

RECREATIONAL PROGRAMS AS AN EFFORT TO REDUCE TAHFIZH LEARNING FATIGUE AT JOGLO QUR'AN IMANA ISLAMIC BOARDING SCHOOL MAGETAN

Aisyah Nurrohmah¹, Lilis Sumaryanti², Devid Erwahyudin³, Mutiatul
Rohmah⁴, Muhammad Edy Dwi Mufti⁵, Lina Faizatun Nisak⁶

^{1,2,3,4,5,6} Universitas Muhammadiyah Ponorogo

Email : aisyahn@gmail.com¹, lilissumaryanti@umpo.ac.id²,
deviderwahyudin@umpo.ac.id³, mutiat@gmail.com⁴, edydwim@gmail.com⁵,
linafaiza@gmail.com⁶

Received: June 2025	Accepted: July 2025	Published: July 2025
---------------------	---------------------	----------------------

Abstract :

Intensive Qur'an memorization requires sustained concentration, repetition, and discipline, while highly structured and repetitive pesantren routines may create academic boredom and fatigue among students. This study aims to analyze the implementation of a recreational program and its role in reducing boredom among students participating in Qur'an memorization at Joglo Qur'an Imana Islamic Boarding School, Magetan. A qualitative case study design was employed, involving the boarding school caregiver, recreation program coordinator, tahfizh instructors, and students as purposively selected participants. Data were collected through observation, in depth interviews, and documentation and analyzed using the interactive model of data condensation, data display, and conclusion drawing and verification. The findings indicate that the recreational program is organized weekly through varied physical activities, including jogging, swimming, futsal, and hiking, with hiking receiving the strongest student interest. Recreational activities provide changes in learning atmosphere, physical engagement, social interaction, and reflective activities through Qur'anic recitation and nature contemplation. These experiences help relieve boredom, restore students' enthusiasm and concentration, and support their return to tahfizh activities. The study positions recreation as a complementary component of pesantren based tahfizh management that balances physical, psychological, social, and spiritual needs.

Keywords : Recreational Program; Academic Boredom; Qur'an Memorization; Pesantren; Student Well Being

Abstrak :

Pembelajaran tahfizh Al-Qur'an menuntut konsentrasi, pengulangan, dan kedisiplinan yang berkelanjutan, sedangkan rutinitas pesantren yang padat dan berulang berpotensi menimbulkan kejenuhan serta kelelahan belajar pada santri. Penelitian ini bertujuan menganalisis pelaksanaan program rekreasi dan perannya dalam mengurangi kejenuhan belajar santri yang mengikuti program tahfizh di Pondok Pesantren Joglo Qur'an Imana Magetan. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus yang melibatkan pengasuh pondok, penanggung jawab program rekreasi, ustadzah pengampu tahfizh, dan santri yang dipilih secara purposif. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis melalui kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa program rekreasi dilaksanakan secara rutin setiap minggu melalui kegiatan jogging, berenang, futsal, dan hiking, dengan hiking sebagai kegiatan yang paling diminati santri. Rekreasi memberikan perubahan suasana, aktivitas fisik, interaksi sosial, dan refleksi spiritual melalui

tilawah serta tadabbur alam. Pengalaman tersebut membantu mengurangi kejenuhan, memulihkan semangat dan konsentrasi, serta mendukung kesiapan santri kembali mengikuti kegiatan tahfizh. Temuan ini menempatkan rekreasi sebagai bagian pendukung pembinaan tahfizh yang menjaga keseimbangan kebutuhan fisik, psikologis, sosial, dan spiritual san

Kata Kunci: Program Rekreasi; Kejenuhan Belajar; Tahfizh Al-Qur'an; Pesantren; Kesejahteraan Santri

INTRODUCTION

Qur'an memorization in Islamic boarding schools requires sustained attention, repetition, discipline, and consistency because students must simultaneously maintain memorization and participate in a dense pattern of educational and religious activities. This condition creates a distinctive learning environment in which academic demands are intertwined with residential routines. Recent research on female students in pesantren found that academic boredom is not merely incidental: among 206 students, 63% were categorized as experiencing moderate academic boredom, while 18% were in the high category. The study associated boredom with dense, repetitive daily schedules and relatively unchanging environments (Lutfiya et al., 2025). More recent research likewise identifies academic burnout and psychological fatigue as important challenges among students who combine Qur'an memorization with other educational responsibilities.

The problem is particularly relevant to tahfizh education because memorization cannot simply be completed through the addition of new verses it requires continuous maintenance, repetition, and psychological readiness. When intensive routines are not balanced with appropriate opportunities for recovery, students may experience declining motivation, fatigue, and reduced engagement. Research on students in Islamic boarding schools shows that self efficacy, social support, emotional regulation, and psychological resilience are associated with students' ability to deal with academic burnout (Nurhidayah et al., 2024; Fauziah & Affandi, 2025). Similarly, recent evidence indicates that recreational physical activity can contribute to students' psychological well being and reduce indicators associated with academic burnout. Mahardika and Lahinda (2025), for example, found positive psychological changes following recreational sports participation, including reduced stress and lower evidence of academic burnout.

Existing studies on pesantren have generally approached the problem from three complementary perspectives. The first emphasizes students'

psychological resources, such as self efficacy, emotional regulation, and resilience, as mechanisms for managing academic pressure. The second focuses on social and institutional support, including peer relationships, teachers, and the boarding school environment. The third examines physical or recreational activity as an alternative means of reducing boredom. Azim et al. (2023), for instance, found that traditional sports reduced boredom among pesantren students and helped restore enthusiasm for learning. Similarly, Siby and Kasingku (2024) reported that recreation can function as an educational activity that contributes to students' mental health. These findings establish that boredom in pesantren can be addressed not only through instructional adjustment but also through activities that change students' physical and psychological conditions.

Nevertheless, previous studies leave an important contextual gap. Research on recreational activities among pesantren students has tended to examine a particular sport or its general effect on boredom, whereas research on academic burnout has largely focused on psychological predictors or counseling based interventions. The 2023 study by Azim et al. concentrated on traditional sports, while recent studies of boarding-school burnout have examined self efficacy, social support, emotional regulation, and counseling rather than the institutional organization of recreation as part of students' daily educational management (Azim et al., 2023; Nurhidayah et al., 2024; Fathira & Wiyono, 2025). Consequently, less attention has been given to how a pesantren deliberately organizes recurring recreational activities, varies their forms, integrates physical activity with social and spiritual experiences, and positions them as a support mechanism for intensive tahfizh learning.

This study therefore positions recreation not simply as leisure or entertainment but as a complementary component of pesantren based educational management. Its distinctive contribution lies in examining a weekly recreational program that combines physical activities such as jogging, swimming, futsal, and hiking with Qur'anic recitation, nature contemplation, social interaction, and reflective activities. The study thus extends previous research by examining recreation as a structured institutional response to the monotony and psychological demands of tahfizh rather than as an isolated physical activity. This perspective is consistent with recent evidence that physical exercise can alleviate academic burnout and with research demonstrating that outdoor and recreational activities can support psychological well being (Wang

& Zhang, 2026; Hernawan et al., 2024).

Based on this gap, the study aims to analyze the implementation of the recreational program at Joglo Qur'an Imana Islamic Boarding School, Magetan, and to examine its role in reducing boredom among students participating in Qur'an memorization. More specifically, it investigates how the program is planned and implemented, what forms of recreational activity are provided, and how changes in students' physical, emotional, social, and learning conditions are experienced after participation. The study consequently seeks to strengthen the conceptual understanding of recreation as a supportive strategy for sustaining intensive tahfizh learning within the pesantren context.

RESEARCH METHOD

This study employed a qualitative approach with a case study design to examine the recreational program within its natural pesantren context and to understand how participants interpreted its role in tahfizh learning. The study was conducted at Joglo Qur'an Imana Islamic Boarding School, Magetan. The participants were selected purposively and consisted of the pesantren caregiver, the recreation program coordinator, tahfizh instructors, and students participating in the program. The selection emphasized participants with direct knowledge or experience of recreational activities and tahfizh learning. A qualitative case study design was appropriate because the research focused on an institutionally situated educational practice rather than on statistical measurement of an intervention effect (Khairiyah et al., 2026).

Data were obtained through observation, in depth interviews, and documentation. Observation focused on the implementation, forms, setting, and participant responses during recreational activities interviews addressed program management and students' experiences of boredom and learning readiness and documentation provided supporting information concerning program activities. Data analysis followed the interactive framework of data condensation, data display, and conclusion drawing and verification. Data credibility was strengthened through triangulation of sources and techniques by comparing information obtained from caregivers, instructors, coordinators, students, observations, and documentary evidence. This analytical strategy supported the interpretation of recreational activities as an educational practice situated within the broader pesantren system (Khairiyah et al., 2026).

FINDINGS AND DISCUSSION

The findings show that the recreational program at Joglo Qur'an Imana is not an incidental leisure activity but a planned component of the pesantren routine. Program preparation involves coordination between the pesantren management and activity supervisors to determine the type of activity, location, equipment, and technical requirements. Activities are generally scheduled weekly, particularly on Saturdays, while their forms remain flexible according to students' conditions and situational considerations. The program includes jogging, swimming, futsal, and hiking, allowing students to experience different forms of physical and social engagement. This pattern corresponds with the principle that educational programs require alignment between planning, implementation, and evaluation rather than relying solely on spontaneous activities (Shalahuddin et al., 2025). It also develops the findings of Azim et al. (2023), whose study demonstrated the usefulness of physical recreation for reducing boredom among pesantren students. The present finding extends that evidence by showing that the effectiveness of recreation is partly embedded in its institutional regularity and variation rather than in the physical activity alone.

Among the recreational activities, hiking emerged as the most preferred activity because it provides a substantial change of environment and combines physical movement with opportunities for social interaction and reflection. The activity begins with preparation and briefing, followed by collective travel and hiking, rest and meals, Qur'anic recitation, nature contemplation, individual reflection, supervised free time, and a closing evaluation. This arrangement demonstrates that hiking has been transformed from a purely physical activity into an educationally oriented recreational experience. Such an arrangement is consistent with recent studies of outdoor education in Indonesia, which show that outdoor settings can create different learning experiences and affect students' psychological conditions (Hernawan et al., 2024). It also extends Azim et al. (2023), whose study focused primarily on sport as a mechanism for reducing boredom, by demonstrating that recreation in a pesantren can simultaneously accommodate physical, social, and spiritual dimensions.

The findings indicate that weekly recreation helps reduce the boredom experienced by students during intensive tahfizh learning. Before recreational activities, students were observed and described as experiencing fatigue, low enthusiasm, and monotony associated with repetitive memorization routines. After participating in hiking or sports activities, students demonstrated more

positive moods and greater readiness to return to pesantren activities. The change was not interpreted as the elimination of physical fatigue; students could still feel tired after exercise but rather as a reduction in cognitive and emotional fatigue associated with prolonged memorization. This distinction is important because boredom and burnout are multidimensional conditions involving cognitive, emotional, motivational, and physical experiences. Recent research among female pesantren students found moderate academic boredom to be prevalent in a context characterized by dense and repetitive routines (Lutfiya et al., 2025), while research among Qur'an memorizing students identifies academic burnout and fatigue as substantial challenges.

The broader interpretation of the findings suggests that the recreational program embodies a principle of balance in pesantren education. Tahfizh requires discipline, repetition, and persistence, but these demands operate within the physical and psychological limits of students. The weekly recreational program creates space for movement, social interaction, environmental change, and reflection without removing students from the pesantren's religious orientation. In this sense, recreation functions as a complementary rather than competing educational activity. The pattern is consistent with recent research showing that recreational activities can contribute to mental health and psychological well-being, while studies of academic burnout in pesantren emphasize the importance of social support, self-efficacy, emotional regulation, and environmental conditions (Siby & Kasingku, 2024; Isbadi & Al-Ahsani, 2025; Nurhidayah et al., 2024).

CONCLUSION

The recreational program at Joglo Qur'an Imana Islamic Boarding School, Magetan, functions as a structured complementary strategy for reducing boredom associated with intensive tahfizh learning by combining regular physical activities, environmental change, social interaction, and spiritual reflection. Its practical contribution lies in demonstrating that recreation can be integrated into pesantren educational management without weakening the discipline of Qur'an memorization; instead, it provides students with periodic opportunities to recover from repetitive cognitive and emotional demands and return to tahfizh activities with greater readiness. The study also contributes theoretically by positioning recreation as part of the learning ecology surrounding tahfizh rather than as an activity external to education. However, the study is limited by its qualitative case study design and focus on a single

pesantren, so the findings should be interpreted within their institutional context. Future research should compare several tahfizh pesantren and use longitudinal designs to examine whether regular recreational programs consistently influence boredom, learning engagement, and tahfizh participation over time.

REFERENCES

- Azim, A., Isnaini, L. M. Y., Hidayatullah, M. R., & Iragraha, S. M. F. (2023). Peran olahraga tradisional dalam mereduksi tingkat kejenuhan belajar santri di Pondok Pesantren NU Darussalam Al-Falah Desa Bukit Tinggi Kecamatan Gunungsari. *Jurnal Pendidikan Kesehatan Rekreasi*, 9(1), 129-138. <https://doi.org/10.5281/zenodo.7589731>
- Fathira, S. A., & Wiyono, B. D. (2025). The development of a group counseling guide using motivational interviewing techniques to reduce academic burnout students who memorize the Qur'an. *Jurnal BK UNESA*, 15(1).
- Fauziah, E., & Affandi, G. R. (2025). The influence of hardiness and self efficacy in overcoming academic burnout on students at Islamic boarding schools. *Proceeding of International Conference on Social Science and Humanity*, 2(3), 367-380. <https://doi.org/10.61796/icossh.v2i3.157>
- Hernawan, H., Makadada, F. A., Hakim, H., Taufik, M. S., Puspodari, Kholis, M. N., Maesaroh, S., Qori'ah, M., Sulistyana, C. S., & Purwoto, S. P. (2024). Outdoor education program reduces anxiety levels in Indonesian sports college students. *Retos*, 60, 21-26. <https://doi.org/10.47197/retos.v60.107811>
- Isbadi, M. I., & Al-Ahsani, N. (2025). Hubungan regulasi emosi dengan academic burnout pada santri tahfidz Pondok Pesantren Annuqoyyah Latee Guluk-Guluk Sumenep. *Psychospiritual: Journal of Trends in Islamic Psychological Research*, 4(1), 45-56. <https://doi.org/10.35719/psychospiritual.v4i1.63>
- Khairiyah, U., Mariati, P., Faizah, S. N., Silvia, K. C., & Sasmita, F. E. (2026). Qualitative case study research in education: A systematic review of methodological approaches and analytical practices. *ELSE (Elementary School Education Journal)*, 10(1). <https://doi.org/10.30651/else.v10i1.24168>
- Khotimah, F. B. K., Mukhsin, M., Alfani, I. H. D., Auf, M. A., & Shihab, M. F. (2025). Comparison of motivation to learn Islamic religious education in boarding and non-boarding students in schools. *EDURELIGIA: Jurnal Pendidikan Agama Islam*, 9(1). <https://doi.org/10.33650/edureligia.v9i1.10697>
- Kynn, M., et al. (2024). Effectiveness of physical activity interventions in improving higher education students' mental health: A systematic review. *Health Promotion International*, 39(2), daae027. <https://doi.org/10.1093/heapro/daae027>

- Labuschagne, N., Schreck, C., & Weilbach, J. T. (2023). Patterns of participation in active recreation and leisure boredom among university students. *South African Journal for Research in Sport, Physical Education and Recreation*, 45(2). <https://doi.org/10.36386/sajrsper.v45i2.281>
- Lutfiya, L., Affandi, G. R., & Triwidiyanti, W. (2025). The description of academic boredom among female students at Pondok Pesantren Putri X. *Archetype: Jurnal Ilmiah Psikologi dan Terapan*, 7(1), 44–58. <https://doi.org/10.30651/arc.v7i1.27249>
- Mahardika, G. P., & Lahinda, J. (2025). Psychological benefits of recreational sports for university students. *Journal of Physical Education Health and Sport*, 12(2). <https://doi.org/10.15294/jpehs.v12i2.38813>
- Nurhafizah, & Mustika, D. (2024). The effect of outdoor learning method on elementary school students' interest in learning. *ELSE (Elementary School Education Journal)*, 8(3). <https://doi.org/10.30651/else.v8i3.24416>
- Nurhidayah, S., Hanoum, M., & Arlinda, I. (2024). Academic self efficacy and social support for academic burnout in Islamic boarding school students. *Educenter: Jurnal Ilmiah Pendidikan*, 3(3). <https://doi.org/10.55904/educenter.v3i3.1396>
- Rahimawati, W., Wahyuni, S., & Muliana. (2024). Pembelajaran outdoor learning berbantuan lingkungan sekitar sekolah. *Jurnal Pendidikan*, 5(4), 5868–5873.
- Siby, R., & Kasingku, J. D. (2024). Pengaruh rekreasi sebagai sarana pendidikan dalam meningkatkan kesehatan mental siswa. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 10(2), 416–424. <https://doi.org/10.31949/educatio.v10i2.7851>
- Shalahuddin, Khoiriyah, A. I., Saputri, A., Fuj'ah, R., & Zakiyya, Z. (2025). Implementasi manajemen pembelajaran pendidikan agama Islam berbasis pendekatan sistem. *Jurnal Pendidikan Agama Islam*, 8(2), 224–233.
- Wang, W., & Zhang, P. (2026). The impact of mindfulness training and physical exercise on student academic burnout and academic achievement: A systematic review and meta-analysis. *Frontiers in Psychology*, 17. <https://doi.org/10.3389/fpsyg.2026.1840246>
- Wang, Y., Wang, H., Wang, S., Wind, S. A., & Gill, C. (2024). A systematic review and meta-analysis of self-determination-theory-based interventions in the education context. *Learning and Motivation*, 87, 102015. <https://doi.org/10.1016/j.lmot.2024.102015>