



Effective Parental Leadership in Guiding Children Memorizing the Qur'an

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ABSTRACT

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This study aims to determine the effective parental leadership model in guiding children who have memorized 30 juz at the Tahfidz House. The research method used was a qualitative case study approach, involving observation, in-depth interviews with parents and children who have memorized the Qur'an, and analysis of supporting documents. The results of the study indicate that a parental leadership model that prioritizes an open communication approach, loving discipline, and spiritual motivation is very influential in the success of children memorizing 30 juz of the Qur'an. In addition, active parental involvement in the learning process and emotional support are also essential factors. The implications of this study emphasize the importance of strengthening the role of parents as spiritual leaders and primary motivators in building a conducive home environment for children to memorize successfully.

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INTRODUCTION

Parental leadership in guiding children who memorize the Quran is a crucial factor in the success of the memorization process (Hanafi et al., 2021). Although ideal leadership theory emphasizes discipline, motivation, and effective communication, there remains a significant gap between theory and practice (Gezahagn et al., 2024). Many parents experience challenges in carrying out this leadership role, such as limited time, a lack of understanding of memorization teaching methods, and social pressures that influence their parenting styles (Kong & Yasmin, 2022). For example, transformational leadership theory emphasizes a loving and supportive approach (McClellan et al., 2021), yet some parents still employ an authoritarian or inconsistent style in guiding their children who memorize the Quran (Wijaya et al., 2022). This gap highlights the need for an in-depth study of effective and context-appropriate parental leadership models to optimize children's memorization of the 30 juz of the Quran .

At the Saijaan Kotabaru Tahfidz House, the role of parents has proven to be very strategic in supporting children to memorize the 30 juz of the Quran. However, conditions in the field reveal varying leadership patterns, which influence children's memorization outcomes (Albustomi, 2025). Family socioeconomic factors and parents' level of understanding of the tahfidz method are key determinants of how they lead and guide their children (Hasanah et al., 2022). Observations and interviews on-site indicate that parents who actively provide emotional support and spiritual motivation consistently have children with more stable and developed memorization, while a lack of parental involvement negatively impacts children's memorization development. This indicates that parental leadership models must be tailored to the characteristics of the family and the environment at the Saijaan Tahfidz House to optimize the memorization process (Qushwa, 2024).

Various previous studies have highlighted the role of parental leadership in children's education, including in the area of tahfidz (Rasyid et al., 2022). However, studies specifically addressing parental leadership models for children who have memorized the 30 juz are still very limited. Most existing research emphasizes the role of parents in formal education or children's learning motivation in general. For example, (Heppt et al., 2022) examined the role of parents in children's education broadly, (Zaenuri & Abdullah, 2023) focused on the motivation of children who have memorized the 30 juz without delving into specific parental leadership models. This research aims to address this gap by in-depth examining parental leadership models within the context of the Saijaan Kotabaru Tahfidz House, thus providing a novel contribution to the field of tahfidz education and the upbringing of hafidz children.

This research offers a novel approach by integrating various aspects of parental leadership, such as open communication, loving discipline, and spiritual motivation, holistically into a single, contextual and applicable model. Unlike previous research that addressed these aspects separately, this study positions all three as a complementary whole in supporting children's successful memorization of 30 juz (chapters). Using a case study method at the Saijaan Tahfidz House, this research will explore parental leadership practices directly. The results are expected to provide practical guidelines tailored to local socio-cultural conditions and applicable to other tahfidz houses.

This research aims to in-depth examine effective parental leadership models for supporting children's successful memorization of 30 juz (chapters) at the Saijaan Kotabaru Tahfidz House. This is important because, to date, no leadership model has been specifically formulated and tested for effectiveness in the context of tahfidz houses in the region. The main question posed in this study is: "What is an effective parental leadership model for guiding children who have

memorized 30 juz (chapters) at the Saijaan Kotabaru Tahfidz House?" By answering this question, it is hoped that this research will produce a concrete and applicable model to enhance the role of parents in tahfidz education.

A parental leadership model that combines open communication, loving discipline, and spiritual motivation is believed to be the key to the success of children who have memorized 30 juz (chapters). These three aspects support each other in creating a conducive learning environment and building the child's overall enthusiasm and character. Transformational leadership theory and field observations support this argument, as this approach has been shown to be more effective than authoritarian methods or methods that lack emotional involvement in children (Bass, 1990; Interview, 2024). Therefore, this argument serves as an important foundation for research to test and formulate a parental leadership model appropriate to the context of the Saijaan Kotabaru Tahfidz House.

RESEARCH METHOD

This research uses a qualitative approach with a case study method. This approach was chosen to explore in-depth the phenomenon of parental leadership models within the specific context of the Saijaan Tahfidz House. Case studies allow the researcher to understand parental leadership patterns and experiences in greater detail and context.

The research location is the Saijaan Tahfidz House in Kotabaru. This location was chosen because it is an experienced educational institution for memorizing the 30 juz of the Quran and has a strong coaching environment. The presence of the Saijaan Tahfidz House allows for direct observation of interactions between parents and children and the coaching methods applied.

The research information sources consisted of several parties. The primary respondents were the children who were memorizing the 30 juz at the Saijaan Tahfidz House. Additional informants included the children's parents and the tahfidz mentors or caregivers who played a role in the coaching process. Additionally, data was obtained from internal documents of the tahfidz house, activity records, books discussing parenting and leadership methods, and relevant online articles or news articles.

Data collection was conducted through direct observation of the daily activities of the memorized children and interactions between parents and children within the Saijaan Tahfidz House. In-depth interviews were also conducted with parents to explore their leadership patterns and parenting strategies. Interviews were also conducted with the memorized children to gain their perspectives on parental leadership in the Quran memorization process. The interviews used a structured yet flexible guide to ensure rich and in-depth

data collection.

The collected data was then analyzed through several stages. First, data condensation or data reduction was performed by selecting and simplifying key information to focus on the theme of parental leadership. The data was then presented in narrative or diagram form for ease of understanding and analysis. To ensure the validity and accuracy of the data, verification was conducted through triangulation by comparing information from various sources. Data analysis used content analysis to identify themes and patterns related to parental leadership models, discourse analysis to understand the communication methods and meanings within the narratives of parents and memorized children, and interpretive analysis to provide an in-depth interpretation of the impact of leadership models on the development of memorized children.

RESULT AND DISCUSSION

Result

Parental Leadership Styles in Raising Children to Memorize

Parental leadership styles in raising children to memorize the Quran at the Saijaan Tahfidz House refer to how parents direct, guide, and supervise their children's Quran memorization process. This style encompasses not only control and discipline, but also motivation, emotional support, and constructive communication so that children can consistently and responsibly achieve their target of memorizing 30 chapters (juz).

According to an interview with Mrs. A, she stated that she always strives to be a good listener for her child, providing understanding and encouragement when he feels tired, but also remaining firm in insisting that the memorization be completed on schedule. This statement demonstrates a leadership style that balances emotional support and firmness in parenting. Meanwhile, Mr. B emphasized the importance of discipline by stating that children must follow the rules established at home, including study and rest schedules, to ensure smooth memorization. These two interviews revealed a variety of parental leadership styles, combining supportive approaches with strict control, tailored to the child's personality.

Observations at the Saijaan Tahfidz House (Rumah Tahfidz) show that the interaction between parents and their memorized children is intense. Parents actively accompany their children while they study, providing clear guidance and regularly evaluating their memorization progress. However, their approach remains attentive to the child's emotional state; for example, when the child appears tired, parents provide a break or praise before encouraging the child to continue memorizing. This indicates that the leadership style employed is not completely authoritarian, but rather adaptive and responsive to the child's needs.

From this data, it can be concluded that the parental leadership style in fostering children who memorize is a combination of firmness in setting rules and providing emotional support. Parents not only discipline memorization but also build positive communication so that children feel motivated and not burdened. This approach enables children to learn with enthusiasm and high responsibility to achieve the target of memorizing 30 juz (chapters).

The pattern emerging from the data indicates a balance between control and support in parental leadership styles. Parents at the Saijaan Tahfidz House tend to employ an adaptive leadership style, where firmness in setting rules is combined with attention to the child's psychological well-being. This pattern creates a harmonious coaching atmosphere so that the hafidz children can undergo the memorization process more effectively and sustainably.

The Role of Parents in Building Discipline and Motivation

The role of parents in building discipline and motivation in children who have memorized Quran at the Saijaan Tahfidz House is an active effort by parents to instill disciplined habits and maintain their children's commitment to memorizing the 30 chapters of the Quran. The operational definition of this role includes how parents establish rules, provide positive reinforcement, and accompany their children in the learning process with sincerity and perseverance.

In an interview with Mrs. C, she stated, "I always remind my child to be disciplined in memorizing every day, even if he sometimes feels bored or tired. I give him small rewards when he successfully completes his memorization targets to keep him motivated." Meanwhile, Mr. D stated, "I believe discipline is the key to success. I always create a strict study schedule and supervise my child to ensure he doesn't miss memorization time. However, I also provide encouragement so he doesn't feel burdened." From these two statements, it can be interpreted that parents combine strategies of strengthening discipline with motivation so that their children are not only obedient but also emotionally motivated in the memorization process.

Observations show that parents at the Saijaan Tahfidz House regularly monitor their children's study schedules and provide reinforcement, either in the form of praise or simple rewards, when children successfully achieve certain targets. Parents also appear to pay special attention when their children experience difficulties, such as encouraging them not to give up easily and providing adequate rest time. This indicates that parents' role extends beyond simply enforcing rules, but also as a source of motivation, keeping children's morale high.

The collected data demonstrates that parents play an active role in fostering discipline and maintaining the motivation of their memorizers through a combination of strict schedule management and positive reinforcement. This approach is crucial for children to consistently carry out the memorization process without losing enthusiasm and self-confidence.

The patterns evident in the data demonstrate a synergy between systematic discipline enforcement and personalized and adaptive motivational strategies. Parents at the Saijaan Tahfidz House have successfully created a balanced educational environment, where discipline is not a burden but rather part of the enjoyable journey toward achieving the goal of memorizing 30 juz (chapters).

Communication and Emotional Relationships

Communication and emotional relationships between parents and hafidz children at the Saijaan Tahfidz House refer to the regular and meaningful verbal and nonverbal interactions between the two parties. This includes how parents listen, respond, and show affection and support to their children during the process of memorizing the 30 juz of the Quran. This operational definition also encompasses the quality of the relationship that builds mutual trust, understanding, and emotional comfort, so that children feel psychologically supported in carrying out their duties as hafidz.

In an interview with Mrs. E, she revealed, "I always try to understand my child's feelings when he faces difficulties in memorizing. I not only provide guidance, but also listen to his concerns so he feels supported." Meanwhile, Mr. F said, "Our communication isn't just about memorization, but also about everyday life. I want my child to feel that I'm there for him, not just as a supervisor, but as a friend he can talk to." From these two statements, it is clear that parents are trying to build warm and open communication, which not only focuses on academic aspects, but also pays attention to the child's emotional needs.

Observations show that interactions between parents and children who memorize the Quran at the Saijaan Tahfidz House take place in an atmosphere of warmth and mutual respect. Parents frequently offer direct praise and encouragement when their children show progress in memorization, and also engage in discussion when they encounter difficulties. This indicates a strong emotional bond, allowing children to feel comfortable and motivated to continue their efforts without feeling pressured or afraid.

Based on this data, it can be concluded that effective communication and a harmonious emotional relationship between parents and children who memorize the Quran are crucial factors supporting the success of the Quran

memorization process. Parents not only act as supervisors but also as listeners and providers of emotional support, maintaining the child's psychological balance during the training.

The patterns emerging from the data indicate that the relationship between parents and children who memorize the Quran at the Saijaan Tahfidz House is based on open communication and mutual respect, where parents actively listen and respond empathetically. This pattern creates a strong emotional bond and a conducive psychological environment, enabling children to undertake the memorization process with confidence and enthusiasm.

Discussion

The results of this study indicate that parental leadership styles in fostering children who memorize the Quran at the Saijaan Tahfidz House combine assertiveness and emotional support (Ataman et al., 2024). This finding aligns with democratic leadership theory, which emphasizes a balance between control and attention to the needs of followers (Hilton et al., 2021). Research by (Tripon, 2024) also confirms that an authoritative leadership style that combines discipline with warm communication is effective in shaping children's character and achievement. However, in the context of Quran memorization, which has high spiritual and academic demands, this leadership model needs to be more adaptive and responsive, tailored to the child's emotional state and readiness (Adeoye & Munawwaroh, 2025). The implications of these findings suggest that flexible parental leadership can improve the quality of memorization development while maintaining children's psychological well-being (Basri et al., 2024).

In addition to leadership style, parents' role in fostering discipline and motivation has also been shown to be crucial in determining the success of children who memorize the Quran (Tohet, 2024). This aligns with previous research, which suggests that consistent discipline and positive parental motivation play a significant role in children's academic and non-academic achievements (Kovács et al., 2022). However, this study highlights the function of positive reinforcement as a crucial mechanism to ensure that discipline does not feel like pressure, but rather as a motivating force for children. This function demonstrates that balanced discipline and motivation contribute to the ongoing memorization process without causing excessive stress. Therefore, an effective parental leadership model in a tahfidz learning environment must be able to integrate discipline with deep emotional motivation.

A strong communication and emotional bond between parents and children was also found to be a key factor distinguishing the leadership model at the Saijaan Tahfidz Home. This corroborates previous findings on the importance

of open communication and empathy in parenting (Goering & Mrug, 2021). A warm and understanding relationship not only strengthens emotional bonds but also creates a psychological environment conducive to children's learning and development (ROMANOVSKA & NOVAK, 2024). The implication of these findings is that without effective communication, parental leadership models will struggle to function optimally and can even lead to dysfunctions such as psychological distress and decreased motivation in children. A sound communication structure provides the foundation for an adaptive and responsive leadership model.

A balanced parental leadership model of assertiveness, motivation, and emotional communication plays a positive role in shaping the character, discipline, and motivation of children who memorize the Quran (Boudy, 2024). This function has implications for the success of memorizing the Quran consistently and psychologically. Conversely, an imbalance, such as being too authoritarian without emotional support, can lead to dysfunctions such as stress, burnout, and decreased achievement (Peng & Huang, 2024). This emphasizes the importance of the underlying structure of family leadership, namely the balance between control and empathy, to create a harmonious and effective fostering environment (Laeheem et al., 2025).

The correlation between parental leadership style and discipline, motivation, and emotional communication indicates that an adaptive leadership structure is a fundamental factor supporting the success of children who memorize the Quran (Ansari & Asad, 2023). This structure allows children to feel valued, motivated, and receive strong psychological support, thus optimizing the memorization process (Osei & Bjorklund, 2024). Thus, the parental leadership model at the Saijaan Tahfidz House not only serves as a supervisor of the academic process but also serves as a key pillar in developing children's character and psychological resilience while completing the 30 juz (chapters) memorization.

CONCLUSION

This study on parental leadership models for children who have memorized 30 chapters of the Quran at the Saijaan Tahfidz House in Kotabaru provides important lessons: balanced parental leadership between assertiveness, emotional support, and effective communication plays a crucial role in the successful development of children who have memorized the Quran. An adaptive and responsive approach to children's psychological needs can build sustainable discipline and motivation, while creating a conducive learning environment. The main lesson from this study is the importance of maintaining

a balance between control and empathy in assisting children in memorizing the Quran, ensuring optimal progress without creating undue pressure.

Scientifically, this study contributes by updating perspectives on parental leadership, particularly in the context of developing children who have memorized the Quran, which has generally been studied within the realm of education or conventional parenting. The qualitative method used with case studies allows for a deeper exploration of the dynamics of parent-child relationships within both spiritual and academic contexts. This study also adds the variable of emotional communication as a crucial element of parental leadership that rarely receives specific attention in the family leadership literature. This study's limitations lie in its limited focus on a single location, the Saijaan Kotabaru Tahfidz House, with respondents from a specific group of parents and children without accounting for broader variations in gender, age, or socioeconomic background. Therefore, further research is needed using more representative survey methods and involving a wider range of genders, age ranges, and family backgrounds to provide a more comprehensive picture. It is also hoped that further research will provide the basis for developing more effective and targeted policies for fostering memorized children, tailored to the needs of diverse communities.

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