

## THE INFLUENCE OF THE ABILITY TO READ AL-QUR'AN ON THE QUALITY OF STUDENTS MEMORIZATION OF AL-QUR'AN

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**Abstract:** The ability to read the Qur'an according to the rules of tajweed science is a requirement that helps a memorizer of the Qur'an easily and quickly. However, this ability is sometimes still low, thus requiring the process of optimizing the ability of tahsin tilawah Al-Qur'an before tahfiz Qur'an. This study aims to analyze the correlation between the ability to read the Qur'an and the quality of memorization of the Qur'an. The method used in this research is quantitative. The population in this study were students of Ma'had Abu Ubaidah bin Al-Jarrah tahfiz house. Data collection using questionnaire techniques, tests, interviews, and document analysis. Questionnaires to measure the level of ease and difficulty that students go through in the memorization process. The results of this study indicate that the significance value is  $0.959 > 0.05$ , which means that there is a true influence between the recitation of the students' Al-Qur'an on the results of memorizing students at the Ma'had Abu Ubaidah bin Al-Jarrah Tahfiz House. The results of this study recommend that future researchers can research in terms of management, methods, learning strategies, and so on related to Tahfiz Ma'had Abu Ubaidah bin Al-Jarrah House.

**Keywords:** Tahfiz Qur'an, Tilawatil Qur'an, Islamic Education

**Abstrak:** Kemampuan membaca Al-Qur'an sesuai kaidah ilmu tajwid merupakan suatu syarat yang membantu seorang penghafal Al-Qur'an dengan mudah dan cepat. Namun kemampuan tersebut terkadang masih rendah, sehingga mengharuskan adanya proses optimalisasi kemampuan tahsin tilawah Al-Qur'an sebelum tahfiz Qur'an. Penelitian ini bertujuan untuk menganalisis korelasi antara kemampuan membaca Al-Qur'an dengan kualitas hafalan Al-Qur'an. Metode yang digunakan pada penelitian ini adalah kuantitatif. Populasi pada penelitian ini adalah santri rumah tahfiz Ma'had Abu Ubaidah bin Al-Jarrah. Pengumpulan data menggunakan tehnik kuisisioner, tes, wawancara, dan analisis dokumen. Kuisisioner untuk mengukur tingkat kemudahan dan kesulitan yang dilalui santri dalam proses menghafal. Hasil penelitian ini menunjukkan bahwa nilai signifikansi  $0,959 > 0,05$  yang berarti benar ada pengaruh antara bacaan Al-Qur'an santri terhadap hasil menghafal santri di Rumah Tahfiz Ma'had Abu Ubaidah bin Al-Jarrah. Hasil penelitian ini merekomendasikan kepada peneliti berikutnya dapat meneliti dalam hal manajemen, metode, strategi pembelajaran, dan sebagainya berkaitan Rumah Tahfiz Ma'had Abu Ubaidah bin Al-Jarrah.

**Kata Kunci:** Tahfiz Qur'an, Tilawatil Qur'an, Pendidikan Islam

## INTRODUCTION

The Qur'an is the holy book of Muslims which serves as a guide for humans (Al-Qur'an and its Translations, 2010). Learning the Qur'an must be carried out properly in order to achieve the glory of life. Achieving the glory of the Qur'an can be done in 6 ways, namely at-tashdiq, at-tilawah, at-tadabur, at-tathbiq, ta'lim and at-tahfiz (Ammar and Fatiah Al-Adnani 2015). Another study explains that there are at least 7 aspects of learning that must be done on the Qur'an (Rahman, 2020), namely ta'lim al-qiraa'ati, ta'lim al-tartili, ta'lim al-tadwini, ta'lim al-tahfidzi, ta'lim al-tafhimi, ta'lim al-tathbiqi, ta'lim al-tablighi. Evidence of the breadth of Qur'anic knowledge that can be learned by generations of Muslims, one of which is tahfiz. Tahfiz is one type of Qur'anic learning that requires seriousness from students so that their memorization is really good (*mutqin*). (Syaukani & Ruslan, 2019). Ibn Taymiyyah said in his book that memorizing the Qur'an takes precedence over other sciences, including religious sciences, because the Qur'an is the main source of religion. (Taimiyyah, 1996).

Optimization of learning outcomes is directly proportional to the use of strategies and methods used. (Nurmalia et al., 2023). Furthermore, learning to memorize the Qur'an requires good management. (Wijaya et al., 2022). Likewise, memorizing the Qur'an has many methods that can be applied. However, it is necessary to pay attention

to the basis that must be possessed for a memorizer of the Qur'an, namely being able to read the Qur'an properly and correctly by paying attention to *makharij al-huruf*, the properties of letters, the rules of *tajweed*, *waqaf* and considering the provisions of quality Qur'anic reading (Arruum Arinda, 2016). As in the word of Allah in surah Muzammil Verse 4 which commands Muslims to read the Qur'an according to *tartil* (Rezyika & Alimni, 2023).

Reading the Qur'an according to *tartil* is reading the Qur'an correctly slowly as explained by Ibn Katsir in his *tafsir*. Then he also continued, with *tartil* can provide ease and understanding in reading the Qur'an. (Mujahiddin, 2023). Another meaning of *tartil* also means recognizing *waqaf* and *mentajwidkan* letters (Kurnaedi, 2018). So that reading and memorizing the Qur'an with *tartil* can give the right correctly in the form of the nature of letters, *tajweed*, and *waqaf* to the Qur'anic verse. (Lubis et al., 2019).

One of the factors that influence the achievement of students' memorization in addition to effective methods is also influenced by learning motivation. (Nurmalia et al., 2023). According to the study of the national tahfiz quarantine foundation, this motivation has a positive impact on the achievement of students. (Syaukani & Ruslan, 2019). Learning motivation in educational activities can be used as the first principle and law, so that learning motivation can provide a process of

changing student behavior (santri) based on the surrounding environment and their own experience. (Titis Pramesti Tunggadewi dan Yeniari Indriana, 2017). There are several elements that can affect student learning motivation including: 1) the environmental conditions of the students, 2) the conditions of the students, 3) the ability of the students, and 4) the ideals and aspirations of the students. (Izzatunnisa et al., 2021).

Nevertheless, the virtues of reading and memorizing the Qur'an need to be known in increasing the enthusiasm for memorizing students. Among the virtues are getting a gift that is better than the treasures of the world, being good for the readers, getting a lot of rewards, a business that does not lose money, being a guide for happiness in this world and in the hereafter, and making humans have and know good and correct understanding. (Safi'i & Mahariah, 2023).

Furthermore, it is necessary to understand the standard of reading the Qur'an. The first standard of Qur'anic reading that must be considered in tajweed is the standard of makharijul letters, namely the five places of makharijul letters including Al-Jauf or oral cavity, Al-Halqu or throat, Al-Lisan or tongue, Asy-Syafatain or both mouths and Al-Khaisyum or nasal cavity. The second is the nature of the huru, namely Hams or walking breath, jahr or breath held, rokhawah or flowing sound, shiddah or restrained sound, bainiyah or incomplete flowing sound, isti'la or the base of the

tongue touches the upper palate of the mouth, istifal or the base of the tongue does not meet the palate of the oral cavity, ithbaq or most of the surface of the tongue covers the palate, infitah or the tongue does not cover the palate, izhlaq or letters that come out lightly and ishmat or letters that come out carefully and there are 10 other properties that are not opposite. (Suwaid, 2011).

The third basic standardization is located in the law of nun mati and tanwin, namely izhar or clear, idgham or include, ikhfa' or disguise and iqlab or exchange the sound of nun with ba'. The fourth basic standardization is the law of mad. Mad is the lengthening of the voice when reading mad letters or lin letters, namely when there is an alif with a rasm or not, before which is a letter with a fathah character, a waw sukun with a rasm or not, before which is a letter with a dhammah character, and a ya sukun with a rasm or not before which is a letter with a kasrah character. Broadly speaking, the Mad standard is divided into two, Mad Thabi'I and Mad Far'i. Mad Thabi'i if there is no hamzah, sukun, or tasydid after the mad letter. The length of the mad letter is 2 harakat. Likewise, mad Far'i consists of several mad branches, namely *mad wajib muthasil*, *mad jaiz munfashil*, *mad lazim mukhaffaf kilmy*, *mad lazim mutsaqqal kilmy*, *mad lazim mukhaffah harfi*, *mad lazim mutsaqqal harfi*, *mad lin* and *mad aridh lissukun*.

In memorizing the Qur'an, of course, you must have a fluent and correct

reading of the Qur'an. Someone who memorizes the Qur'an if they do not have the correct reading of the Qur'an will certainly experience difficulties in the memorization process. Memorizing the Qur'an is not just about memorization that must be improved but ethics and morals must reflect the values of the Qur'an. Of course this is a gift and grace from Allah SWT. that memorizing the Qur'an is not just anyone. The criteria for people who can memorize the Qur'an must have a clean and pure soul and heart. (Oktapiani, 2020).

The implementation of tahfiz Al-Qur'an faces various obstacles, such as in Ma'had Abu Ubaidah bin Al-Jarrah. These obstacles include the selection of prospective students from various backgrounds, intention and seriousness, program implementation, discipline of both teachers and students, supervision and supervision, time utilization, cooperation and support from both Ma'had and teachers. Furthermore, the lack of ability of students in reading writing in the form of Arabic, causes the low ability of students in reciting the verses of the Qur'an. Students who do not have the ability to recite the Qur'an correctly and correctly, they will tend to be lazy, bored and have no effort to memorize the Qur'an. (Jamilah, 2018). The important thing that cannot be missed in the selection process is to select the quality of the students' reading. With good reading quality, a good memorization target will also be achieved..

Another obstacle in Tahfiz Al-Qur'an is the health factor of the students. Of course, the physical and mental condition of students can affect their ability to read and memorize the Qur'an. The last obstacle is social and technological challenges. Namely distraction from social media and peer repression. The influence of social media certainly has a big impact. Peer repression in having an impact on students' memorization of the Qur'an is based on the environment. If the environment is good, then the repression is also good. If the environment is bad, then the repression is bad. (Lillah, 2022).

Therefore, the explanation of the standardization of Al-Qur'an reading above becomes a reference or measure of the quality of student reading. The quality of the students' reading will also affect the quality of the students' memorization as explained in the previous theory. Therefore, this study aims to determine the quality of the students' reading of the Qur'an and the effect of the students' reading of the Qur'an on the ability to memorize students in the Ma'had Abu Ubaidah bin Al-Jarrah Medan tahfiz house through this research.

Based on relevant research on the effect of reading the Qur'an on the quality of memorization of the Qur'an of students, namely research conducted by Adlina Avita Martias with the title *The Effect of Musabaqah Tilawatil Qur'an (MTQ) on the Quality of Qur'anic Memorization that MTQ activities can provide a*

transfiguration of Qur'anic reading into a few mistakes. (Martias, 2020). Then the research conducted by Muhammad Irpan Haqiqi entitled *The Effect of the Qur'an Tahfiz Learning Program on the Quality of Memorization of Integrated Islamic Elementary School Students in Batam City* explained that the Qur'an tahfiz learning program has a good value on student memorization. (Haqiqi, 2021). Finally, research conducted by Farrah Camelia entitled *The Effect of the Muroja'ah Method on the Memorization of the Qur'an at the Ibn Katsir Jember Women's Al-Qur'an Islamic Boarding School in the 2017/2018 School Year* explained that this research focuses on the muroja'ah method giving a positive influence on the memorization of the Qur'an. (Camelia, 2018).

This study is different from previous studies where previous studies discussed programs and methods in memorizing the Qur'an, so this study discusses the ability of students to memorize the Qur'an. So that this research is expected to be used as a reference in knowing the effect of the quality of Al-Qur'an reading on memorization ability is very influential, especially for students. Then for Al-Qur'an teachers, this research can be used as a comparison to other studies that focus on learning tahfiz Al-Qur'an. Finally, for Qur'anic tahfiz institutions, this research can be a guideline for efficient and effective Qur'anic tahfiz programs to be implemented.

The findings of this study can provide insight into the extent to which Qur'anic reading ability affects the quality of students' memorization, and how certain aspects of reading ability can contribute to improved memorization. The implications of this study can be useful for the development of teaching methods in Islamic educational institutions as well as providing an empirical basis for further understanding of the relationship between Qur'anic reading skills and memorization quality.

## **METHOD**

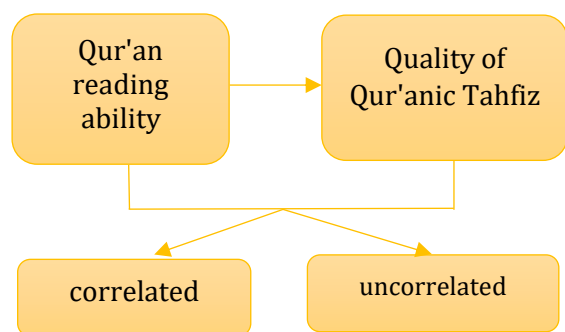
The research method used is a quantitative method with a descriptive correlational approach. Adjusting to the background of the problem, this method is used to analyze the problems in the study, namely finding the relationship between the ability to read the Qur'an and the quality of student memorization. (Miles, Matthew B., Huberman, A. M., & Saldana, 1994). This research was conducted at Tahfiz Abu Ubaidah bin Al-Jarrah House located at Jalan Stella Raya No. 151 Medan, North Sumatra. While the population is the students of Tahfiz Abu Ubaidah bin Al-Jarrah House. The sample amounted to 20 people.

The objectives of correlation analysis include, among others, (a) to find evidence of whether there is a relationship (correlation) between variables, (b) if there is a relationship, to see the size of the relationship between variables, and (c) to obtain clarity and certainty whether the relationship is

meaningful (convincing/significant) or meaningless (inconclusive).

In this study, data collection was carried out through a student Al-Qur'an reading level test questionnaire, this aims to measure in advance the suitability of student reading with tajweed rules. The next step is the distribution of the questionnaire given to the students to find out the level of ease and difficulty of memorization felt by the students in the memorization process and then connected to the document of the students' memorization results by the teacher. From the three data collection techniques above, the data will be processed through descriptive correlation techniques to get the desired research results.

In the correlational research research chart described above, the relationship can be described as follows:



**Figure 1.** Research design

## RESULTS AND DISCUSSION

Based on the field data obtained, it can be described that the practice of memorizing the Qur'an is an important part of the daily life of students at the Ma'had Abu Ubaidah bin Al-Jarrah Tahfiz House. Every day, the students make time

to focus on learning to memorize the Qur'an. They follow a strict discipline, with the main focus on memorizing targeted Qur'anic verses.

It is important to note that at Ma'had Abu Ubaidah bin Al-Jarrah, there is an understanding of the close relationship between the quality of Qur'anic recitation and the students' memorization achievements. The students receive guidance and support from teachers who are highly skilled in tajweed (Tahsin al-Tilawah al-Qur'an practice) and understanding the content of the Qur'anic verses. Students are taught how to read the Qur'an accurately with good motivation. Of course, a good process will produce good learning outcomes.

Ma'had Abu Ubaidah ibn Al-Jarrah students achieve a good level of proficiency in Qur'an memorization. They optimize their Tahsin Tilawah Al-Qur'an skills from the beginning and make significant efforts in understanding the meaning and structure of each verse. This not only improves the quality of their memorization; it also deepens their understanding of the Qur'an.

The main objective of Ma'had Abu Ubaidah bin Al-Jarrah Tahfiz House is for the students to have good memorization. Success in overcoming these stages of the learning process represents their commitment to understanding and interpreting the Qur'an as their personal guide in life.

Based on the data obtained from this study, several findings can be narrated

about the implementation of Tahsin recitation learning of the Qur'an in relation to the students' memorization achievements as follows: First, the average reading of the Qur'an of the students in the tahfiz house is on average good with a percentage of 22 out of 30 students having the ability to read the Qur'an in accordance with the rules of tajweed. This is confirmed

by a questionnaire containing the results of the Al-Qur'an reading test which refers to the basic tajweed rules consisting of makharijul letters, the nature of letters, the law of dead nun and tanwin and mad law. The following are the results of the Al-Qur'an reading test of the students in the Ma'had Abu Ubaidah bin Al-Jarrah tahfiz house

**Table 1.** Students' Al-Qur'an recitation test results  
Abu Ubaidah bin al-Jarrah Tahfiz House

| No | Student's initial | Assessment Results |           |              |           |                      |           |
|----|-------------------|--------------------|-----------|--------------|-----------|----------------------|-----------|
|    |                   | Makharijul Huruf   |           | Shifat Huruf |           | Hukum mad and tanwin |           |
|    |                   | Correct            | Incorrect | Correct      | Incorrect | Correct              | incorrect |
| 1  | RA                | ✓                  | -         | ✓            | -         | -                    | ✓         |
| 2  | EC                | ✓                  | -         | ✓            | -         | ✓                    | -         |
| 3  | YL                | ✓                  | -         | -            | ✓         | ✓                    | -         |
| 4  | UK                | ✓                  | -         | ✓            | -         | ✓                    | -         |
| 5  | CA                | ✓                  | -         | ✓            | -         | -                    | ✓         |
| 6  | MI                | -                  | ✓         | -            | ✓         | ✓                    | -         |
| 7  | SW                | ✓                  | -         | ✓            | -         | ✓                    | -         |
| 8  | MJ                | ✓                  | -         | ✓            | -         | -                    | ✓         |
| 9  | FR                | ✓                  | -         | -            | ✓         | ✓                    | -         |
| 10 | AN                | -                  | ✓         | -            | ✓         | ✓                    | -         |
| 11 | RA                | ✓                  | -         | ✓            | ✓         | -                    | ✓         |
| 12 | AS                | ✓                  | -         | ✓            | -         | ✓                    | -         |
| 13 | MF                | -                  | ✓         | -            | ✓         | ✓                    | -         |
| 14 | AL                | ✓                  | -         | ✓            | -         | ✓                    | -         |
| 15 | NH                | ✓                  | -         | -            | ✓         | ✓                    | -         |
| 16 | LD                | ✓                  | -         | ✓            | -         | ✓                    | -         |
| 17 | AU                | ✓                  | -         | ✓            | -         | ✓                    | -         |
| 18 | MR                | ✓                  | -         | -            | ✓         | -                    | ✓         |
| 19 | TF                | -                  | ✓         | -            | ✓         | ✓                    | -         |
| 20 | ZH                | -                  | ✓         | -            | ✓         | ✓                    | -         |

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Tahsin recitation learning of the Qur'an in relation to the students' memorization achievements as follows: First, the

average reading of the Qur'an of the students in the tahfiz house is on average good with a percentage of 22 out of 30 students having the ability to read the Qur'an in accordance with the rules of tajweed. This is confirmed by a questionnaire containing the results of the Al-Qur'an reading test which refers to the basic tajweed rules consisting of makharijul letters, the nature of letters, the law of dead nun and tanwin and mad law. The following are the results of the Al-Qur'an reading test of the students in the Ma'had Abu Ubaidah bin Al-Jarrah tahfiz house.

From the results of the Al-Qur'an reading test above, it can be seen that the average reading of the students' Qur'an is considered good with a greater number of students who master the rules of tajweed and have readings that are in accordance with the rules of tajweed. However, it was also found that an average percentage of six students had not mastered tajweed and did not have readings in accordance with the rules of tajweed. The results of this study indicate that there are students in the Ma'had Abu Ubaidah bin Al-Jarrah tahfiz house who have Qur'anic readings below the standard of tajweed rules.

Furthermore, the achievement of memorizing the Al-Qur'an of the students at the Abu Ubaidah bin Al-Jarrah Al-Qur'an Tahfiz House is as follows. This calculation uses the indicator of juz Al-Qur'an which is calculated per month.

**Table 2:** Achievement of students' memorization In Months

| No | Student initials | Number of memorization in Juz/month |
|----|------------------|-------------------------------------|
| 1  | RA               | 2.5                                 |
| 2  | EC               | 3.5                                 |
| 3  | YL               | 2.8                                 |
| 4  | UK               | 2.5                                 |
| 5  | CA               | 2                                   |
| 6  | MI               | 3                                   |
| 7  | SW               | 3.1                                 |
| 8  | MJ               | 3.2                                 |
| 9  | FR               | 2.1                                 |
| 10 | AN               | 1.8                                 |
| 11 | RA               | 3                                   |
| 12 | AS               | 3.1                                 |
| 13 | MF               | 3.2                                 |
| 14 | AL               | 2.2                                 |
| 15 | NH               | 3.3                                 |
| 16 | LD               | 3.5                                 |
| 17 | AU               | 3.6                                 |
| 18 | MR               | 2.1                                 |
| 19 | TF               | 2.2                                 |
| 20 | ZH               | 2.1                                 |

From the data on the achievement of the students' memorization ability within one month above, it can be described that first, students with the ability to read the Qur'an who understand and are able to read the Qur'an in accordance with the standardization of the rules of tajweed have the ability to memorize an average of more than two and a half juz per month. Second, students with an understanding of the theory and reading of the Qur'an who perfectly master the rules of tajweed have the ability to memorize an average of three juz to more within one month. Third, students with the ability to understand



and read the Qur'an under the standardization of the rules of tajweed have the ability to memorize under two and a half juz within one month.

As other supporting data is the history of the santri's last education, which also has a correlation with the students' ability to read the Qur'an:

**Table 3.** Educational History of the students of Abu Ubaidah bin Al-Jarrah Tahfiz House

| No | Last Education History | Total |
|----|------------------------|-------|
| 1  | SMA                    | 8     |
| 2  | MAN                    | 11    |
| 3  | Pondok Pesantren       | 11    |

Based on the data obtained above, it can be analyzed that there is a close correlation between the ability to read the Al-Qur'an of the students and the achievement of memorizing the Al-Qur'an. The achievement of learning outcomes will be directly proportional to the strategies, methods and motivation in learning. (Nurmalia et al., 2023). Furthermore, the findings of this study are also in accordance with research (Syaukani & Ruslan, 2019) that the main requirement in accelerating the memorization of the Qur'an is to master the ability to read the Qur'an according to tajweed. Of course, memorization achievement is closely related to the credibility of the teacher. Teachers play an active role in monitoring the development of students (Setiawan et al., 2023). Furthermore, in the memorization process, there are challenges for young students not to get caught up in the bad

influence of smartphones. Smartphones can be used as a medium of learning through audio murattal Al-Qur'an, for example, but it is not uncommon for students to get lost in games and others. (Yuhani & Fatmawati, 2023). Effective learning of tahfiz Al-Qur'an will have an influence on the lives of students now, tomorrow and in the future. This is in line with the objectives of Islamic Education (Setiawan et al., 2023). Based on the description of the findings and discussion of the research above, a pattern of learning tahfiz Al-Qur'an can be recommended and of course further research can be carried out on the Abu Ubaidah Al-Jarrah Al-Qur'an Tahfiz House in the realm of management, methods, strategies and so on.

This research also explains that of course in memorizing the Qur'an, you must pay attention to the recitation of the Qur'an. (Fadli et al., 2023; Siagian & Masitah, 2022). Recitation of the Qur'an according to tajweed is the pronunciation of the letters of the Qur'an from each of its makhraj by maintaining haq and mustahaq readings precisely and correctly according to the Science of Tajweed. In terms of theory, the pronunciation of letters in the Qur'an by maintaining makhraj and its properties in terms of haq and mustahaq al-harf. Haq al-harf is the original and inherent nature under any circumstances (Lazimah Nature), such as Jahr, Shiddah, istifal, ithbaq, qalqalah, and mustahaq. (Nisa, 2021; Syamsi et al., 2023). While mustahaq al-harf is a new /

non-original trait that is attached in various circumstances, and released in other circumstances for certain reasons, such as the nature of tafkhim (thick) and tarqiq (thin). (Usmani, 2021). The need to memorize the Qur'an with good and correct reading is because the law is obligatory. Memorizing the Qur'an with correct and fluent recitation aims to improve, deepen, clear, directed and detailed in studying the Qur'an. Reading the Qur'an is very different from reading other texts (Yamani et al., 2019).

## CONCLUSION

Based on the previous description, it can be concluded that there is a correlation between the ability of Tahsin tilawah Al-Qur'an and the achievement of memorizing the Al-Qur'an of students. The quality of good and correct recitation of the Qur'an is more dominated by students who have the last education in pesantren or madrasah. Ma'had Abu Ubaidah bin Al-Jarrah Tahfiz House succeeded in becoming a place where the Qur'an is harmoniously arranged in the lives of students, forming students who not only have good memorization, but also understand the spiritual and ethical values contained in the verses they memorize.

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