



The Relationship Between the Intensity of Muraja'ah and the Effectiveness of Time Management with the Evaluation of Al-Qur'an Memorization of Students

Nurhadani Nasution¹, Nurmawati², Harun Al Rasyid³

Universitas Islam Negeri Sumatera Utara, Indonesia^{1,2,3}

nurhadaninasution22@gmail.com¹

Abstract: This study aims to determine the relationship between the intensity of muraja'ah and time management effectiveness with the evaluation of Qur'anic memorization among female students at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan. This is a field study employing a quantitative approach. The sample consisted of 100 female students from the Madrasah Aliyah program at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan. Data collection techniques included questionnaires, documentation, and interviews. Data analysis techniques utilized linear and multiple regression. The results of this study indicate that the intensity of muroja'ah has a significant relationship with the evaluation of Quran memorization among students at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan. This is indicated by a calculated r value greater than the critical r value ($0.457 > 0.195$), a p -value of $0.000 < 0.005$, and a contribution of 20.9%. The effectiveness of time management has a significant relationship with the evaluation of students' Quran memorization at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan. This is indicated by a calculated r value greater than the critical r value ($0.498 > 0.195$), and a p -value of $0.000 < 0.005$, with a contribution of 24.8%. There is a significant relationship between the intensity of muraja'ah and the effectiveness of time management, simultaneously with the evaluation of Quran memorization among students at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan. This is indicated by the calculated F -value being greater than the critical F -value ($26.581 > 3.09$), and the significance value of $0.000 < 0.005$, with a contribution of 35.4%.

Keyword: Frequency Of Review, Time Management, Qur'an Memorization.

Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan intensitas muraja'ah dan efektivitas manajemen waktu dengan evaluasi hafalan al-Qur'an santri di Pondok Pesantren Tahfizh Ulumul Qur'an Medan. Penelitian ini adalah penelitian lapangan dengan pendekatan kuantitatif. Sampel penelitian ini adalah santriwati Madrasah Aliyah Pondok Pesantren Tahfizh Ulumul Qur'an Medan sebanyak 100 santriwati. Teknik pengumpulan data menggunakan angket, dokumentasi dan wawancara. Teknik analisis data menggunakan regresi linier dan berganda. Hasil penelitian ini menunjukkan bahwa intensitas muraja'ah memiliki hubungan yang signifikan dengan evaluasi hafalan Al-Qur'an santri di Pondok Pesantren Tahfizh Ulumul Qur'an Medan. Hal ini ditunjukkan dengan hasil r hitung lebih besar dari r tabel ($0,457 > 0,195$), dan nilai signifikansinya $0,000 < 0,005$, dengan besar kontribusi 20,9%. Efektivitas manajemen waktu memiliki hubungan yang signifikan dengan evaluasi hafalan Al-Qur'an santri di Pondok Pesantren Tahfizh

Ulumul Qur'an Medan. Hal ini ditunjukkan dengan hasil r_{hitung} lebih besar dari r_{tabel} ($0,498 > 0,195$), dan nilai signifikansinya $0,000 < 0,005$, dengan besar kontribusinya 24,8%. Terdapat hubungan signifikan antara intensitas muraja'ah dan efektivitas manajemen waktu secara simultan dengan evaluasi hafalan Al-Qur'an santri di Pondok Pesantren Tahfizh Ulumul Qur'an Medan. Hal ini di tunjukkan dengan hasil nilai $F_{hitung} > F_{tabel}$ ($26,581 > 3,09$), dan nilai signifikansinya $0,000 < 0,005$, dengan besar kontribusi 35,4%.

Kata kunci : *Intensitas Muroja,,ah, Manajemen Waktu, Hafalan Al-Qur''an*

Corresponding Author:

Nurhadani Nasution

Universitas Islam Negeri Sumatera Utara, Indonesia; nurhadaninasution22@gmail.com

Introduction

The Quran is no longer a term or a foreign topic. Muslims, especially, are introduced to it from a young age and taught to recite it. Even today, in addition to adults, it's not uncommon for young children to be fluent in reading and even memorizing the Quran (Ya'cub et al., 2026). The Quran is crucial for human life, serving as guidance and direction (Hidayah & Aulia, 2022). Muslims should preserve and glorify the Quran. Glorifying the Quran is not simply about reciting it in a beautiful and fluent voice; it also requires concrete efforts to preserve and maintain it. One such effort is memorizing it. Allah (swt) also motivates those who memorize the Quran, stating that He makes it easy for anyone to memorize it (Gustianti, 2023).

Efforts to preserve the authenticity and purity of the Quran have been ongoing since the time of the Prophet Muhammad (peace be upon him). One such effort is through tahfizh (memorization) of the Quran (Nahdliyah, 2023). This activity is not only oriented towards cognitive aspects, but also towards the development of spiritual character, discipline, and sincerity (Hakim et al., 2024). In the context of modern Islamic boarding school education, tahfizh activities are an integral part of the curriculum, combining academic and spiritual aspects in a balanced manner (Hariani, 2024). Philosophically, education has the primary goal of shaping the whole person, namely someone who is intellectually intelligent, emotionally mature, and spiritually strong. In the context of Islamic education, the primary orientation is the formation of a perfect human being who possesses a balance between knowledge, faith, and righteous deeds (Nasution, 2023)

Quran memorization (tahfizh) is a manifestation of Islamic education, functioning not only as a means of mastering the sacred text but also as a process of character development and spiritual discipline in students (Syarif et al., 2022). Memorizing and maintaining the Quran holds profound philosophical value in shaping individuals with Qur'anic character, who are knowledgeable and possess noble morals. Legally, strengthening Quranic education in Indonesia has a clear legal basis. Law Number 20 of 2003 concerning the National Education System states

that religious education aims to prepare students to fulfill roles that require mastery of their religious teachings. Furthermore, Law Number 18 of 2019 concerning Islamic Boarding Schools (Pesantren) strengthens the position of Islamic boarding schools as an integral part of the national education system, serving the functions of education, da'wah, and community empowerment (Ministry of Law and Human Rights of the Republic of Indonesia, 2019). This provides legitimacy for Qur'an memorization Islamic boarding schools to develop a more professional and measurable curriculum and memorization evaluation system.

The Ulumul Qur'an Memorization Islamic Boarding School in Medan, North Sumatra, as a memorization-based educational institution, has a vision of producing a generation of Qur'an students who excel in memorization and understanding of the Qur'an. The researchers' initial observations revealed significant variation in memorization achievement among students. Some students were able to achieve their memorization targets on schedule, while others experienced delays and struggled to maintain their previous memorization. This is suspected to be influenced by differences in the intensity of memorization (repetition) and suboptimal study time management (Kurniawanto, 2025).

Initial interviews with memorization instructors indicated that most students lacked a structured memorization schedule. They often repeated memorization sporadically without a clear time management system. As a result, the quality of memorization becomes unstable, especially when facing periodic memorization evaluations (tasmi') (Interview, 2025). As confirmed by Wahid (2014), one of the main causes of the decline in students' memorization of the Quran is a lack of consistency and planning in their recitation. High recitation intensity correlates with strong memorization retention, as the more frequently students repeat, the stronger the connection between long-term memory and the memorized verses. Memorizing the Quran is no easy task. Intense recitation is required for long-term retention and high-quality memorization. Recitation is key to maintaining and strengthening memorization.

Current phenomena also demonstrate that digitalization influences students' learning behavior. Easy access to digital memorization applications, recitation recordings, and online learning platforms offer significant potential to support recitation activities (Hidayah & Aulia, 2022). However, exposure to social media and digital distractions can reduce students' focus on learning (Rahayuning Tyas, 2019). The effectiveness of memorization is also greatly determined by time management skills. Students who can manage their time effectively between academic activities, religious practices, rest, and muraja'ah (recitation) will have a more stable and efficient memorization rate (Misnan, 2022). Time management helps students prioritize activities, avoid procrastination, and maintain a balance between study and rest. In the context of Islamic boarding schools (pesantren), where activity schedules are very busy, this ability is a crucial factor in achieving optimal memorization targets.

Theoretically, the relationship between muraja'ah intensity and time management effectiveness can be explained through cognitive and behavioral learning theories (Hasan, 2019). According to Piaget, the process of repetition and good study time management strengthens the memory encoding process, thus facilitating long-term recall of information (Lestari et al., 2023). Meanwhile, Bandura explains that self-regulation, including time management, plays a role in maintaining consistent learning behavior. In the context of tahfizh, muraja'ah functions as a form of reinforcement to strengthen memorization, while time management as a control mechanism helps maintain consistent learning behavior (Gustianti, 2023).

Previous studies have consistently demonstrated the importance of muraja'ah and time management in supporting Quran memorization achievement. Mauludi et al. (2025) found a significant positive relationship between muraja'ah intensity and students' memorization quality. Ritonga and Dahlan (2025) reported that audio-assisted muraja'ah effectively improved memorization retention through repeated exposure and auditory reinforcement. Furthermore, Rahman et al. (2023) emphasized that effective time management contributes to students' ability to balance memorization, revision, and academic responsibilities, resulting in more stable memorization outcomes.

Despite these findings, several important limitations remain. First, previous studies generally examined muraja'ah intensity and time management as separate variables, focusing only on their individual effects on memorization outcomes. Research investigating the simultaneous contribution of both variables within a single analytical framework is still limited. Second, most existing studies concentrate on learning methods, memorization media, or instructional strategies, while the interaction between students' self-regulation practices, particularly muraja'ah habits and time management effectiveness has received insufficient attention (Afriyunita, 2024). Third, empirical evidence from tahfizh boarding schools in North Sumatra, especially at Pesantren Tahfizh Ulumul Qur'an Medan, remains scarce. Consequently, there is still limited understanding regarding how these two factors jointly influence students' memorization evaluation results in this specific educational setting.

The preliminary field study conducted at Pesantren Tahfizh Ulumul Qur'an Medan indicates the existence of a practical problem that deserves academic investigation. Based on observations during the 2025 academic year, students demonstrated considerable variation in memorization achievement despite following the same curriculum, learning environment, and evaluation standards. Several students consistently achieved or exceeded their memorization targets and performed well during tasmi' assessments, whereas others experienced repeated delays in meeting memorization targets, difficulties retaining previously memorized verses, and declining performance during evaluation sessions.

Further observations revealed differences in students' muraja'ah habits. Some students carried out scheduled and repetitive muraja'ah sessions daily, while others revised their memorization irregularly and only intensified muraja'ah activities shortly before evaluation periods. Such patterns suggest that memorization maintenance practices may influence the stability and durability of memorized verses. In tahfizh education, where memorization retention is as important as memorization acquisition, inconsistency in muraja'ah may become a significant obstacle to achieving optimal learning outcomes.

Interviews with tahfizh supervisors and instructors also revealed challenges related to time management. Several students reported difficulties balancing memorization activities with formal academic lessons, extracurricular programs, worship activities, and rest periods. Instructors observed that students who lacked structured daily schedules tended to postpone muraja'ah sessions, resulting in accumulated memorization loads and reduced preparedness for periodic evaluations. Conversely, students who managed their study schedules systematically generally displayed more stable memorization progress and stronger retention (Ibrahim et al., 2023).

These empirical findings indicate that memorization achievement cannot be explained solely by cognitive ability or instructional factors. Differences in students' muraja'ah intensity and their ability to manage learning time appear to play an important role in shaping memorization outcomes. However, empirical evidence explaining the extent to which these factors contribute, either individually or simultaneously, remains limited, particularly within the context of Pesantren Tahfizh Ulumul Qur'an Medan. This condition highlights a clear research gap and demonstrates the practical urgency of conducting further investigation (Siden, 2020).

Therefore, this study aims to analyze the relationship between muraja'ah intensity and time management effectiveness with students' Quran memorization evaluation results at Pesantren Tahfizh Ulumul Qur'an Medan. By addressing the identified empirical and theoretical gaps, this study is expected to contribute to the development of evidence-based tahfizh education strategies and provide practical recommendations for improving memorization quality through strengthening students' self-regulation and learning management skills.

Previous studies have shown that regular muraja'ah (recitation) positively correlates with memorization outcomes. For example, research by Mauludi et al. (2025) demonstrated a strong positive correlation between the intensity of muraja'ah and students' memorization improvement. Ritonga & Dahlan (2025) also found that audio-assisted muraja'ah effectively improved students' memorization because repetition and audio stimuli aided memory and recall. Meanwhile, research by Rahman et al. (2023) stated that with good time management, students studying tahfizh (Quran memorization) could memorize and revise more quickly, ensuring memorization stability. For example, most students could memorize without looking at the Mushaf (in the unseen).

This study seeks to answer how the intensity of muraja'ah and the effectiveness of time management, both jointly and partially, relate to the evaluation results of students' Quran memorization at the Ulumul Qur'an Tahfizh Islamic Boarding School in Medan. The results of this study are expected to provide a scientific contribution to the development of tahfizh learning strategies, as well as become a reference for Islamic educational institutions in improving the quality of Al-Qur'an education based on self-management and spiritual discipline.

Methods

This study employed a quantitative field research design with a correlational approach to examine the relationships among muraja'ah intensity (X1), time management effectiveness (X2), and Qur'an memorization evaluation results (Y). The study focused on identifying both partial and simultaneous relationships between the independent variables and the dependent variable through statistical analysis. The research was conducted at Tahfizh Ulumul Qur'an Islamic Boarding School, Medan, over four months from November 2025 to February 2026.

The population consisted of all 100 female students enrolled at the Madrasah Aliyah level of the boarding school. Given that the population size was relatively small and accessible, this study employed a total sampling technique, whereby all members of the population were included as research participants. The use of total sampling was intended to eliminate sampling error, maximize data representation, and ensure that the findings accurately reflected the characteristics of the entire population under study. Furthermore, the sample size of 100 respondents exceeds the minimum requirement commonly recommended for multiple regression analysis involving two independent variables, thereby providing sufficient statistical power for hypothesis testing.

Data were collected using a structured questionnaire based on a five-point Likert scale and supported by institutional documentation related to students' memorization evaluation results. The questionnaire was designed to measure muraja'ah intensity and time management effectiveness. Before data collection, the instrument underwent validity and reliability testing. Item validity was assessed using the Pearson Product-Moment correlation coefficient, with items considered valid when the calculated correlation coefficient exceeded the critical value ($r\text{-table} = 0.279$). Reliability was evaluated using Cronbach's Alpha coefficient, and all variables demonstrated alpha values greater than 0.80, indicating a high level of internal consistency.

Data analysis was conducted using inferential statistical techniques with the assistance of SPSS software. Before hypothesis testing, several assumption tests were performed, including normality testing using the Kolmogorov-Smirnov test, homogeneity testing, linearity testing, and multicollinearity testing through Tolerance and Variance Inflation Factor (VIF) values. Hypothesis testing employed simple linear regression to examine the partial relationships between each independent variable and the dependent variable, and multiple linear regression to

assess the simultaneous contribution of muraja'ah intensity and time management effectiveness to students' Qur'an memorization evaluation results. The regression model used in this study was expressed as $Y = a + b_1X_1 + b_2X_2$, where Y represents memorization evaluation results, X1 represents muraja'ah intensity, and X2 represents time management effectiveness.

Results And Discussion

Research Results

This study analyzed three main variables: muraja'ah intensity (X1), time management effectiveness (X2), and Qur'an memorization evaluation (Y) among 100 female students at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan. Measurements were made using a Likert scale (1-5). Based on the descriptive analysis, a general overview of each variable is as follows.

Descriptive Statistics Table

Variable	Mean	Median	Mode	Category
Muraja'ah Intensity (X1)	61.39	61	60	Fairly Good
Time Management (X2)	46.57	47	48	Less Good
Memorization Evaluation (Y)	63.31	64	64	Fairly Good

Based on the table, the intensity of muraja'ah (recitation) is in the "fair" category, indicating that the female students have been repeating memorization routinely, although not optimally. Conversely, the effectiveness of time management is in the "poor" category, indicating that most female students are unable to effectively manage their time between memorization, muraja'ah, and other activities. Meanwhile, the evaluation of Quran memorization is also in the "fair" category, indicating that the quality of the students' memorization is sufficient but still needs improvement.

The normality test indicated that the relationship between X1 and Y met the normality assumption (Sig. = 0.200 > 0.05), whereas X2 and Y did not (Sig. = 0.027 < 0.05). In addition, the homogeneity test showed that both independent variables did not fully satisfy the homogeneity assumption. Nevertheless, multiple regression analysis was retained because the sample size (n = 100) was sufficiently large, and regression analysis is generally considered robust to moderate violations of normality and homogeneity assumptions when the data do not exhibit severe outliers and multicollinearity is absent. The multicollinearity test confirmed that the regression model met this requirement, with a Tolerance value of 0.914 and a VIF value of 1.094. Therefore, the regression results should be interpreted with caution, while acknowledging the limitations arising from these assumption violations.

Prerequisite Test Table

Test	Conclusion	Results
Normality X1-Y	Sig. 0.200 > 0.05	Normal
Normality X2-Y	Sig. 0.027 < 0.05	Not Normal
Combined Normality	Sig. 0.200 > 0.05	Normal
Linearity X1-Y	Sig. 0.226 > 0.05	Linear
Linearity X2-Y	Sig. 0.612 > 0.05	Linear
Homogeneity X1	Sig. 0.037 < 0.05	Not Homogeneous
Homogeneity X2	Sig. 0.005 < 0.05	Not Homogeneous
Multicollinearity	Tol = 0.914; VIF = 1.094	No Multicollinearity

The first hypothesis test showed a significant relationship between muraja'ah intensity (X1) and memorization evaluation (Y). The Pearson correlation results showed a calculated $r = 0.457$ (moderate category), with calculated $r > r$ table (0.195) and a significance level of $0.000 < 0.005$. The obtained regression equation is: $Y = 4.721 + 0.534X1$. This means that every 1-unit increase in muraja'ah intensity will increase memorization evaluation by 0.534. The calculated t value of $4.721 > t$ table (1.983) indicates a significant effect. The R^2 value of 0.209 indicates a contribution of 20.9%. The second hypothesis test showed that time management effectiveness (X2) also has a significant relationship with memorization evaluation. The calculated r value was 0.498 (moderate category), with a significance level of $0.000 < 0.005$. The regression equation is: $Y = 20.964 + 0.285X2$. This means that every 1-unit increase in time management increases memorization evaluation by 0.285. The calculated t -value of 20.964 is greater than the t -table value of 1.983. The R^2 value of 0.248 indicates a contribution of 24.8%.

The third hypothesis test shows a simultaneous relationship between X1 and X2 on Y. The multiple regression results produce the equation: $Y = 4.801 + 0.398X1 + 0.227X2$. The R^2 value of 0.595 indicates a moderate relationship. The R^2 value of 0.354 indicates a joint contribution of 35.4%. The F-test results show that the calculated F-value = 26.581 > the F-table value = 3.09 with a significance level of $0.000 < 0.005$, thus declaring the simultaneous relationship significant.

Hypothesis Results Table

Variable	r count	R ²	Equation	Description
X1 → Y	0,457	0,209	$Y = 4,721 + 0,534X1$	Significant
X2 → Y	0,498	0,248	$Y = 20,964 + 0,285X2$	Significant

X1 & X2 → Y	0,595	0,354	Y = 4,801 + 0,398X1 + 0,227X2	Significant
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The coefficient of determination ($R^2 = 0.354$) indicates that muraja'ah intensity and time management effectiveness jointly explain 35.4% of the variance in students' Qur'an memorization evaluation results. Although this proportion demonstrates that both variables make a meaningful contribution, the explanatory power of the model can be categorized as moderate. This finding suggests that students' memorization achievement is influenced by a broader set of factors beyond those included in the present model.

The remaining 64.6% of unexplained variance may be associated with other academic, psychological, and environmental factors that were not examined in this study. These factors may include students' intrinsic motivation, cognitive ability, memorization strategies, learning discipline, emotional condition, teacher guidance, peer support, family environment, and the quality of the tahfizh learning system. Therefore, the findings should not be interpreted as indicating that muraja'ah intensity and time management are the sole determinants of memorization achievement.

This limitation also highlights the need for future studies to develop more comprehensive explanatory models by incorporating additional variables relevant to tahfizh education. Expanding the model may improve its predictive power and provide a more complete understanding of the factors influencing Qur'an memorization performance among students.

Discussion

The relationship between the intensity of muraja'ah and the evaluation of the memorization of the Al-Qur'an by students at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan

The findings indicate that muraja'ah intensity has a significant relationship with students' Qur'an memorization evaluation at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan. The statistical analysis shows a correlation coefficient of $r = 0.457$, which is greater than the critical value ($r\text{-table} = 0.195$), indicating a positive and significant relationship between the two variables. In addition, the coefficient of determination ($R^2 = 0.209$) shows that muraja'ah intensity explains 20.9% of the variation in students' memorization evaluation results.

In the context of the Tahfizh Ulumul Qur'an Islamic Boarding School, this finding reflects the important role of continuous memorization revision in maintaining the quality of students' memorization. The boarding school implements a tahfizh learning system that requires students not only to memorize new verses but also to maintain previously memorized portions through regular tasmi' and evaluation activities. Under these conditions, students who perform muraja'ah more consistently tend to retain memorized verses more effectively and demonstrate

better performance during memorization assessments. Conversely, students with irregular muraja'ah habits are more vulnerable to forgetting previously memorized material, which may negatively affect their evaluation results (Afriyunita, 2024).

This finding suggests that the success of Qur'an memorization is not merely determined by the quantity of new memorization achieved but also by the ability to preserve memorization over time. Muraja'ah serves as a reinforcement mechanism that strengthens memory retention and facilitates the transfer of memorized verses into long-term memory. Therefore, the effectiveness of tahfizh education depends not only on memorization targets but also on the consistency with which students review and maintain their memorization (Ramdani, 2024).

The present finding is consistent with the study conducted by Muhammad Ilham Mauludi et al. (2025), which reported that muraja'ah intensity significantly contributed to improving students' Qur'an mastery. Similarly, Resi Nurul Istiqamah et al. (2025) found that the muraja'ah method positively influenced memorization quality, including memorization strength, fluency, and recitation accuracy. The consistency of these findings across different educational settings strengthens the argument that muraja'ah is a fundamental component of successful tahfizh learning.

Nevertheless, the coefficient of determination indicates that muraja'ah intensity accounts for only 20.9% of the variation in memorization evaluation results. This suggests that although muraja'ah is an important factor, it is not the sole determinant of memorization achievement among students at the Tahfizh Ulumul Qur'an Islamic Boarding School. A substantial proportion of the variation in memorization outcomes may be influenced by other factors, including students' intrinsic motivation, learning discipline, cognitive ability, emotional condition, teacher supervision, peer support, family encouragement, and the effectiveness of the boarding school's tahfizh management system. Therefore, efforts to improve memorization quality should not focus exclusively on increasing muraja'ah intensity but should also address these broader psychological, pedagogical, and institutional factors (Adnan et al., 2025).

The relationship between the effectiveness of time management and the evaluation of Al-Qur'an memorization of students at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan

The research findings indicate that effective time management has a significant relationship with the evaluation of students' Qur'an memorization at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan. This is indicated by the calculated r value being greater than the table r value ($0.498 > 0.195$), and can also be seen from the R^2 value of 0.248, indicating that the relationship between effective time management and the evaluation of students' Qur'an memorization at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan.

These research findings are supported by research by Durrotul Iqomatin Ni'mah and Lina, who stated that time management influences the success of Qur'an memorization by 54.5% (Ikbal Muhammad & dkk, 2024). Farida Nur Salma et al. also stated that the improvement in the quality of Quran memorization of students in the Tahfiz program through the implementation of time management occurred gradually and consistently over time, starting from the daily deposit stage, the semester Tahfiz exam, and the final Tasmi' exam (Rachmayanti & Gufron, 2019). This finding supports the assumption that the effectiveness of time management is not only related to the number of activities, but also to the students' ability to carry out the memorization process consistently and in a planned manner, thus positively influencing the results of memorization evaluations.

The output of the variable of time management effectiveness with the evaluation of Quran memorization of students at the Ulumul Qur'an Tahfiz Islamic Boarding School in Medan shows a significant relationship. The simple linear regression equation obtained is $Y = 20.964 + 0.285 X_2$. The effectiveness of time management has a relationship with the evaluation of students' memorization of the Al-Qur'an with an R value of 0.498, the coefficient (R²) is 0.248, which means that the variable of effectiveness of time management has a relationship with the evaluation of Al-Qur'an memorization of 24.8%.

The relationship between the intensity of muraja'ah and the effectiveness of time management with the evaluation of the memorization of the Al-Qur'an by students at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan

The research findings indicate that the intensity of muraja'ah and the effectiveness of time management have a significant simultaneous relationship with the evaluation of students' Quran memorization at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan. Based on multiple linear regression analysis, the R value was obtained at 0.595 (Afriyunita, 2024).

This indicates a significant relationship between the intensity of muraja'ah and the effectiveness of time management simultaneously (simultaneously) with the evaluation of students' Quran memorization at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan. Furthermore, the results of the determination analysis, which sought the percentage contribution of the relationship between the independent variables simultaneously on the dependent variable (R-square value), were 0.354. This means that the percentage contribution of the relationship between the independent variables (muraja'ah intensity and time management effectiveness) to the dependent variable (Qur'an memorization evaluation) was 35.4%. Meanwhile, the remaining 64.6% is influenced or explained by other variables not discussed in this study (Romadhoni et al., 2023).

Then, from the results of the student questionnaire, the calculated F test result was 26.581 and a significance value of 0.000. The F table result was 3.09. So it can be concluded that the calculated F value > F table (26.581 > 3.09), then H₀ is rejected. This can be interpreted that there is a significant simultaneous relationship between

the intensity of muroja'ah and the effectiveness of time management with the evaluation of Al-Qur'an memorization of students at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan.

Conclusion

Based on the data analysis, it can be concluded that the intensity of muraja'ah (recitation) has a significant relationship with the evaluation of students' Quran memorization at the Tahfizh Ulumul Qur'an Islamic Boarding School in Medan. This is evidenced by the calculated r value, which is greater than the table r ($0.457 > 0.195$) and a significance value of $0.000 < 0.005$, so H_a is accepted and H_0 is rejected. Furthermore, the coefficient of determination (R^2) of 0.209 indicates that the intensity of muraja'ah contributes 20.9% to the evaluation of Quran memorization, while the remainder is influenced by other factors outside the study.

Furthermore, the effectiveness of time management also shows a significant relationship with the evaluation of students' Quran memorization. This is evident from the calculated r value, which is greater than the table r ($0.498 > 0.195$) and a significance value of $0.000 < 0.005$, so H_a is accepted and H_0 is rejected. The R^2 value of 0.248 indicates that effective time management contributed 24.8% to the evaluation of Quran memorization. This finding confirms that good time management is a crucial factor in supporting the success of students' memorization.

Simultaneously, the intensity of muraja'ah and the effectiveness of time management had a significant relationship with the evaluation of Quran memorization. This is evidenced by the results of the F test, which showed that the calculated F was greater than the table F ($26.581 > 3.09$) with a significance value of $0.000 < 0.005$, thus H_a was accepted and H_0 was rejected. The coefficient of determination (R^2) value of 0.354 indicates that the two independent variables together contributed 35.4% to the evaluation of Quran memorization, while the remaining 64.6% was influenced by other variables not examined in this study.

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