



THE APPLICATION OF THE *PAKISTANI TAHFIZH METHOD* IN IMPROVING THE QUALITY OF MEMORIZATION OF STUDENTS AT THE *UMMUL QURO' TAHFIZH BOARDING SCHOOL* PALOPO CITY

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Abstract

This thesis discusses the application of the Tahfizh Pakistani Method in improving the quality of memorization of students at the Ummul Quro' Tahfizh Boarding School in Palopo City. This study aims to determine how the process of implementing the Tahfizh Pakistani method and the results of its application to improve the quality of memorization of students. This study uses the Classroom Action Research (CAR) approach of the Kemmis and McTaggart model which consists of four stages: planning, action, observation, and reflection, which are carried out in two cycles. Data collection techniques use observation, documentation, and oral memorization tests. The results of the study showed that the application of the Tahfizh Pakistani method significantly improved the quality of students' memorization. Teacher activity increased from 77.88 % in cycle I to 90.38% in cycle II, while student activity increased from 73.68% to 93.42%. The results of the student memorization test showed that in cycle I, only 6 out of 11 students (54.5%) completed the process, with an average score of 12.18 (very good category) , while in cycle II it increased to 9 students (81.8%) with an average score of 13.27 (very good category) . Thus, the application of this method has been proven effective in improving the quality of students' memorization at the tahfizh boarding school.

Keywords: Tahfizh Pakistani , Al-Qur'an memorization, memorization quality, PTK, Ummul Quro'

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1. INTRODUCTION

The Qur'an is a holy book that serves as a guide and direction for human life, it contains warnings or promises in the form of rewards or punishments. The Koran also contains commands as in QS. AL-Alaq /96/1-5 was first revealed which reads:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

Translation :

(1). Read with (mentioning) the name of your God who created, (2). He created man from a clot of blood. (3). Read, and your Lord is the Most Gracious, (4). Who teaches (humans) through kalam. (5). He taught man what was unknown.¹

The greatest specialty of the Qur'an is that it is the only holy book that has been memorized by many people in the world. There is no holy book that is memorized in its letters, sentences, surahs and even harakat like the Qur'an. It is remembered in the hearts and minds of those who memorize it, and is the only holy book whose purity is guaranteed by Allah until the end of time, which will not change, whether it is added to or subtracted from.² Not a single letter has changed or shifted from its place, and not a single letter could possibly be inserted into it.

Allah SWT. has guaranteed the authenticity of the Qur'an as stated in QS.Al-Hijr/15/9.

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ ٩

Translation:

*Indeed, it is We who sent down the Qur'an and surely We (also) preserve it.*³

¹ Ministry of Religion of the Republic of Indonesia , *The Qur'an and its Translation* , (Quran Printing Unit: Bogor , 2018), 96: 1-5 .

² Qomariah, Nurul, and Mohammad Irsyad , *A Quick and Easy Method for Children to Memorize the Quran* (Yogyakarta: Semesta Hikmah , 2016) , 13.

³ Ministry of Religion of the Republic of Indonesia , *The Qur'an and its Translation* , (Quran Printing Unit: Bogor , 2018), 15:9



This verse contains *taw kid* (emphasis), with the letter "*inna*" and the inclusion of *lam muakkidah* (strengthening lam) to the news "*lahafidzun* ." This means that Allah truly guarantees the purity of the Quran until the end of time.

Especially for Qur'an students who always practice their knowledge, Allah swt. giving priority as said by the prophet Muhammad *sallallaahu 'alaihi wa sallam* :

حَدَّثَنَا نَصْرُ بْنُ عَلِيٍّ حَدَّثَنَا عَبْدُ الصَّمَدِ بْنُ عَبْدِ الْوَارِثِ أَخْبَرَنَا شُعْبَةُ عَنْ عَاصِمٍ عَنْ أَبِي صَالِحٍ عَنْ أَبِي هُرَيْرَةَ عَنْ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ يَجِيءُ الْقُرْآنُ يَوْمَ الْقِيَامَةِ فَيَقُولُ يَا رَبِّ حَلِّهِ فَيُلْبَسُ تَاجَ الْكَرَامَةِ ثُمَّ يَقُولُ يَا رَبِّ زِدْهُ فَيُلْبَسُ حُلَّةَ الْكَرَامَةِ ثُمَّ يَقُولُ يَا رَبِّ ارْضَ عَنْهُ فَيَرْضَى عَنْهُ فَيَقَالُ لَهُ افْرَأْ وَارْقَ وَتَزَادُ بِكُلِّ آيَةٍ حَسَنَةً قَالَ أَبُو عِيسَى هَذَا حَدِيثٌ حَسَنٌ صَحِيحٌ. (رواه الترمذي).

It means:

"It has been told to us that Nasr bin Ali has told us that Abdushshamad bin Abdul Warits, from Ashim from Abu Salih from Abu Hurairah from the Prophet SAW. said : The owner (the person who diligently reads and practices) the Koran comes on the Day of Resurrection, and he says: "O my Lord decorate it", then he is decorated with a crown of glory, then he says: "O Lord! Add !, then he was added with the decorations of glory, then he said: "O God! Accept (the gift) from You, then it was said (to him): Read and climb (on the ladder of heaven) and he was added with every verse (of the Qur'an) one good thing." Abu Isa said; This hadith is authentic." (HR. At-Tirmidhi) .⁴

A person who memorizes the Qur'an is required to have a high level of interest in the Qur'an. One way is by knowing the virtues, wisdom, and methods of memorizing it. Memorizing the Al-Quran is *fardhu kifayah* , meaning that not all Muslims are required to memorize the Al-Quran. This obligation is already sufficiently fulfilled by the presence of some who are able to memorize it. ⁵Every Muslim naturally aspires to memorize the Quran and feels capable of doing so by consistently reciting it, memorizing chapter by chapter, and chapter by chapter. However, various inner whispers and distractions make us lazy and unmotivated, citing various reasons such as the many similar chapters, difficult words, limited time, and other busy schedules.⁶ Memorizing the Koran is not an easy matter but it is also not impossible. Therefore, those who memorize the Qur'an need strong motivation and desire within

⁴ Moh. Zuhri, *Translation of Sunan At-Tirmidhi*, Volume 4, 1st Edition, (Semarang: CV. Asy-Syifa', 1992), 509.

⁵Mukhlisoh Zawawie, *P-M3 Al-Qur'an Guide to Reading, Listening and Memorizing the Al-Quran* , (Solo: PT Tiga Serangkai Mandiri, 2011) , 71 .

⁶ Sholih bin Fauzan Al Fauzan, *The Miracle of Learning the Qur'an, Achieving Glory with the Qur'an* , (Solo: Al Qowwam, 2007) , 47.



themselves, enthusiasm, sincere intentions, and strong determination to memorize, maintain, and practice the verses they have memorized.

Everyone has their own method and different ways of memorizing the Quran. Method is crucial for achieving success in memorizing the Quran. The success or failure of an objective is determined by the method which is an integral part of the learning system. A method is considered good and appropriate if it can achieve its intended goal. Likewise, in memorizing the Quran, a good and appropriate method will have a strong influence on the memorization process, thus ensuring success.

This is the urgency of methods in the educational and teaching process. A teaching and learning process can be said to be unsuccessful if it does not utilize methods. Methods are second only to objectives in a series of learning components: objectives, methods, materials, and evaluation.⁷ Therefore, a teacher should be able to master and have teaching methods and strategies that are considered suitable for the topic to be taught.⁸ In memorizing the Al-Quran, an effective and efficient method is needed to facilitate memorization and strengthen memorization.

The method that will be applied in this research is the *Tahfizh Pakistani method* accompanied by a new form of innovation in its application, through innovation it is hoped that it can stimulate creativity in memorizing and increase collaboration.⁹ This method is still relatively rare in Indonesia, as there are very few *Islamic* boarding schools that practice Qur'an memorization. In implementing this Qur'an memorization program, the *Ummul Quro'* Palopo Islamic Boarding School will implement the method. This *Pakistani* is to support and help make it easier for students in the process of memorizing and maintaining the quality of memorizing the Al-Quran.

Based on the results of the researcher's observations on June 24, 2024, the *Ummul Quro'* City Al-Qur'an *Tahfizh Islamic Boarding School* Palopo is specifically for students who memorize the Al-Quran and is a non-formal educational institution. The number of students at this boarding school is 12 people, the students at this Islamic boarding school are on average graduates of MI/SD level with a 3-year study program targeted to be completed. In this Islamic boarding school, the memorization method has been implemented, namely *Thariqah Tasalsuli*. The *Thariqah Tasalsuli* method can be interpreted as memorizing in a chain. This method is to read the first verse, then repeat it to memorize it and do the same for the following verses until you reach the daily target. For the rest of the old (previous) memorization, the students repeat it independently. In addition to memorizing the Quran, the students are also given religious knowledge such as *aqidah*, *akhlak*, *fiqh*, and *tauhid*, as well as other activities.

⁷ Armai Arief, *Introduction to Islamic Educational Science and Methodology*, (Jakarta: Ciputat P er s, 2002),109.

⁸ Hasriadi, "The Effect of E-Learning on the Learning Outcomes of Islamic Religious Education Students," *IQRO: Journal of Islamic Education* 3, no. 1 (2020): 59–70. <https://doi.org/10.24256/iqro.v3i1.1429>.

⁹ Munir Yusuf, *21st-Century Educational Innovation: Perspectives, Challenges, and Current Practices* (Selat Media, 2023). Page 13



Based on what has been explained above, the researcher assesses that the method applied by the Islamic boarding school is quite effective, but it is too focused on increasing the number of memorizations, and there is no assembly for depositing old (previous) memorizations to the ustadz, there is only an assembly for connecting verses and only expecting independent awareness from the students to maintain the quality of old (previous) memorizations. The researcher assesses that students still need to be monitored in maintaining the quality of their memorization, so that in this study the researcher is interested in examining how the application of the *Tahfizh Pakistani method* in memorizing the Qur'an and murajaah is effective and efficient, in order to be able to answer the difficulties of students in memorizing the Qur'an and maintaining their memorization of the Qur'an. Of course, this will be a good forum amidst the increasing desire of students to memorize the Qur'an in today's era. This is an effort to overcome various existing problems, both internal and external in the learning process. The increase in memorization here is not only from the number or quantity alone, but how the memorizers of the Qur'an are able to memorize the targeted amount with good memorization, tahsin and tajwid quality abilities and have good morals as taught in the Qur'an. With this background, the researcher is interested in conducting this research with the title "Application of the *Tahfizh Method*" Pakistani in Improving the Quality of Memorization of Students at the *Ummul Quro ' Al-Qur'an Tahfizh Islamic Boarding School* in Palopo City .

2. RESEARCH METHOD

This research uses the Classroom Action Research (CAR) method. This classroom action research was conducted to improve the quality of learning .¹⁰ Action research carried out in the classroom when learning is taking place, the research used by the researcher is to identify difficulties in the teaching and learning process, both from the teacher/student perspective.

So this research refers to the diagnostic type of PTK, namely research that is designed to guide researchers to an action. In this case, the researcher diagnoses and enters the situation contained in the research background. By implementing this PTK, researchers are expected to be able to diagnose the level of effectiveness of the program at the *Ummul Quro' Palopo Tahfizhul Quran Islamic Boarding School* and apply the methods that researchers consider to be the most effective. Researchers chose this PTK to increase the amount of memorization and maintain the quality of memorization of students at the *Ummul Quro' Tahfizh Boarding School* in Palopo City.

According to the Big Indonesian Dictionary, a subject is something that is discussed, studied, and researched.¹¹ Based on the above understanding, it can be understood that the

¹⁰Kunandar, *Young Steps in Classroom Action Research as Teacher Professional Development*, (Jakarta: PT Raja Grafindo Persada, 2011), 46.

¹¹Department of National Education, *Big Indonesian Dictionary*, (Jakarta: Balai Pustaka, 2005) , 1905.



research subjects in this proposal are students at the Ummul Quro' Tahfizh Boarding School in Palopo City .

This research was conducted for approximately 1 (one) month, namely from August to September 2024. The location of this research was at the Ummul Quro' Tahfizh Islamic Boarding School , Jalan H. Hasan, No. 19, Ponjalae Village, Wara Timur District, Palopo City.

3. FINDINGS AND DISCUSSION

A. Description of Research Data

Cycle 1

1. Planning

During the planning stage, an initial identification of the students' needs regarding improving the quality of their Quran memorization was conducted. Initial observations indicated that some students faced difficulties in maintaining consistent memorization and frequently made mistakes in murojaah (repetition). Therefore, the Tahfizh Pakistani method was implemented. chosen as the approach to be implemented to address the problem. Planning activities include:

- a) **Schedule Preparation** : Create a daily program that is in accordance with the Tahfizh Pakistani method, including a schedule for memorization, review, and evaluation.
- b) **Initial Training** : Providing direction to students regarding the procedures for the *Pakistani Tahfizh method* , and the things they want to achieve.
- c) **Coordination with Islamic Boarding School Teachers** : Involve Islamic boarding school teachers to ensure that the implementation of the method goes according to plan and coordinate with each other if there are any obstacles.

2. Implementation

In the implementation stage, the *Tahfizh Pakistani method* was applied for 1 month with the following steps:

- a) **SABAQ** (New Memorization Deposit):
 - Students start by reading and memorizing new verses according to daily targets.
 - *sabaq* process is carried out by repeatedly reading 1 page 8-10 times until the student feels confident that he has mastered it.
 - After that, the students try to memorize it verse by verse.
 - The students took turns submitting their new memorization to the ustadz from 1:00 PM to 3:05 PM. The submission process involved first submitting five pages of *sabqi* (*memorization*), followed by one page of *sabaq* (*memorization*). The total number of memorization pages they submitted to the ustadz was six, consisting of five pages of *sabqi* and one page of *sabaq*.
 - The teacher provides corrections if there are errors and ensures that the students achieve accuracy in memorizing.
- b) **SABQI** (New Memorization Recitation):



- *Sabqi* is a review of new memorizations learned in previous days. Each student is required to review the last five pages they memorized.
 - *Sabqi* activities are generally carried out individually in the morning before starting a new memorization, but here the researcher combines *Sabaq and Sabqi* so that students not only focus on increasing memorization, but also focus on maintaining previous memorization. The combination of *Sabaq and Sabqi* is expected to make it easier for students when preparing for *mukammal / sima'an* 1 Juz.
 - Each student may submit their memorization of *Sabaq* only after they have successfully submitted 5 pages of *Sabqi*.
- c) **MANZIL** (Old Memorized Muroja'ah):
- *Manzil* is the activity of repeating old memorization to keep it intact.
 - This activity is carried out in pairs between Maghrib and Isha prayers. Students listen to each other's memorization. The teacher also instructs students to note *their partner's mistakes* as a reflection to ensure the quality of their memorization is maintained.
 - *manzil* deposits is 10 pages (half a Juz).
- d) **Motivation and Reinforcement (Thargiban) :**

At this stage the teacher provides motivation to the students to always be enthusiastic in adding and maintaining their memorization, as well as conveying the advantages (benefits) for people who memorize the Qur'an so that students continue to be enthusiastic and It's not easy to get bored during the memorization process. In addition, the instructor also provides tips and methods for students to manage their time while memorizing the Quran.

3. Observation Stage

In the observation stage, observations were made during the learning process in cycle I of student learning activities during the learning process. Observations of teacher activities used the teacher activity observation sheet instrument, observation of student activities used the student activity sheet instrument and tests used the student learning test sheet conducted after the learning process. The observer of teacher activities and observation of student activities were observed by the head of *tahfizh*, Ustadz Amal.

The results of the analysis obtained from observations of teacher activities, observations of student activities, and the results of learning tests are presented below.

a. Observation of Teacher Activities in Cycle I

The analysis data obtained from observations of teacher activities in cycle I during the learning process can be seen in the following table:

Table 4.2 Data from the Results of the Analysis of Observations of Teacher Activities in Cycle I



No.	Aspects observed	Score	Information
Sabaq & Sabqi Stage			
1	The teacher greets the students.	4	Very good
2	The teacher leads a group prayer and checks attendance.	4	Very good
3	The teacher explains the objectives of the sabaq and sabqi methods.	3	Good
4	The teacher directs the students to submit the last 5 pages of memorization (sabqi) + new memorization (sabaq)	3	Good
5	The teacher listens to the students' memorization individually.	3	Good
6	The teacher provides corrections if there are mistakes.	3	Good
7	The teacher assesses the fluency and quality of the students' memorization.	3	Good
8	The teacher notes down mistakes for improvement.	4	Very good
9	The teacher gives targets/motivation to the students	3	Good
10	The teacher invites the students to read the closing prayer	4	Very good
Mandzil stage (rote repetition)			
11.	The teacher greets and motivates the students to maintain memorization.	3	Very good
12.	The teacher leads a prayer together and checks attendance.	4	Very good
13.	The teacher explains the purpose of maintaining memorization using the mandzil method.	3	Good
14.	The teacher determines the <i>sima'an pairs</i> of students	3	Good
15.	The teacher directs the students to listen to each other's old memorization with their assigned partners.	3	Good
16.	The teacher directs the students to correct and note down any errors in their partner's memorization.	2	Enough
17.	The teacher gives targets/motivation to the students	3	Good
18.	The teacher invites the students to read the closing prayer together .	3	Good
Oral memorization test			
19.	The teacher greets the students	3	Good
20.	The teacher leads a group prayer and checks the students' attendance.	4	Very good
21.	The teacher directs the students to progress in memorizing the material obtained during 1 cycle.	3	Good
22.	The teacher gives corrections if there are errors.	3	Good
23.	The teacher assesses the fluency and quality of the students' memorization.	2	Enough
24.	The teacher notes down mistakes for improvement.	2	Enough
25.	The teacher gives targets/motivation to the students	3	Good
26.	The teacher invites the students to read the closing prayer together.	3	Good
Amount		81	



Based on table 4.2 data from the results of the analysis of teacher activities above, the data results were analyzed using the percentage formula as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{81}{104} \times 100\%$$

$$P = 77,88\%$$

The results of this analysis were then categorized using a table of teacher activity assessment criteria. The percentage of 77.88 % was categorized as good. Therefore, it can be concluded that teacher activity in the learning process using the *Pakistani Tahfizh method* met the good criteria.

b. Observation of Student Activities in Cycle I

Data from the analysis of observations of student activities obtained in cycle I during the learning process can be seen in the following table:

Table 4.3 Data from the Results of Observation Analysis of Student Activities in Cycle I

No.	Aspects observed	Score	Information
Sabaq & Sabqi Stage			
1	The students answered the greeting .	4	Very good
2	Students pray together and answer the attendance	4	Very good
3	Students listen to the teacher's explanation about the aims of <i>the Sabaq</i> and <i>Sabqi methods</i> .	3	Good
4	Students queue to submit the last 5 pages of memorization (sabqi) + new memorization (sabaq).	2	Enough
5	Students correct their reading if there are corrections.	3	Good
6	Students listen to <i>targhib</i> / motivation from the teacher.	3	Good
7	The students read the closing prayer together.	4	Very good
Mandzil stage (rote repetition)			
8.	Students respond to greetings and listen to motivation to maintain old memorization.	3	Good
9.	The students prayed together before starting to repeat the memorization.	4	Very good
10.	Students listen to the teacher's explanation regarding the aim of maintaining memorization using the mandzil method.	2	Enough
11.	Students gather together with partners determined by the teacher.	3	Good
12.	Students listen to old memorization with predetermined partners	3	Good
13.	Students correct and note down any errors in their partner's memorization.	3	Good
Oral memorization test			
14.	Students answer greetings	3	Good
15.	Students pray together and answer the attendance	3	Good



16.	Students advance memorization deposits obtained during 1 cycle	2	Enough
17.	Students correct their reading if there are corrections.	2	Enough
18.	Students listen to targhib/motivation from the teacher	2	Enough
19.	Students read the closing prayer together	3	Good
amount			

Based on table 4.2 data from the results of the analysis of student activities above, the data results were analyzed using the percentage formula as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{56}{76} \times 100\%$$

$$P = 73,68\%$$

The analysis results were then categorized using a table of student activity assessment criteria. The percentage of 73.68 % was categorized as good. Therefore, it can be concluded that student activity in the learning process using the *Pakistani tahfizh method* achieved 73.68%, which is considered good.

c. Results of student tests in cycle I

After the learning process in cycle I, the teacher gave an oral memorization test at the end of the cycle by directing the students to come forward one by one to submit the memorization they had obtained during 1 cycle. This test was followed by 11 students with the aim of knowing the learning outcomes of students after the implementation of the *Tahfizh Pakistani method* with the Minimum Completion Criteria (KKM) set at **جيد جدا (Jayyid Jiddan/Very Good)** where the score range is 11-15 . The data on the results of the student learning test in cycle I can be seen in the following table as follows:

Table 4.4 Student Test Results for Cycle I

No.	Name	Number of memorizations	Mark	Category
1.	Abdul Rohim	8 pages	ممتاز (16)	Completed
2.	Naim	7 pages	جيد جدا (13)	Completed
3.	Ahmad Mufid Hakam	5 pages	جيد جدا (14)	Not finished
4.	Muh. Rafa	3 pages	رسوب (5)	Not Completed
5.	Muhammad Faiz	5 pages	جيد جدا (13)	Not finished
6.	Hardiansyah	6 pages	جيد جدا (11)	Completed
7.	Sultan Raka Anugrah	6 pages	ممتاز (17)	Completed
8.	Abd. Muiz	6 pages	جيد جدا (15)	Completed
9.	Arsya Bintang	4 pages	جيد (7)	Not finished
10.	Muh. Dimas	5 pages	جيد (9)	Not finished
11.	Dzulkifli	6 pages	جيد جدا (14)	Completed



Total	134
Average	جيد جدا (12,18)

Table 4.4 shows that the results of the oral memorization test of students at the Ummul Quro' *Tahfizh* Islamic Boarding School obtained an average score of 12.18 and to calculate the average score the formula used is :

$$X = \frac{\sum X}{\sum N}$$

$$X = \frac{134}{11}$$

$$X = 12,18$$

After obtaining the average scores, the researchers classified them based on their level of success. To analyze the percentage of student learning success, the researchers used the following formula:

$$Persentase = \frac{Jumlah\ siswa\ yang\ tuntas\ belajar}{Jumlah\ seluruh\ siswa} \times 100\%$$

$$Persentase = \frac{6}{11} \times 100\%$$

$$Persentase = 54,5\%$$

The level of completion in the application of the *Pakistani tahfizh method* at the Ummul Quro' *Tahfizh* Boarding School is 70%, this means student learning completion has not been achieved in cycle I, therefore needed repair on cycle II.

4. Reflection Stage

Reflection done after pass stage planning, action And observation. This is done to find out the shortcomings that were made in cycle I and to evaluate actions or things that need to be improved on moment planning on cycle furthermore. Furthermore researchers collaborate with the ustadz to discuss the results data Which obtained from activity implementation action And observation, it is known that the results of the application of the *Pakistani tahfizh* method on cycle I haven't show the success that satisfying.

Pakistani tahfizh method through oral memorization tests in cycle I, data can be obtained. oral memorization test results students in the implementation of the *Pakistani tahfizh method* cycle I Which done to 11 students , show as many as 6 students or 54.5 % obtained scores that reached the KKM, And 5 people students or 45.5% get mark Which Not yet reach mark KKM. Percentage of KKM achievement new reached 54.4 % while the target by researchers is 70% students must reach KKM.

There are still several implementations of cycle I in the learning process shortcomings and several obstacles that occurred. Seen from the results of observations Which done by observer in observation student activities , researchers found that students still lack understanding of the objectives of the method, students also still have difficulty in depositing *sabqi* and of course this affects the deposit of *sabaq* where *sabaq* can be deposited if the student has succeeded in depositing his *sabqi* , this obstacle also affects the results of the oral



memorization test. Based on the results of interviews with several students, researchers concluded that the cause of the above obstacles was due to students not being accustomed to managing their time well. Researchers are still not optimal in guide, encourage And controlling students inside and outside program hours, this causes a lack of initiative and enthusiasm among students in the process of memorizing and maintaining their memorization.

Therefore, to improve the deficiencies in cycle I, Therefore, the research needs to be continued in cycle II by making improvements to cycle I, such as, researchers must be able to provide more complex motivation (*targhiban*), not only conveying *the virtues* of memorizing but also conveying stories of pious people or their personal experiences in the process of memorizing the Qur'an so that Students can be more motivated and take initiative in maximizing their time in the process of memorizing the Qur'an, researchers must also be able to work together with teachers at the Islamic boarding school to be more optimal in controlling and guiding students inside and outside program hours.

Cycle II

Learning implementation activities in cycle II were carried out 10 times. learning meetings (2 weeks), and 1 meeting for an oral memorization test cycle II. In implementation cycle II done with four stage that is planning, implementation, observation, and reflection. These four stages as following:

1. Planning

During the planning stage, the students' needs were identified regarding improving the quality of their Quran memorization. Observations showed that some students faced difficulties in maintaining consistent memorization and were not accustomed to managing their time for reviewing (remembering). Therefore, the *Tahfizh method was implemented. Pakistani* was chosen as the approach to address these issues. Planning activities include:

- a) **Schedule Preparation** : Create a daily program that is in accordance with the Tahfizh Pakistani method, including a schedule for memorization, muroja'ah, and evaluation.
- b) **Initial Training** : Providing direction to students regarding the procedures for the *Pakistani Tahfizh method*, and the things they want to achieve.
- c) **Coordination with Islamic Boarding School Teachers** : Involve Islamic boarding school teachers to ensure that the implementation of the method goes according to plan and coordinate with each other if there are any obstacles.

2. Implementation

In the implementation stage of cycle II, the *Tahfizh Pakistani method* was applied for 2 weeks with the following steps:

- a) **SABAQ (New Memorization Deposit):**
 - Students start by reading and memorizing new verses according to daily targets.
 - *sabaq* process is carried out by repeatedly reading 1 page 8-10 times until the student feels confident that he has mastered it.
 - After that, the students try to memorize it verse by verse.



- The students took turns submitting their new memorization to the ustadz from 1:00 PM to 3:05 PM. The submission process involved first submitting five pages of *sabqi* (memorization), followed by one page of *sabaq* (memorization). The total number of memorization pages they submitted to the ustadz was six, consisting of five pages of *sabqi* and one page of *sabaq*.
 - The teacher provides corrections if there are errors and ensures that the students achieve accuracy in memorizing.
- b) **SABQI** (New Memorization Recitation):
- *Sabqi* is a review of new memorizations learned in previous days. Each student is required to review the last five pages they memorized.
 - *Sabqi* activities are generally carried out individually in the morning before starting a new memorization, but here the researcher combines *Sabaq* and *Sabqi* so that students not only focus on increasing memorization, but also focus on maintaining previous memorization. The combination of *Sabaq* and *Sabqi* is expected to make it easier for students when preparing for *mukammal* / *sima'an* 1 Juz.
 - Each student may submit their memorization of *Sabaq* only after they have successfully submitted 5 pages of *Sabqi* .
- c) **MANZIL** (Old Memorized Muroja'ah):
- *Manzil* is the activity of repeating old memorization to keep it intact.
 - This activity is carried out in pairs between Maghrib and Isha prayers. Students listen to each other's memorization. The teacher also instructs students to note *their partner 's mistakes* as a reflection to ensure the quality of their memorization is maintained.
 - *manzil* deposits is 10 pages (half a Juz).
- d) **Motivation and Reinforcement (Thargiban) :**
- At this stage, the teacher provides motivation to the students to always be enthusiastic in increasing and maintaining their memorization, and conveys *the benefits* for those who memorize the Al-Quran, not only conveying *the benefits of* memorizing but also conveying stories of pious people or their personal experiences in the process of memorizing the Al-Quran, besides that, the teacher also provides tips/methods to the students so that Students can be more motivated and take initiative in maximizing and dividing their time during the process of memorizing the Qur'an .

3. Observation Stage

In the observation stage, observations were made during the learning process in cycle II of the student learning activities during the learning process. Observations of teacher activities used the teacher activity observation sheet instrument, observation of student activities used the student activity sheet instrument, and tests used the student learning test



sheet conducted after the learning process. The observer of teacher activities and observation of student activities were observed by the head of *the tahfizh* Ustadz Amal.

The results of the analysis obtained from observations of teacher activities, observations of student activities, and the results of learning tests are presented below.

a. Observation of Teacher Activities Cycle II

The analysis data obtained from observations of teacher activities in cycle II during the learning process can be seen in the following table:

Table 4.5 Data from the Results of the Analysis of Observations of Teacher Activities in Cycle II



No.	Aspects observed	Score	Information
Sabaq & Sabqi Stage			
1	The teacher greets the students.	4	Very good
2	The teacher leads a group prayer and checks attendance.	4	Very good
3	The teacher explains the objectives of the sabaq and sabqi methods.	3	Very good
4	The teacher directs the students to submit the last 5 pages of memorization (sabqi) + new memorization (sabaq)	4	Very good
5	The teacher listens to the students' memorization individually.	3	Good
6	The teacher provides corrections if there are mistakes.	4	Very good
7	The teacher assesses the fluency and quality of the students' memorization.	3	Good
8	The teacher notes down mistakes for improvement.	4	Very good
9	The teacher gives targets/motivation to the students	4	Very good
10	The teacher invites the students to read the closing prayer	4	Very good
Mandzil stage (rote repetition)			
11.	The teacher greets and motivates the students to maintain memorization.	4	Very good
12.	The teacher leads a prayer together and checks attendance.	4	Very good
13.	The teacher explains the purpose of maintaining memorization using the mandzil method.	3	Very good
14.	The teacher determines <i>the sima'an pairs</i> of students	3	Good
15.	The teacher directs the students to listen to each other's old memorization with their assigned partners.	3	Good
16.	The teacher directs the students to correct and note down any errors in their partner's memorization.	4	Enough
17.	The teacher gives targets/motivation to the students	4	Very good
18.	The teacher invites the students to read the closing prayer together .	3	Good
Oral memorization test			
19.	The teacher greets the students	4	Very good
20.	The teacher leads a group prayer and checks the students' attendance.	4	Very good
21.	The teacher directs the students to progress in memorizing the material obtained during 1 cycle.	4	Good
22.	The teacher gives corrections if there are errors.	3	Good
23.	The teacher assesses the fluency and quality of the students' memorization.	3	Enough
24.	The teacher notes down mistakes for improvement.	3	Enough
25.	The teacher gives targets/motivation to the students	4	Good
26.	The teacher invites the students to read the closing prayer together.	4	Good
Amount			94



Based on table 4.5 of the data from the analysis of teacher activities above, the data results were analyzed using the percentage formula as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{94}{104} \times 100\%$$

$$P = 90,38\%$$

The results of this analysis were then categorized using a table of teacher activity assessment criteria. The percentage of 90.38 % was classified as very good. Therefore, it can be concluded that teacher activity in the learning process using the *Pakistani tahfizh method* achieved very good criteria.

b. Observation of Student Activities in Cycle II

Data from the analysis of observations of student activities obtained in cycle II during the learning process can be seen in the following table:

Table 4.6 Data from the Results of Observation Analysis of Student Activities in Cycle II

No.	Aspects observed	Score	Information
Sabaq & Sabqi Stage			
1	The students answered the greeting .	4	Very good
2	Students pray together and answer the attendance	4	Very good
3	Students listen to the teacher's explanation about the aims of <i>the Sabaq</i> and <i>Sabqi methods</i> .	4	Good
4	Students queue to submit the last 5 pages of memorization (sabqi) + new memorization (sabaq).	3	Enough
5	Students correct their reading if there are corrections.	4	Very good
6	Students listen to <i>targhib</i> / motivation from the teacher.	4	Very good
7	The students read the closing prayer together.	4	Very good
Mandzil stage (rote repetition)			
8.	Students respond to greetings and listen to motivation to maintain old memorization.	4	Good
9.	The students prayed together before starting to repeat the memorization.	4	Very good
10.	Students listen to the teacher's explanation regarding the aim of maintaining memorization using the mandzil method.	4	Enough
11.	Students gather together with partners determined by the teacher.	4	Very good
12.	Students listen to old memorization with predetermined partners	4	Good
13.	Students correct and note down any errors in their partner's memorization.	3	Good
Oral memorization test			
14.	Students answer greetings	4	Very good
15.	Students pray together and answer the attendance	4	Very good



16.	Students advance memorization deposits obtained during 1 cycle	3	Good
17.	Students correct their reading if there are corrections.	3	Good
18.	Students listen to targhib/motivation from the teacher	4	Very good
19.	Students read the closing prayer together	3	Good
amount		71	

Based on table 4.6 of the data from the analysis of student activities above, the data results were analyzed using the percentage formula as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{71}{76} \times 100\%$$

$$P = 93,42\%$$

The results of this analysis were then categorized using a table of student activity assessment criteria. The percentage of 93.42 % was classified as very good. Therefore, it can be concluded that student activity in the learning process using the *Pakistani Tahfizh method* achieved very good criteria.

c. Results of student tests in cycle I I

After the learning process in cycle II, the teacher gave an oral memorization test at the end of the cycle by directing the students to come forward one by one to submit the memorization they had obtained during 1 cycle. This test was followed by 11 students with the aim of knowing the learning outcomes of students after the implementation of the *Tahfizh Pakistani method* with the Minimum Completion Criteria (KKM) set at **جيد جدا (Jayyid Jiddan/Very Good)** where the score range is 11-15 . The data on the results of the student learning test in cycle I can be seen in the following table as follows:

Table 4.7 Results of Cycle II Student Tests

No.	Name	Number of memorizations	Mark	Category
1.	Abdul Rohim	11 pages	ممتاز (16)	Completed
2.	Naim	10 pages	جيد جدا (13)	Completed
3.	Ahmad Mufid Hakam	8 pages	جيد جدا (14)	Completed
4.	Muh. Rafa	5 pages	جيد جدا (11)	Not Completed
5.	Muhammad Faiz	7 pages	جيد جدا (13)	Completed
6.	Hardiansyah	10 pages	جيد جدا (14)	Completed
7.	Sultan Raka Anugrah	10 pages	ممتاز (17)	Completed
8.	Abd. Muiz	8 pages	جيد جدا (15)	Completed
9.	Arsya Bintang	6 pages	جيد (9)	Not finished
10.	Muh. Dimas	6 pages	جيد جدا (11)	Completed
11.	Dzul kifli	8 pages	جيد جدا (13)	Completed



Total
Average

1 46
جيد جدا (13.27)

Table 4.7 shows that the results of the oral memorization test of students at the Ummul Quro' *Tahfizh* Islamic Boarding School obtained an average score of 13.27 and to calculate the average score the formula used is :

$$X = \frac{\sum X}{\sum N}$$

$$X = \frac{146}{11}$$

$$X = 13,27$$

After obtaining the average scores, the researchers classified them based on their level of success. To analyze the percentage of student learning success, the researchers used the following formula:

$$Persentase = \frac{Jumlah\ siswa\ yang\ tuntas\ belajar}{Jumlah\ seluruh\ siswa} \times 100\%$$

$$Persentase = \frac{9}{11} \times 100\%$$

$$Persentase = 81,8 \%$$

The level of completion in the application of the *Pakistani tahfizh method* at the Ummul Quro' *Tahfizh* Boarding School is 70%, this means student learning outcomes have been achieved in cycle II.

4. Reflection Stage

The process of implementing the *Tahfizh Pakistani method* in improving the quality of students' memorization has been completed, all stages and steps in the memorization process have been carried out well, this is based on observations during the learning process achieved in the observation sheet. The results of the oral memorization test of students at the *Ummul Quro' Tahfizh Islamic Boarding School* in cycle II showed good results and met the success indicators.

Therefore, the researcher concluded that the quality of students' memorization through the application of the *Tahfizh Pakistani method* experienced an increase. improvement. With thus process study Which researchers do with type Study Action Class (PTK) has succeed or complete, so that No need to continue research in the next cycle.

C. Discussion

This research is a classroom action research (CAR). It was conducted to improve the quality of students' memorization. The discussion is based on findings from observations of teacher activities, student activities, and the results of students' oral memorization tests in each cycle .

1. Results of Observations of Teacher Activities and Student Activities in the Learning



Process

Based on the observation data of teacher activities during the learning process using the Pakistani tahfizh method in cycle I, a percentage of 77.88% was obtained, which is included in the "good" category. Teachers have demonstrated competence in starting the lesson with greetings and prayers together, conveying the general objectives of the tahfizh method, and guiding students in submitting memorization both at the sabaq and sabqi stages. Teachers also actively provide corrections to students' memorization, note errors for improvement, and provide motivation. However, there are still several aspects that need to be improved, such as assistance in oral memorization tests and providing more structured feedback, especially in providing assessments and recording memorization errors more carefully. This is evident from the scores that are still around the "sufficient" category in this aspect. Overall, teachers have been able to manage learning well, but still need to improve the effectiveness of memorization reinforcement and management of oral memorization evaluations. Meanwhile, the results of observations of student activities in cycle I showed a percentage of 73.68% in the "good" category. At the sabaq and sabqi stages, most students responded to greetings, followed the opening prayer, and listened attentively to the teacher's explanation of the tahfizh method. However, in memorizing memorization, many students still showed limitations, especially in the fluency and accuracy of memorization, as indicated by sufficient scores on the memorization and reading correction indicators. Similarly, at the mandzil stage, students performed pair-based sima'an and noted their partner's memorization errors, although not yet fully optimal. In the oral memorization test, students tended to be passive and less prepared to memorize. This indicates that although students' learning activities were generally good, a more intensive approach is still needed to increase student independence and confidence in maintaining and memorizing memorization.

In cycle II, there was an increase in teacher activity, with a percentage of 90.38%, which is categorized as "very good." Improvements were evident in almost all observed aspects. Teachers were more skilled in conveying learning objectives, providing more precise corrections, recording errors in detail, and increasing motivation through more systematic targhib. In the oral memorization test, teachers began to show improvements in providing direction, correction, and assessment more fairly and comprehensively. This improvement indicates a good reflection of cycle I and the teachers' efforts to improve the implementation of the Pakistani tahfizh method more professionally and effectively. In line with the increase in teacher activity, student activity also increased in cycle II, with a percentage of 93.42% categorized as "very good." Students appeared more active in each stage of learning, including the sabaq, sabqi, and mandzil stages. They responded to greetings, participated in group prayers, listened attentively to teacher explanations, and showed positive responses to the directions given. Increased engagement was also evident in the memorization and partner correction processes, as well as in the oral memorization test, where students were better prepared. with their memorization and are better able to correct readings if there are errors. Learning motivation also appears to have increased, marked by active participation in each



session and increased awareness of the importance of maintaining memorization regularly. These results indicate that the application of the Pakistani tahfizh method not only has a positive impact on increasing the role of teachers in the learning process, but is also able to encourage students to be more active, disciplined, and responsible in maintaining their memorization. The improvement that occurred from cycle I to cycle II reflects the success of the corrective actions taken, and indicates that this method is worthy of being implemented continuously in the *tahfizh program*. This finding is in line with the basic principles of the *Pakistani tahfizh method* which emphasizes strengthening memorization through a combination of new deposits, repetition of old memorization, and active involvement of both teachers and students in a continuous and structured manner so as to improve the quality of students' memorization.

2. Results of Students' Oral Memorization Test

To measure the success of students in learning tahfizh using the Tahfizh Pakistani method, an evaluation was conducted in the form of an oral memorization test at the end of each cycle. This test aims to determine the learning outcomes of students in terms of the quality and quantity of memorization after participating in the entire series of activities. The assessment was based on the number of memorized pages submitted and classified into a certain score range. The Minimum Completion Criteria (KKM) determined in this study were students achieving ≥ 12 pages per month or 3 pages per week with a memorization quality score of **جيد جدا (Jayyid Jiddan/Very Good)** with a score range of 11–15. In cycle I, 11 students took the oral memorization test. Based on the evaluation results, only 6 students (54.5%) achieved the KKM with the “complete” category, while 5 students (45.5%) had not achieved the KKM and were declared “incomplete.” The average overall score obtained by students was 12.18, which is in the category of **جيد جدا (Very Good)**. However, the percentage of completion has not met the set target, which is a minimum of 70% of students must reach the complete category. This indicates that student learning outcomes in cycle I have not reached the classical success indicators. Reflection on the results in cycle I shows that there are several obstacles that hinder the success of learning. These include students' lack of understanding of the stages of the Tahfizh Pakistani method, difficulties in submitting sabqi, and less than optimal guidance from teachers, both inside and outside program hours. The results of the interview also revealed that some students have not been able to manage their time well, thus affecting the fluency in memorizing. Researchers also have not provided maximum motivation, only limited to conveying the virtues of memorizing, without being supported by a narrative approach such as inspirational stories that can inspire students' enthusiasm. Based on the evaluation and reflection, improvements were made in cycle II, namely by increasing the intensity of mentoring, providing more varied motivation, and collaborating with other teachers to optimize supervision and support for students. After improvements were made in cycle II, the test results showed a significant improvement. Of the 11 students who took the test, 9 students (81.8%) were declared to have completed the test, while 2 students (18.2%) had not reached the KKM. The average score obtained by students also increased to 13.27, which is in the **جيد جدا (Very**



Good) category. The increase in the average score and percentage of completion indicates that the learning success indicators have been achieved, in accordance with the target of at least 70% completion in the classroom. Reflection on the implementation of cycle II shows that learning has been more effective. Students showed increased motivation, involvement in the memorization process, and discipline in maintaining their memorization. The consistent and systematic application of the Tahfizh Pakistani method has been proven to have a positive influence on the quality of students' memorization, both in terms of the amount of memorization and in terms of accuracy and fluency in recitation. Thus, based on the results obtained in cycle II, it can be concluded that the application of the Tahfizh Pakistani method has succeeded in improving student learning outcomes in the form of oral memorization of the Qur'an. The research process carried out using the Classroom Action Research (CAR) approach was declared successful and complete, so it does not need to be continued to the next cycle.

4. CONCLUSION

Based on the results of the classroom action research that has been carried out, it can be concluded that there was an increase in the quality of memorization of students at the Ummul Quro' Tahfizh Boarding School through Pakistani Tahfizh Method. This can be proven as follows:

1. The application of the Tahfizh Pakistani method in learning *the memorization of the Al-Qur'an* in Islamic boarding schools in the teacher's activity cycle I got a percentage (77.88%) with a good category, in cycle II it increased with a percentage (90.38%) and was included in the very good category. Meanwhile, the student's activity through the *Tahfizh Pakistani method* in cycle I got a percentage (73.68%) with a good category, in cycle II it increased with a percentage (93.42%) and was included in the very good category.
2. To measure the success of students in learning *tahfizh* using the *Tahfizh Pakistani method*, an evaluation was conducted through an oral memorization test. In cycle I, student learning outcomes showed that out of 11 participants, only 6 participants (54.5%) achieved completeness with an average score of 12.18, which is in the *جيد جدا* (Very Good) category, but have not yet met the classical success indicators. After improvements were made in cycle II, student learning outcomes increased, namely 9 participants (81.8%) were declared complete with an average score of 13.27, which is in the *جيد جدا* (Very Good) category. Thus, the evaluation results show that the application of the Tahfizh Pakistani method is able to improve student learning outcomes in the form of oral memorization of the Qur'an, and indicators of learning success have been achieved in cycle II.

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