

## Optimizing the Quran Memorization Program Using the Jibril Method in Elementary Madrasah

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### Abstract

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#### Keywords:

Jibril method,  
Qur'anic  
memorization,  
tahfidz learning,  
Islamic education,  
and Islamic  
elementary school.

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This study aims to analyze the implementation of the Jibril method in the Qur'anic memorization (tahfidz) program for sixth-grade students at MI Darussalam Badang Ngoro Jombang. This research employed a qualitative approach with a case study design. Data were collected through observation, interviews, and documentation involving the headmaster, tahfidz teachers, and students participating in the memorization program. Data analysis used an interactive model consisting of data reduction, data display, and conclusion drawing, while data validity was ensured through source and technique triangulation. The findings indicate that the implementation of the Jibril method in Qur'anic memorization learning is carried out through systematic learning stages, including muraja'ah (review of previous memorization), teacher recitation as a model (talqin), students' imitation of the recitation (ittiba'), independent memorization, and individual memorization submission to the teacher as an evaluation process. The application of the Jibril method helps students understand the correct pronunciation of Qur'anic verses before memorizing them, thereby improving both the accuracy of recitation and the quality of memorization. In addition, routine muraja'ah activities and continuous evaluation play a significant role in maintaining students' memorization. This study suggests that the Jibril method can serve as an effective strategy for improving Qur'anic reading and memorization skills among Islamic elementary school students.

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### Abstrak

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#### Kata kunci:

metode Jibril,  
pembelajaran tahfidz,  
hafalan Al-Qur'an,  
pendidikan Islam,  
madrasah ibtidaiyah

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Penelitian ini bertujuan untuk menganalisis implementasi metode Jibril dalam program tahfidz Al-Qur'an pada siswa kelas VI di MI Darussalam Badang Ngoro, Jombang. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi terhadap kepala madrasah, guru tahfidz, serta siswa yang mengikuti program tahfidz. Analisis data menggunakan model analisis interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa implementasi metode Jibril dalam pembelajaran tahfidz Al-Qur'an dilaksanakan melalui tahapan pembelajaran yang sistematis yang meliputi kegiatan muraja'ah hafalan, pemberian contoh bacaan oleh guru (talqin), peniruan bacaan oleh siswa (ittiba'), proses menghafal secara mandiri, serta setoran hafalan kepada guru sebagai bentuk evaluasi pembelajaran. Penerapan metode Jibril terbukti membantu siswa memahami bacaan ayat Al-Qur'an secara benar sebelum

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*menghafalkannya sehingga mampu meningkatkan kualitas bacaan dan hafalan siswa. Selain itu, kegiatan muraja'ah dan evaluasi hafalan yang dilakukan secara rutin juga berperan penting dalam menjaga keberlangsungan hafalan siswa. Penelitian ini menunjukkan bahwa metode Jibril dapat menjadi salah satu strategi pembelajaran tahfidz yang efektif untuk meningkatkan kemampuan membaca dan menghafal Al-Qur'an pada siswa madrasah ibtidaiah..*

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## INTRODUCTION

The Qur'an is the primary source of Islamic teachings, serving as a guide for humanity in achieving happiness in this world and the hereafter (Hakim et al., 2024; Nahdliyah, 2023). Therefore, the interaction of Muslims with the Qur'an is not limited to reading, but also includes understanding, memorizing, and practicing the values contained therein. In the Islamic educational tradition, the activity of memorizing the Qur'an (tahfidz) holds a crucial position because it not only strengthens religious understanding but also shapes the religious character of students (Ya'cub et al., 2026). Even the Prophet Muhammad (peace be upon him) emphasized the virtue of studying and teaching the Qur'an, as he said that the best people are those who learn the Qur'an and teach it.

In the context of formal education, Quran memorization programs are increasingly being integrated into the learning systems of Islamic educational institutions, including elementary madrasas (Syafrinal, 2025). These programs aim not only to improve Quran reading and memorization skills but also to instill in students a love of the Quran from an early age (Fauzan & Dariyanto, 2025). However, the success of a Quran memorization program is not only determined by student motivation but also greatly influenced by the teaching methods used by teachers. Appropriate learning methods can help students memorize the Quran more effectively while maintaining accurate recitation according to Tajweed rules (Shukri et al., 2020)

In Quranic learning, various methods have been developed to improve the ability to read and memorize the Quran, such as the Iqra' method, Qira'ati, Talaqqi, and the Jibril method (Hasan, 2019). One well-known method is the Jibril method or the at-tartil method (Yupiter, 2019). This method emphasizes the learning process through direct imitation between teacher and student, where the teacher first reads the Quranic verses in tartil, then students imitate the reading repeatedly until they achieve correct and fluent recitation. This approach allows teachers to directly correct students' reading errors so that the quality of reading and memorization can be better maintained (Mohd Said, 2013). In addition, the at-tartil method emphasizes gradual learning, repeated practice

(drill), and evaluation at each meeting to ensure students' Quranic reading skills develop optimally.

Several previous studies have shown that implementing a tahfidz program in educational institutions can improve students' ability to read and memorize the Quran if supported by appropriate learning methods. Research on tahfidz learning shows that using methods that emphasize repetition and intensive teacher guidance can help students achieve memorization targets better (Rahayu et al., 2023). Furthermore, other studies have confirmed that structured tahfidz learning integrated with learning activities in madrasas can improve the quality of memorization and the accuracy of students' reading (Khofsah et al., 2025).

However, most research on Quran memorization focuses on general memorization programs or utilizes other methods such as talaqqi or tikkar. Studies specifically addressing the implementation of the Jibril method in the context of tahfidz programs in elementary madrasas are relatively limited. This method, however, has learning characteristics that emphasize hands-on practice, repetition, and direct teacher correction, which have the potential to improve both the quality of memorization and the accuracy of students' Quran recitation.

Based on these conditions, this study is novel in its analysis of the implementation of the Jibril method as an integrated tahfidz learning strategy in the madrasah learning process, from planning, implementation, to evaluation. This study is important because the Jibril method is understood not only as a Qur'an reading technique but also as a learning approach that can optimize students' tahfidz programs.

This research was then conducted on the tahfidz program at the Darussalam Badang Ngoro Jombang Elementary School. This school has a flagship program in the form of memorizing the 30th chapter of the Qur'an, which is mandatory for students, especially grade VI. In its implementation, tahfidz activities are carried out through joint muroja'ah before formal learning and individual memorization submissions to teachers so that reading errors can be immediately corrected. Based on this background, this study aims to analyze the implementation of the Jibril method in optimizing the tahfidz program for grade VI students at MI Darussalam Badang Ngoro Jombang.

## **METHODS**

This research uses a qualitative approach with a case study type to describe in depth the implementation of the Jibril method in the Al-Qur'an memorization program. The qualitative approach was used because it allows researchers to understand the learning phenomenon comprehensively through observations of the activities, interactions, and experiences of research subjects in a natural context (Sugiyono, 2017). The case study was chosen because this research

focuses on one particular case that is studied intensively and in depth in a real-life context so as to provide a complete picture of learning practices that occur in the field (Creswell, 2010). The research was conducted at MI Darussalam Badang Ngoro Jombang which has a flagship Al-Qur'an memorization program, specifically memorization of juz 30 for grade VI students.

The data sources in this study consist of primary and secondary data. Primary data were obtained through direct observation of tahfidz learning activities and interviews with the madrasah principal, tahfidz teachers, and sixth-grade students participating in the tahfidz program. Meanwhile, secondary data were obtained through documentation in the form of learning tools, tahfidz activity schedules, and archives related to the implementation of the tahfidz program at the madrasah. Data collection techniques used included observation, semi-structured interviews, and documentation (Dewi, 2019). Observations were conducted to directly observe the tahfidz learning process using the Jibril method, interviews were conducted to obtain more in-depth information regarding the planning, implementation, and evaluation of the tahfidz program, while documentation was used to complement and strengthen the research data.

The data analysis in this study used the Miles and Huberman interactive analysis model, which includes three stages: data reduction, data presentation, and conclusion drawing (Miles et al., 2014). Data reduction was carried out by selecting and focusing on data relevant to the research objectives. The data was then presented in narrative descriptions so that the relationships between the data could be systematically understood. The final stage was drawing conclusions, which was carried out continuously throughout the research process until valid findings were obtained. To ensure data validity, this study used source triangulation and technical triangulation, namely by comparing information from various informants and checking the consistency of data obtained through observation, interviews, and documentation.

## **RESULTS AND DISCUSSION**

### **Results**

The results of the study indicate that the implementation of the Jibril method in the Al-Qur'an memorization program at MI Darussalam Badang Ngoro Jombang is carried out through a structured and continuous learning process. This process begins with the opening activities, the core activities of the tahfidz learning, and the evaluation of student memorization, which is carried out routinely. Based on the results of interviews with the tahfidz teacher, it is known that the learning activities begin with reciting prayers, checking student attendance, and providing motivation to students to have enthusiasm in memorizing the Al-Qur'an. After the opening activities, the teacher invites

students to do muraja'ah or repeat the memorization that has been learned previously. The muraja'ah activity is carried out together to maintain students' memorization so that it remains strong and corrects any reading errors that may still occur. The tahfidz teacher explained that the process of repeating memorization is an important part of tahfidz learning because, without muraja'ah, students will easily forget their memorization. This is as conveyed by the tahfidz teacher in the following interview:

*"Usually, before starting memorization, the children are invited to recite the verse first to ensure they don't lose what they've learned. This recitation is important because, without frequent repetition, children often forget it quickly. Afterward, I read the verse to be memorized, and the students imitate the reading together."*

These findings are supported by observations conducted by the researcher during the memorization learning activities in the classroom. Based on observations, after the muraja'ah activity was completed, the teacher then introduced the verse to be memorized in that session. The teacher read the Qur'anic verse in tartil, paying attention to the makhraj of the letters and the rules of tajweed, then the students imitated the reading together. This process was repeated until the students were able to read the verse well and correctly. On several occasions, the teacher also asked students to read the verse individually to ensure that each student understood the correct reading. If errors were found in the pronunciation of letters or the length of the reading, the teacher immediately provided corrections and asked students to repeat the reading until it was in accordance with the correct rules of tajweed. The observations showed that the talqin and ittiba' processes that characterize the Jibril method were able to create an active learning atmosphere because students were directly involved in the reading activity and imitated the teacher's reading before memorizing it.

In addition to observing learning activities, research data was also obtained through interviews with students participating in the memorization program. The interviews showed that the teaching methods used by the teacher helped students understand the verses they were memorizing. Students found memorization easier because they first heard examples of correct recitation from the teacher. One student explained that the process of listening to the teacher's recitation and then imitating it made it easier to remember the memorized verses. This is as conveyed by one student in the following interview:

*"When memorizing, the female teacher usually reads the verse first, then we repeat it together several times. After that, we memorize it ourselves. Once we've memorized it, we move forward one by one to share our recitation. This method makes memorizing easier because we already know the correct reading."*

This statement demonstrates that the Jibril method not only aids students in memorization but also facilitates their understanding of the structure of Quranic

verses. By listening to examples of recitation from the teacher, students gain a clear understanding of how to read the verses correctly, thereby minimizing reading errors from the beginning of the learning process. This is also evident in the interactions that occur during learning activities, where students appear more confident when reading or memorizing verses because they have received examples from the teacher beforehand.

Research findings also indicate that after students imitate the teacher's recitation and understand the verses being studied, the learning activity continues with an independent memorization process. In this stage, students are given time to memorize the verses that have been read by the teacher. During the memorization process, the teacher continues to guide students by circulating the classroom to monitor their memorization activities. If a student experiences difficulty memorizing or reading a verse, the teacher will assist by repeating the verse slowly until the student is able to follow the reading well. Once students have memorized the verses, they then submit their memorization to the teacher individually. During this memorization process, the teacher listens carefully to the students' reading and provides corrections if there are errors in the reading or memorization of the verses.

Documentation data obtained from the madrasah also support these findings. Documentation in the form of student memorization notes indicates that memorization activities are carried out routinely in every tahfidz learning session. Each student has a memorization progress record that teachers use to monitor their memorization progress. The documentation also shows that the madrasah sets a memorization target for sixth-grade students: completing the 30th chapter of the Quran before they graduate from the madrasah. With these memorization progress records, teachers can determine each student's memorization achievement level and provide guidance tailored to their abilities.

Furthermore, interviews with the principal of the madrasah indicated that the Jibril method was chosen because it was deemed effective in maintaining the quality of students' Quran recitation while simultaneously improving their memorization skills. The principal explained that this method allows students to hear examples of correct recitation before memorizing it, thus minimizing reading errors from the start. The principal stated:

*"The Jibril method was chosen because students first hear the teacher's correct recitation, then imitate it. This way, reading errors can be immediately corrected, improving memorization and aligning with tajwid."*

This statement demonstrates that the implementation of the Jibril method is not only focused on the number of memorizations achieved by students, but also on the quality of their Quran recitation. This is further supported by observations

showing that the tahfidz teachers consistently monitored the accuracy of students' recitation throughout the learning process. Any errors that occurred were immediately corrected so that students became accustomed to reciting the Quran correctly according to the rules of tajwid.

Overall, the research results show that the implementation of the Jibril method in the Al-Qur'an memorization program at MI Darussalam Badang Ngoro Jombang was carried out through systematic learning stages that included memorization activities, providing reading examples by teachers, imitation of readings by students, independent memorization processes, and individual memorization submissions to teachers. The integration of teacher guidance, repeated reading exercises, and routine memorization evaluations were important factor that supported the successful implementation of the tahfidz program at the madrasah. Thus, the Jibril method was proven to be able to help students improve their ability to read and memorize the Al-Qur'an better through a structured and continuous learning process.

### **Discussion**

The research findings show that the implementation of the Jibril method in the Al-Qur'an memorization program at MI Darussalam Badang Ngoro Jombang is carried out through systematic and structured learning stages that include memorization activities, providing examples of readings by teachers, imitation of readings by students, independent memorization processes, and memorization submissions to teachers. This learning pattern shows that the Jibril method integrates the talqin and ittiba' processes, namely the teacher reads the verses of the Al-Qur'an first and then students imitate the reading repeatedly until they achieve the correct reading according to the rules of tajwid. In the context of learning the Al-Qur'an, this method has strong relevance to the basic principles of Al-Qur'an education, which emphasize the importance of reading accuracy before the memorization process is carried out. This is because the quality of Al-Qur'an memorization is greatly influenced by the quality of the initial readings obtained by students. Mukhammad & Bon, (2026)) explains that in learning Al-Qur'an memorization, reading accuracy is a very important aspect because errors in reading can have an impact on errors in memorization made by students. Therefore, a learning method that provides students with examples of correct reading before the memorization process is carried out is an effective approach in learning to memorize the Al-Qur'an (Qatanany et al., 2023).

The talqin and ittiba' processes that are the main characteristics of the Jibril method in this study also show that tahfidz learning is not only oriented towards memorizing the verses of the Qur'an, but also on the process of learning to read the Qur'an correctly (Bahari et al., 2024). In the observed learning practice, the

tahfidz teacher first reads the verses of the Qur'an in tartil, paying attention to the makhraj of the letters and the rules of tajweed, then the students imitate the reading together until their reading is considered correct. This process is carried out repeatedly so that students gain a better understanding of how to read the verses of the Qur'an before they memorize them. Engkizar et al., (2026) explain that the Qur'an learning method that emphasizes tartil reading aims to accustom students to reading the Qur'an slowly and clearly so that they can understand the structure of the verse reading correctly (Syafri & Yaumas, 2017). Thus, the application of the Jibril method in tahfidz learning not only helps students memorize the verses of the Qur'an but also helps them improve the quality of their Qur'an reading.

In addition to the talqin and ittiba' processes, the muraja'ah activity carried out before starting a new memorization is also an important part of the implementation of the Jibril method in the madrasah. Muraja'ah functions as a process of strengthening the memorization that students have acquired and as an evaluation tool for teachers to determine the level of mastery of student memorization. In learning to memorize the Al-Qur'an, muraja'ah plays a very important role because memorization of the Al-Qur'an will not last long if it is not repeated continuously. Efendi et al., (2023) explains that muraja'ah is one of the main methods in maintaining memorization of the Al-Qur'an because the process of continuous repetition of readings can strengthen students' memory of the verses that have been memorized. The findings of this study indicate that muraja'ah activities are carried out together before students begin a new memorization. By doing muraja'ah regularly, students not only maintain their memorization but also improve their reading fluency (Baedowi et al., 2025). This shows that the muraja'ah activity in tahfidz learning has a dual function, namely as a means of maintaining memorization while improving the quality of students' reading of the Qur'an.

The findings of this study also indicate that teachers play a crucial role in implementing the Jibril method in the Quran memorization program. Teachers not only deliver learning materials but also act as reading models who serve as references for students in reading and memorizing the Quran. In the Jibril method, the quality of the teacher's reading is a key factor in determining the quality of students' reading. This is because students will imitate the reading provided by the teacher as an example in the learning process. Therefore, tahfidz teachers must have good Quran reading skills and understand the rules of tajwid correctly in order to provide appropriate reading examples to students. (Basir et al., 2024) explain that in Quran learning, the role of teachers is crucial because teachers are not only tasked with delivering learning materials but also guiding



students in understanding and practicing Quran recitation correctly. Thus, the success of implementing the Jibril method in the Quran memorization program is greatly influenced by the teacher's ability to provide effective guidance to students (Abd Mubi et al., 2024).

Furthermore, the individual memorization process is also an important part of implementing the Jibril method in tahfidz learning. In memorization activities, students are asked to read their memorization in front of the teacher so that the teacher can evaluate the fluency and accuracy of the students' reading. This evaluation process provides the teacher with the opportunity to provide direct corrections to reading errors made by students. If there are errors in reading or memorization, the teacher will ask students to repeat the reading until they are correct. This evaluation process is very important in tahfidz learning because it can help students correct reading errors before they become habits in their memorization. Susanto, (2021) stated that memorization evaluation is an important part of the tahfidz learning process because, through this evaluation, teachers can determine the level of students' memorization ability and correct any reading errors that still occur.

When compared with previous research, the findings of this study are consistent with various studies that confirm that learning methods that emphasize direct practice and repetition of reading can improve students' ability to read and memorize the Quran. Research conducted by Ramadani & Rohman, (2025) showed that a tahfidz program using the talaqqi method and repetition of reading can improve students' memorization achievements and improve their reading quality. The study showed that students who participated in the tahfidz program using the talaqqi method had better Quran reading skills because they received examples of correct reading from teachers before memorizing Quranic verses (Askoning & Hosna, 2024). The findings of this study strengthen the results of previous studies by showing that the Jibril method, which also emphasizes providing examples of reading by teachers and repetition of reading by students, has a similar effectiveness in improving the quality of student memorization.

Furthermore, research conducted by (Abdullah et al., 2024) also shows that structured memorization learning, including muraja'ah activities and regular memorization, can improve students' Quran reading skills in accordance with tajwid rules. This research confirms that the success of a tahfidz program is determined not only by the learning method used, but also by the consistency of the implementation of muraja'ah activities and memorization evaluations conducted by teachers. The findings of this study indicate that the Jibril method implemented at MI Darussalam Badang Ngoro Jombang also integrates

muraja'ah activities and regular memorization evaluations, thereby supporting the success of the tahfidz program at the madrasah.

However, this study also shows that the successful implementation of the Jibril method is not only determined by the learning method itself, but is also influenced by various other factors, such as student discipline in memorizing, the role of teachers in providing guidance, and the support of the learning environment at the madrasah (Arifin & El-Yunusi, 2026). The tahfidz program is implemented in a structured manner with a clear schedule and the existence of memorization targets for students, which are factors that contribute to the success of tahfidz learning at the madrasah. Jaafar et al., (2025) explains that the success of memorizing the Qur'an is influenced by several main factors, namely the method used, student motivation, teacher guidance, and a conducive learning environment. Thus, the successful implementation of the Jibril method in this study is not only due to the learning method used, but also by the support of the learning environment that supports the tahfidz learning process at the madrasah.

The findings of this study also indicate that the Jibril method is capable of creating an active and participatory learning environment. In the observed learning process, students not only listened to the teacher's explanations but also directly participated in reading, imitating the reading, and memorizing verses of the Quran. Students' active involvement in the learning process helped them understand the verses they were studying and strengthened their memorization. Furthermore, the gradual learning process enabled students to memorize verses of the Quran in a more focused and systematic manner. This indicates that the Jibril method has great potential to improve the quality of Quran memorization learning in Islamic educational institutions.

Overall, the results of this study indicate that the implementation of the Jibril method in the Al-Qur'an memorization program at MI Darussalam Badang Ngoro Jombang has made a significant contribution to improving students' ability to read and memorize the Al-Qur'an. Through a learning process that emphasizes teacher reading examples, repeated reading, and continuous memorization evaluation, the Jibril method is able to help students read and memorize the Al-Qur'an better. Thus, the Jibril method can be an effective alternative method of learning to memorize the Al-Qur'an to be applied in Islamic educational institutions, especially at the elementary madrasah level, in an effort to improve the quality of Al-Qur'an learning for students.

## **CONCLUSION**

Based on the results of the research and discussion, it can be concluded that the implementation of the Jibril method in the Al-Qur'an memorization program

at MI Darussalam Badang Ngoro Jombang is carried out through a systematic learning process that includes memorization activities, providing examples of readings by teachers, imitation of readings by students, independent memorization processes, and memorization submissions to teachers as a form of learning evaluation. The application of the Jibril method, which emphasizes the talqin and ittiba' processes, namely the teacher provides examples of readings, and then students imitate the readings repeatedly, has been proven to help students understand the reading of the Al-Qur'an verses correctly before memorizing them. Through these learning stages, students are not only able to increase the number of memorizations they have, but also improve the quality of their Al-Qur'an readings in accordance with the rules of tajwid.

This research contributes to the development of Qur'an memorization learning studies in Islamic educational institutions, particularly at the elementary madrasah level. The research findings indicate that the Jibril method not only functions as a Qur'an reading technique but can also be implemented as an effective Qur'an memorization learning strategy because it integrates the Qur'an reading learning process with gradual and continuous memorization activities. Practically, the results of this study can serve as a reference for teachers or Islamic educational institutions in developing Qur'an memorization learning models that emphasize providing examples of correct reading, repetition practice, and continuous memorization evaluation.

However, this study has several limitations. It was conducted at only one educational institution, so the findings are limited to the context of the Jibril method's implementation at MI Darussalam Badang Ngoro Jombang. Furthermore, this study used a qualitative approach, so the results emphasize a deeper understanding of the tahfidz learning process, rather than quantitative measurements of students' memorization abilities. Therefore, further research can examine the implementation of the Jibril method at various Islamic educational institutions using more diverse research approaches, such as quantitative or mixed methods research, to provide a more comprehensive picture of the Jibril method's effectiveness in improving students' Quran memorization abilities.

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