects teachers' capability to design objectives, materials, methods, and evaluations
3	Regularity of learning steps	Teachers have clear steps	Shows clarity of learning sequences from opening, core, to closing activities
4	Suitability of <i>tahfiz</i> method	Teachers use appropriate method	Indicates alignment of memorization method with students' abilities and characteristics
5	Learning time management	Teachers manage time effectively	Shows ability to allocate time between new memorization and <i>muroja'ah</i>

Table 1 presents the pretest–posttest instrument used to assess Tahfiz teachers' competence in preparing and implementing the Tahfiz Lesson Plan (RPP). The table shows that the main aspects evaluated include teachers' understanding of tahfiz learning objectives, their ability to compile lesson plans, the regularity of learning steps, the suitability of the tahfiz method, and learning time management. These aspects indicate that the mentoring activity focused not only on administrative lesson planning but also on improving the practical quality of classroom implementation. The findings show that teachers were able to understand memorization targets, design structured learning objectives, organize materials and methods, arrange learning activities from opening to closing, and manage time between new memorization and muroja'ah. Therefore, Table 1 demonstrates that the RPP mentoring process strengthened teachers' pedagogical readiness and helped create a more systematic, targeted, and effective tahfiz learning process.



Figure 1. Assistance in Preparing the *Tahfiz* RPP

Figure 1 illustrates the mentoring process in preparing and implementing the Tahfiz Lesson Plan. The documentation shows active teacher participation in understanding RPP components, drafting objectives, selecting memorization materials, applying strategies, and designing assessments. Teachers practiced preparing the RPP directly to align with students' needs, learning targets, timetable, and madrasah culture. The mentoring process reinforced that the RPP is a practical guide for managing memorization, muroja'ah, submissions, and evaluation.

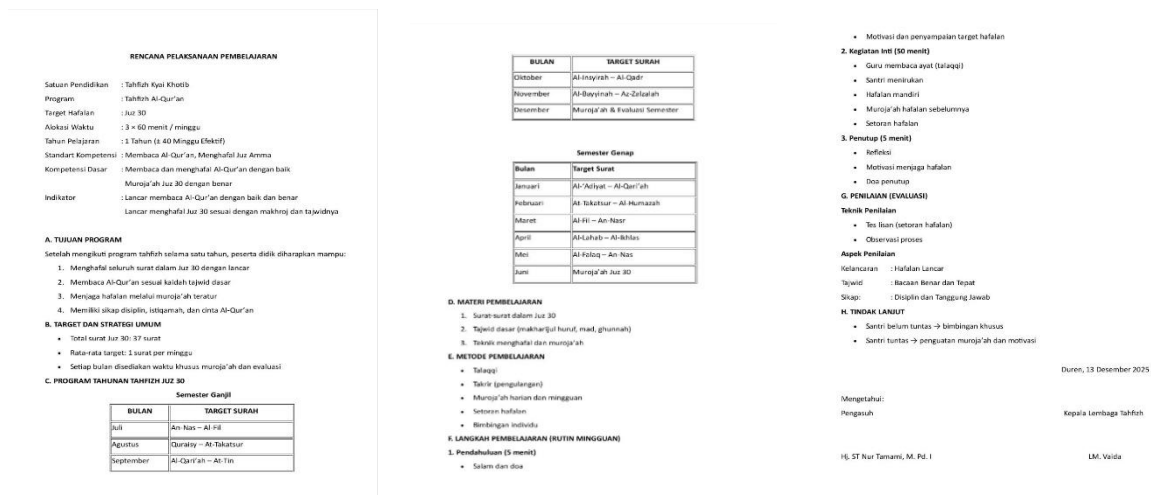


Figure 2. Final *Tahfiz* Lesson Plan (RPP) Output

Figure 2 presents the final *Tahfiz* RPP developed through the mentoring activities. The plan includes learning objectives, Juz 30 memorization materials, learning strategies, step-by-step activities, assessment, and structured *muroja'ah* programs. The RPP addresses the previous lack of structured tools, providing teachers with a systematic guide to plan, implement, and evaluate *tahfiz* learning based on students' abilities and madrasah goals, thereby supporting the completion of Juz 30 within one academic year.

Table 2. Pretest and Posttest Results of Quran Memorization Learning (n = 25)

No.	Assessment Aspect	Pretest	Posttest	Increase	Remarks
1	Fluency of memorization	68.4	82.6	14.2	Increase
2	Accuracy of Tajweed	70.1	84.3	14.2	Increase
3	Submission discipline	66.8	83.5	16.7	Increase
4	Consistency of <i>muroja'ah</i>	65.9	81.7	15.8	Increase
5	Understanding memorization targets	67.2	85.1	17.9	Increase
Overall average		67.7	83.4	15.7	Significant increase

Table 2 shows that students' initial *tahfiz* ability was at a sufficient level (average 67.7). The lowest aspects were consistency in *muroja'ah*, submission discipline, and understanding of memorization targets. After implementing the RPP, the average posttest score increased to 83.4 with a 15.7-point improvement. The greatest gains were in understanding memorization targets (17.9 points) and submission discipline (16.7 points), indicating that structured learning improved students' comprehension of goals and the flow of *tahfiz* activities.

Observation results show that learning became more focused and systematic. Teachers began each session by presenting objectives, followed by memorization, text review, and evaluation of student submissions using the RPP steps. Students appeared more attentive, active, and disciplined. Teachers also managed learning time effectively, balancing new memorization, *muroja'ah*, and evaluation, ensuring the learning process followed a clear sequence.

Students' responses were positive, demonstrating higher engagement and interest. Knowing memorization targets in advance helped them participate actively. Regular teacher feedback improved students' confidence when submitting memorized

verses. Attendance remained stable, and participation in muroja'ah activities increased, creating a more conducive and supportive learning environment. Some challenges, such as differences in students' memorization abilities and limited implementation time, were addressed through additional mentoring and adjustments to muroja'ah schedules, ensuring smooth progression. These results confirm that the Tahfiz RPP effectively enhances the quality of Quran memorization learning in the madrasah.

Discussion

The findings of this study indicate that implementing a structured Tahfiz Lesson Plan (RPP) significantly improves both the process and outcomes of Quran memorization. The pretest-posttest results show that students' average scores increased from 67.7 to 83.4, demonstrating gains in fluency, tajweed accuracy, discipline, muroja'ah consistency, and understanding of memorization targets. These results align with previous studies emphasizing the importance of systematic learning planning for improving educational outcomes. Novita (2025) highlighted that structured lesson plans provide meaningful and organized learning materials. Communicating learning targets at the outset enhances student motivation (Cao & Yu, 2023). The study confirms that an RPP designed specifically for tahfiz learning, integrating clear objectives, step-by-step activities, and assessment strategies, strengthens the alignment between teaching methods and student needs (Sain, 2026; Wieke et al., 2025; Zamroni et al., 2022). Unlike prior research that focused mainly on memorization methods or student motivation, this study demonstrates that teacher-guided planning directly affects student engagement, discipline, and learning effectiveness.

Observations during the implementation of the Tahfiz RPP revealed that students participated more actively, followed clearer steps in memorization, and demonstrated greater confidence when reciting. These findings are consistent with the theoretical premise that structured lesson plans provide both teachers and learners with a roadmap, enhancing learning efficiency and predictability (Najiburrohman, 2026; Sa'diyah et al., 2025; Selirowangi et al., 2022). However, this study also highlights a notable difference from previous research, such as the work of Gani & van den Berg (2025), which focused on program evaluation models rather than the direct effect of lesson plan preparation on learning quality. The current findings suggest that practical teacher mentoring in lesson plan development, combined with implementation monitoring, produces measurable improvements in student performance, indicating a more immediate and observable effect compared to theoretical evaluation alone.

The positive changes in teacher readiness and confidence observed in this study provide theoretical implications for educational practice. Teachers who participated in mentoring gained competence in planning objectives, managing time, applying suitable tahfiz methods, and conducting structured evaluations. This supports the theoretical notion that teacher preparedness is a critical determinant of learning effectiveness, aligning with Wahyuningsih (2024), who emphasized the role of teacher competence in achieving program objectives. Practically, these results suggest that teacher mentoring should be integrated into program implementation to ensure that lesson plans are not only well-structured but also adaptable to students' abilities and classroom realities. The findings highlight that investing in teacher capacity directly influences student outcomes, bridging the gap between curriculum design and practical application.

From a pedagogical perspective, the study contributes to the broader literature on Quranic education by demonstrating the benefits of combining traditional tahfizh practices with professional, structured planning. Unlike standard memorization routines that rely on habitual teaching practices, the Tahfizh RPP ensures that learning activities follow a consistent, goal-oriented sequence. This approach harmonizes traditional values with evidence-based pedagogical strategies, creating a model for madrasahs seeking to enhance both learning efficiency and student character formation. The study demonstrates that systematic planning facilitates the development of student discipline, responsibility, and commitment to consistent muroja'ah, thereby reinforcing theoretical frameworks linking structured learning to character education (Mundiri et al., 2021). The practical implications of this research extend beyond individual classrooms, suggesting that other madrasahs facing similar challenges could adopt RPP-based mentoring programs to enhance the quality of tahfizh learning. The study provides a replicable framework that couples lesson plan preparation with teacher mentoring, student assessment, and ongoing monitoring of learning outcomes. This approach not only improves memorization achievement but also establishes a sustainable model for continuous improvement in Quranic education. By demonstrating measurable gains in both learning processes and student outcomes, the research confirms that integrating structured lesson planning into religious education programs can yield tangible benefits while respecting the institution's cultural and pedagogical context. In terms of research contributions, this study expands understanding of how lesson plan preparation and mentoring directly affect the quality of tahfizh learning. It empirically confirms that structured RPPs enhance student engagement, learning consistency, and teacher effectiveness, thereby providing both theoretical validation and practical guidance. The findings offer actionable insights for policymakers, madrasah administrators, and teachers aiming to improve Quran memorization programs, contributing to the body of knowledge on educational planning in Islamic schooling. Moreover, by bridging the gap between traditional practice and structured pedagogy, the research establishes a model adaptable to diverse educational contexts, highlighting the importance of systematic planning, mentoring, and evaluation in achieving high-quality tahfizh learning outcomes.

CONCLUSION

The mentoring program for the preparation and implementation of the Tahfizh Lesson Plan at the Kiai Khotib Tahfidz Madrasah effectively enhanced the quality of Qur'an memorization learning. Key findings indicate that the structured lesson plan improved students' focus, consistency in muroja'ah, discipline in recitation, and understanding of memorization targets, as evidenced by significant gains in pretest and posttest scores. Teachers also benefited by gaining greater confidence and readiness in planning, executing, and evaluating learning activities. These outcomes demonstrate that structured mentoring and lesson-plan preparation have a direct, positive impact on both teaching quality and student performance and can serve as a replicable model for other madrasahs seeking to strengthen Qur'an education. It is recommended that madrasah administrators continue to implement and refine the Tahfizh Lesson Plan regularly, expand mentoring to additional teachers, and integrate ongoing evaluation mechanisms to sustain learning improvements. Future initiatives should explore scaling the program to larger groups of students and institutions, assess the long-term impacts on

memorization achievement and character development, and examine how lesson plans can be adapted to diverse learning contexts. Further research is also suggested to investigate the integration of digital tools and alternative pedagogical strategies to optimize tahfiz learning outcomes and teacher effectiveness.

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