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ORIGINAL RESEARCH ARTICLE

Implementation of The Tasmi' and Muroja'ah Qur'anic Methods to Instill Learning Motivation and Students' Ability to Memorize The Qur'an

Muhamad Abi Fahmi^{1*}, Ihsan Mustofa¹, Jaenullah¹

¹Universitas Ma'arif Lampung, Indonesia

Correspondence: abifahmi218@gmail.com

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ABSTRACT

This research aims to analyze the effect of implementing Tasmi' and Muraja'ah methods on students' learning motivation and Quran memorization ability in the Tahfidz subject at MI Miftahul Huda Agom, South Lampung. The research employs a qualitative approach with a case study type. Data were collected through participatory observation, in-depth interviews with the principal and Tahfidz teachers, and documentation. The research subjects were 11 fourth-grade students. The results showed that the implementation of Tasmi' and Muraja'ah methods brought significant changes in lesson planning, from unstructured to systematic with daily, weekly, and semester memorization targets. Learning implementation transformed from conventional methods to more interactive through the stages of muraja'ah, ziyadah, and tasmi'. Learning evaluation developed from simple assessment to comprehensive evaluation with indicators of fluency, tajwid accuracy, and memorization strength. This method proved effective in increasing students' learning motivation, as indicated by improved discipline, activeness, and self-confidence. Students' memorization ability significantly improved in aspects of fluency, tajwid accuracy, and long-term memory retention. This research recommends the implementation of Tasmi' and Muraja'ah methods as an alternative approach in Tahfidz learning at the Madrasah Ibtidaiyah level.

Keywords: Tasmi' Method, Muraja'ah Method, Learning Motivation, Memorization Ability, Tahfidz Al-Qur'an



ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh penerapan metode Tasmi' dan Muraja'ah terhadap motivasi belajar dan kemampuan menghafal Al-Qur'an siswa pada mata pelajaran Tahfidz di MI Miftahul Huda Agom, Lampung Selatan. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam dengan kepala sekolah dan guru Tahfidz, serta dokumentasi. Subjek penelitian adalah siswa kelas IV yang berjumlah 11 orang. Hasil penelitian menunjukkan bahwa penerapan metode Tasmi' dan Muraja'ah memberikan perubahan signifikan dalam perencanaan pembelajaran yang sebelumnya tidak terstruktur menjadi sistematis dengan target hafalan harian, mingguan, dan semester. Pelaksanaan pembelajaran mengalami transformasi dari metode konvensional menjadi lebih interaktif melalui tahapan muraja'ah, ziyadah, dan tasmi'. Evaluasi pembelajaran berkembang dari penilaian sederhana menjadi komprehensif dengan indikator kelancaran, ketepatan tajwid, dan kekuatan hafalan. Metode ini terbukti efektif meningkatkan motivasi belajar siswa yang ditandai dengan peningkatan kedisiplinan, keaktifan, dan kepercayaan diri. Kemampuan hafalan siswa meningkat secara signifikan dalam aspek kelancaran, ketepatan tajwid, dan daya ingat jangka panjang. Penelitian ini merekomendasikan penerapan metode Tasmi' dan Muraja'ah sebagai pendekatan alternatif dalam pembelajaran Tahfidz di tingkat Madrasah Ibtidaiyah.

Kata Kunci: Metode Tasmi', Metode Muraja'ah, Motivasi Belajar, Kemampuan Menghafal, Tahfidz Al-Qur'an

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1. INTRODUCTION

The Quran, as the holy book of Muslims, contains comprehensive knowledge that serves as a fundamental guide for human life. Memorizing the Quran is a noble act that has been practiced since the time of the Prophet Muhammad SAW and his companions. The tradition of Quran memorization continues to be preserved by Muslims worldwide as a means of maintaining the purity and authenticity of the divine revelations. In the contemporary educational context, Quran memorization has become an integral part of Islamic education curricula, particularly in Islamic primary schools (Madrasah Ibtidaiyah) (Al-Hafidz, 2012; Wahid, 2012).

However, memorizing the Quran is not a simple activity that can be accomplished without proper planning and systematic methods. The process requires understanding of the basic principles of Quranic reading, including mastery of makharijul huruf (articulation points of letters) and tajwid rules (rules of Quranic recitation). Research indicates that effective Quran memorization requires structured methods that combine adding new memorization (ziyadah) with regular repetition (*Muraja'ah*) to ensure the sustainability of memorization in long-term memory (Sakho, 2017; Abdulwaly, 2020).

The phenomenon observed in the field reveals that many Islamic educational institutions have developed Tahfidz programs, yet face challenges in achieving optimal results. Preliminary observations at MI Miftahul Huda Agom indicated that students struggled to meet the predetermined memorization targets, showed poor pronunciation of makharijul huruf and tajwid, and demonstrated low motivation in Quran memorization activities. This condition necessitated

the development of more effective learning strategies that could address both motivational and quality aspects of Quran memorization (Wahid, 2014; Baduwailan, 2019).

Previous studies have examined various methods in Quran memorization. Qomariyah (2017) researched the implementation of the Takrir method in memorizing 2 juz at SD Islam Terpadu Nurul Iman, showing that consistent repetition helped students achieve memorization targets. Uswatun Hasanah (2015) studied the effectiveness of the Sima'an method in maintaining Quran memorization at Pondok Pesantren Tahfizhul Qur'an Ulumul Qur'an, revealing that this method was effective for memorization maintenance. Fakhrudin (2015) investigated the implementation of the *Muraja'ah* method for learning success in Tahsin and Tahfidz programs at SD Islam Al-Madinah, demonstrating that the one-day-one-ayat approach with consistent *Muraja'ah* improved memorization quality (Qomariyah, 2017; Hasanah, 2015; Fakhrudin, 2015).

Despite these studies, research specifically examining the combination of *Tasmi'* and *Muraja'ah* methods in the context of Madrasah Ibtidaiyah, particularly regarding their impact on both learning motivation and memorization ability simultaneously, remains limited. Most existing studies focus either on *Tasmi'* or *Muraja'ah* separately, or on different educational levels. This gap indicates the need for comprehensive research that examines the integrated implementation of both methods in primary Islamic education settings (Al-Ghautsani, 2010; Sadulloh, 2008).

The research gap is particularly evident in the lack of studies that specifically address: (1) the integration of planning, implementation, and evaluation in Tahfidz learning using combined *Tasmi'* and *Muraja'ah* methods, (2) the impact of this combination on both extrinsic and intrinsic motivation, and (3) the comprehensive measurement of memorization quality encompassing fluency, tajwid accuracy, and long-term retention in primary school students (Nawawi, 2007; Alawiyah Wahid, 2018).

The novelty of this research lies in several aspects. First, it examines the integrated implementation of *Tasmi'* and *Muraja'ah* methods in Tahfidz learning, which has not been extensively studied in combination. Second, it focuses on the Madrasah Ibtidaiyah level, which requires different approaches compared to higher education levels due to students' cognitive developmental stages. Third, it simultaneously analyzes the impact on both learning motivation and memorization ability, providing a more holistic understanding of learning outcomes (Madyan, 2006; Munir, 1994).

This research addresses three main questions: (1) How is the learning plan of *Tasmi'* and *Muraja'ah* methods on learning motivation and Quran memorization ability at MI Miftahul Huda Agom? (2) How is the implementation of *Tasmi'* and *Muraja'ah* methods on learning motivation and Quran memorization ability at MI Miftahul Huda Agom? (3) How is the evaluation of learning, motivation, and student ability using *Tasmi'* and *Muraja'ah* methods at MI Miftahul Huda Agom? These questions guide the comprehensive analysis of the phenomenon under study (Sardiman, 2007; Uno & Mohamad, 2011).

The research objectives are to: (1) describe the planning of *Tasmi'* and *Muraja'ah* methods on learning motivation and Quran memorization ability in Tahfidz subject at MI Miftahul Huda Agom, (2) describe the implementation of *Tasmi'* and *Muraja'ah* methods on learning motivation and Quran memorization ability at MI Miftahul Huda Agom, and (3) analyze the evaluation of

learning motivation and student ability using *Tasmi'* and *Muraja'ah* methods at MI Miftahul Huda Agom (Purwanto, 2010; Syah, 2010).

The significance of this research is both theoretical and practical. Theoretically, it contributes to the body of knowledge in Islamic education, particularly in the field of Quran memorization methodology. Practically, it provides valuable information for teachers, educational institutions, and policymakers regarding effective methods for enhancing student motivation and memorization ability in Tahfidz learning (Nana Sudjana, 1991; Jamaluddin, 2022). The findings are expected to serve as a reference for similar research and provide practical guidance for implementing effective learning methods in Quran memorization (Ali Muhammad & Asrori, 2010).

2. RESEARCH METHODS

This research employs a qualitative approach with a case study design. The case study method was chosen because it enables in-depth exploration of specific phenomena within their natural context, providing comprehensive understanding of how *Tasmi'* and *Muraja'ah* methods are implemented in Tahfidz learning. This approach is particularly suitable for examining educational phenomena where researchers seek to understand complex processes and interactions that cannot be adequately captured through quantitative methods alone. The research is descriptive in nature, focusing on collecting narrative and visual information rather than numerical data, which allows for rich description and interpretation of the phenomena under study (Sugiyono, 2015; Creswell & Poth, 2018).

The research was conducted at MI Miftahul Huda Agom, located in Dusun Banyumas, Desa Agom, Kecamatan Kalianda, Kabupaten Lampung Selatan. This location was purposively selected because the institution had recently implemented *Tasmi'* and *Muraja'ah* methods in its Tahfidz program and demonstrated commitment to improving Quran memorization quality. The research was carried out from February to April 2026, allowing sufficient time for in-depth observation and data collection during the implementation phase of the methods. The natural setting of the madrasah, characterized by religious atmosphere and supportive community environment, provided ideal conditions for examining the research phenomena (Merriam & Tisdell, 2015; Yin, 2018).

The research subjects comprised 11 fourth-grade students, one principal, and one Tahfidz teacher. The fourth-grade class was specifically selected because they had experienced the transition from conventional Tahfidz learning to the implementation of *Tasmi'* and *Muraja'ah* methods, providing valuable comparative insights. The total sample included 5 male students and 6 female students, representing the complete population of the class. This sample size was considered adequate for qualitative case study research, as it allowed for in-depth examination of individual experiences while maintaining the ability to identify common patterns and themes (Patton, 2015; Denzin & Lincoln, 2018).

Data collection employed three complementary techniques. First, participatory observation was conducted to directly observe learning activities, student engagement, and teacher-student interactions during Tahfidz sessions. Second, in-depth interviews were conducted with the principal and Tahfidz teacher using semi-structured interview protocols that allowed for probing

and elaboration of responses. Third, documentation was employed to collect institutional documents including lesson plans, syllabus, student memorization records, photographs, and institutional profiles. These multiple techniques enabled triangulation of data, enhancing the validity and reliability of findings (Kriyantono, 2020; Flick, 2018).

Data analysis followed the interactive model developed by Miles and Huberman, comprising three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification. This analysis was conducted continuously throughout the research process, from data collection to final reporting. Data condensation involved selecting, focusing, simplifying, abstracting, and transforming raw data from field notes, transcripts, and documents. Data display organized condensed data into matrices and narrative text, facilitating pattern identification and interpretation. Conclusion drawing involved deriving meaning from patterns and themes, followed by verification through triangulation of sources and methods (Miles et al., 2014; Saldaña, 2016).

3. RESULTS AND FINDINGS

MI Miftahul Huda Agom was established in 2002 under the auspices of the Miftahul Huda 606 Islamic Boarding School Foundation, which had been operating since 1995. The madrasah is located in a tranquil rural setting in Dusun Banyumas, Desa Agom, Kecamatan Kalianda, Lampung Selatan. The institution operates with the vision of "creating students who are intelligent, skilled, devout, and possess noble character." The Tahfidz program is one of the madrasah's flagship programs, systematically designed to enable students to memorize, love, and internalize the Quran from an early age. The madrasah facilities include 6 classrooms, a school office, a principal's room, a teacher's room, an administration room, a prayer room, a computer laboratory, and supporting facilities (Madrasah Profile Document, 2026).

The interview with the principal, Ibu Titik Sumarni S.Ag M.Pd, revealed significant changes in Tahfidz learning planning after implementing *Tasmi'* and *Muraja'ah* methods. Before implementation, planning was simple and unstructured. Teachers did not create detailed memorization targets, learning objectives were general without specific indicators, and time allocation was disproportionate. The principal stated, "Before the method was implemented, Tahfidz learning planning was still simple. Teachers had not prepared detailed memorization targets, either daily or weekly. Learning objectives were still general, limited to students being able to memorize the Quran" (Interview, February 26, 2026).

After implementing *Tasmi'* and *Muraja'ah* methods, planning became more systematic and structured. Teachers began formulating specific and measurable learning objectives, establishing clear achievement indicators including memorization quantity, fluency, tajwid accuracy, and memory retention. Memorization targets were set gradually, from daily and weekly targets to semester targets. The principal added, "After implementation, planning became more structured. Teachers started preparing daily, weekly, and even semester memorization targets. There are now clear indicators such as fluency, tajwid accuracy, and memorization strength" (Interview, February 26, 2026).

Table 1. Comparison of Tahfidz Learning Planning Before and After Implementation

Aspect	Before Implementation	After Implementation
Learning Objectives	General, not measurable	Specific with clear indicators
Memorization Targets	Not determined	Daily, weekly, semester targets
Strategy	Conventional, no structured plan	<i>Tasmi'</i> and <i>Muraja'ah</i> integrated
Time Allocation	Focus on ziyadah	Balanced: <i>Muraja'ah</i> , ziyadah, <i>Tasmi'</i>
Evaluation System	No clear standards	Structured with indicators
Monitoring	Not systematic	Regular progress recording

The interview with Siti Amriah, the Tahfidz teacher, provided detailed information about learning implementation changes. Before implementing the methods, learning was conventional and monotonous. Students memorized independently, then submitted memorization to the teacher. *Muraja'ah* activities were not conducted regularly, causing students to frequently forget memorization. The teacher explained, "Previously, learning was still ordinary. Students memorized on their own, then submitted their memorization to the teacher. *Muraja'ah* was not done routinely, so students often forgot their memorization" (Interview, February 28, 2026).

After implementation, the learning process became more structured and interactive. The teacher described the three-stage process: "Now learning is more structured. It starts with *Muraja'ah*, then ziyadah, and ends with *Tasmi'*. All students are actively involved in every activity" (Interview, February 28, 2026). The teacher also noted significant improvements in student motivation and memorization quality. "Their motivation has increased. They are more enthusiastic, disciplined, and responsible for their memorization. Memorization has become stronger and more fluent. They don't easily forget because they frequently do *Muraja'ah*. Tajwid errors are also decreasing" (Interview, February 28, 2026).

The observation results confirmed these interview findings, showing systematic learning implementation in four phases: (1) opening with prayer and motivation, (2) *Muraja'ah* for memorization repetition, (3) ziyadah for new memorization addition, and (4) *Tasmi'* for memorization submission and evaluation. Each phase was conducted systematically with active student participation.

The interview with Ibu Titik Sumarni revealed that evaluation before implementation was simple and unstructured. Assessment was conducted through memorization submission without clear indicators. The principal noted, "Evaluation before the method was implemented was still unstructured. Assessment was only done through memorization submission without clear indicators. Teachers had not systematically recorded student memorization progress" (Interview, February 26, 2026).

After implementing the methods, evaluation became more comprehensive and systematic. The teacher explained, "Evaluation is now clearer. We use *Tasmi'* as the main assessment and also regularly record student memorization development." The evaluation included: (1) fluency assessment through *Tasmi'* sessions, (2) tajwid and makhraj accuracy evaluation, (3) memorization strength and retention measurement, (4) recording of new memorization addition, and (5) observation of student motivation and engagement.

4. DISCUSSION

The research findings reveal that *Tasmi'* and *Muraja'ah* methods significantly transformed Tahfidz learning planning from unstructured to systematic. Before implementation, planning was characterized by general objectives without specific indicators. The absence of daily and weekly targets led to unclear direction in learning activities. This condition aligns with Sardiman's (2007) theory that clear learning objectives are fundamental in directing learning activities and enabling effective evaluation. Similarly, Uno and Mohamad (2011) emphasize that structured planning with specific goals enhances learning effectiveness and student achievement.

The systematic planning after implementation demonstrates the application of effective learning design principles. By formulating specific objectives, establishing clear indicators, and setting measurable targets, the teacher created a structured learning framework. This finding is supported by Dimiyati and Mudjiono (2007), who argue that structured planning with clear targets helps teachers monitor student progress and facilitates systematic evaluation. Furthermore, Jamaluddin et al. (2022) found that explicit learning goals significantly influence student learning outcomes and achievement.

The integration of *Tasmi'* and *Muraja'ah* methods in planning reflects a comprehensive approach to Quran memorization. The research found that teachers balanced time allocation between ziyadah (adding new memorization) and *Muraja'ah* (repetition of existing memorization). This balanced approach is consistent with the theory proposed by Ahsin Sakho (2017), which emphasizes that effective Quran memorization requires consistent repetition to transfer information from short-term to long-term memory. Abdulwaly (2020) reinforces this by stating that *Muraja'ah* is the primary method for maintaining memorization stability and increasing fluency.

The development of structured evaluation planning marks a significant improvement in learning quality. Before implementation, evaluation was limited to memorization submission without standardized criteria. After implementation, evaluation incorporated multiple indicators: fluency, tajwid accuracy, and memory retention. This comprehensive evaluation approach is supported by Nana Sudjana (1991) and Slameto (2010), who argue that multi-dimensional assessment provides a more accurate picture of learning achievement and enables targeted improvement programs.

The research findings demonstrate significant improvement in Tahfidz learning implementation after *Tasmi'* and *Muraja'ah* methods were applied. Before implementation, conventional methods characterized by independent memorization and individual submission without structured activities resulted in low student engagement. This finding is consistent with Sardiman (2007), who explains that monotonous learning methods lead to decreased student motivation and suboptimal learning outcomes.

The systematic implementation through three stages—*Muraja'ah*, ziyadah, and *Tasmi'*—created an interactive and engaging learning environment. This structured approach aligns with the principles of active learning proposed by Uno and Mohamad (2011), who state that varied and systematic learning activities increase student participation and learning effectiveness. Students'

active involvement in each stage demonstrates the success of the method in creating engaging learning experiences.

The implementation of *Muraja'ah* as the first stage is particularly significant for maintaining memorization quality. This practice is grounded in cognitive psychology research showing that repeated retrieval strengthens memory consolidation (Baduwailan, 2019). Cece Abdulwaly (2020) emphasizes that *Muraja'ah* is not merely mechanical repetition but involves active recall that reinforces neural connections, making memorization more stable and accessible for long-term retention. The transformation in learning evaluation reflects a comprehensive understanding of educational assessment principles. Before implementation, evaluation was limited to product assessment (memorization submission), without attention to process evaluation and learning development. This situation is consistent with Nana Sudjana's (1991) observations that many educational institutions focus on summative assessment without adequate formative evaluation to support learning progress.

After implementation, evaluation became more comprehensive through three mechanisms: formative evaluation through daily *Muraja'ah*, summative evaluation through *Tasmi'* sessions, and process evaluation through continuous observation. This comprehensive evaluation approach is supported by Slameto (2010) and Jamaluddin et al. (2022), who argue that multi-dimensional evaluation provides better understanding of student learning progress and helps identify areas requiring additional support and improvement. The use of *Tasmi'* as both evaluation instrument and motivational tool is a distinctive feature of this method. The teacher's explanation that *Tasmi'* makes students more prepared and confident reflects the dual function of the method. Sardiman (2007) explains that evaluation functions not only to measure achievement but also to motivate learners to learn more effectively and take responsibility for their learning progress.

This research found that *Tasmi'* and *Muraja'ah* methods significantly increased student learning motivation. Students showed increased enthusiasm, discipline, self-confidence, and responsibility for their memorization. This finding aligns with motivation theory by Sardiman (2007) and Uno and Mohamad (2011), which posits that learning motivation increases when learners have clear goals, receive regular feedback, and experience achievement.

The increase in intrinsic motivation is particularly noteworthy. The teacher's observation that students want to perform better during *Tasmi'* sessions indicates the emergence of internal drive to achieve excellence. This finding supports the motivation theory proposed by Dimyati and Mudjiono (2007), explaining that intrinsic motivation develops when learners experience satisfaction from their learning achievements and recognize the value of learning activities themselves.

The increase in extrinsic motivation through teacher support, reward systems, and conducive learning environment also contributed to improved learning outcomes. Ali Muhammad and Asrori (2010) found that extrinsic motivation, such as praise and encouragement, can strengthen intrinsic motivation and increase learning persistence in younger students who may need external reinforcement to maintain effort and engagement.

The research findings demonstrate that *Tasmi'* and *Muraja'ah* methods effectively improve Quran memorization ability across all measured indicators. Students showed improved fluency, reduced tajwid errors, and stronger long-term retention. These improvements are consistent with the theory of memorization proposed by Ahsin Sakho (2017), which emphasizes that systematic repetition and correct recitation practice are essential for quality Quran memorization.

Improved fluency indicates that students' memorization has become more consolidated in long-term memory. This aligns with Al-Ghautsani's (2010) explanation that regular *Muraja'ah* helps strengthen neural pathways associated with memorized material, making recall more automatic and smoother. The reduced tajwid errors demonstrates increased quality of recitation through systematic correction and practice during both *Muraja'ah* and *Tasmi'* sessions. Stronger long-term retention reflects the effectiveness of the method in transferring information to long-term memory. Madyan (2006) explained that knowledge retention requires consistent repetition and contextual learning experiences. The research findings confirm that the combination of *Muraja'ah* for repetition and *Tasmi'* for active recall and correction supports the memory consolidation process and strengthens long-term retention.

The findings of this research align with previous studies while extending existing knowledge. Consistent with Qomariyah's (2017) research on the Takrir method, this study found that consistent repetition is essential for Quran memorization. However, this research extends previous findings by demonstrating the effectiveness of combining *Tasmi'* and *Muraja'ah* in a complementary manner, where *Tasmi'* serves as both evaluation tool and motivation enhancement. This research also supports Hasanah's (2015) findings regarding the effectiveness of *sima'an/Tasmi'* for maintaining memorization quality. The current research extends these findings by documenting the process of integrating *Tasmi'* with *Muraja'ah* in a structured learning sequence, providing a more comprehensive model for Tahfidz learning at the primary education level.

The findings also complement Fakhrudin's (2015) research on the implementation of the *Muraja'ah* method for learning success. However, the current research provides a more comprehensive picture by combining *Muraja'ah* with *Tasmi'*, which serves to both evaluate and enhance the quality of memorization. This combination addresses the limitation in previous studies that tended to focus on each method separately without examining their synergistic effects.

5. CONCLUSION AND SUGGESTIONS

This research concludes that the implementation of *Tasmi'* and *Muraja'ah* methods significantly improves Tahfidz learning quality at MI Miftahul Huda Agom. The transformation in learning planning from unstructured to systematic includes the formulation of specific learning objectives, establishment of clear achievement indicators, and setting of gradual memorization targets. These planning improvements enable teachers to manage learning more effectively and provide students with clear direction and measurable goals for their memorization achievement.

The implementation of *Tasmi'* and *Muraja'ah* methods creates a more interactive, structured, and effective learning environment. The three-stage process—*Muraja'ah*, *ziyadah*, and *Tasmi'*—ensures balanced attention to memorization addition and maintenance, while also serving as

effective evaluation mechanisms. Learning evaluation develops from simple assessment to comprehensive and sustainable evaluation, covering both learning outcomes and processes. The method effectively increases student learning motivation and memorization ability, with significant improvements in fluency, tajwid accuracy, and long-term retention, indicating the method's effectiveness in improving Tahfidz learning quality and achieving desired educational outcomes.

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