

## The Takhasus Qur'anic Learning System in Developing Tahfidz Programs at Islamic Elementary Schools

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### ABSTRACT

Qur'anic education plays a crucial role in Islamic education as it aims to instill religious values and character formation from an early age. One of the strategies implemented by Islamic schools to strengthen Qur'anic learning is through a structured tahfidz specialization program known as *takhasus*. This study aims to analyze the Qur'anic takhasus learning system implemented at SDIT Qurrota A'yun Ponorogo, focusing on the components of the learning system, the implementation process, and the evaluation of the tahfidz program. This research employed a qualitative approach with a case study design. Data were collected through interviews, observations, and documentation involving teachers, program coordinators, and students participating in the takhasus class. Data were analyzed using the interactive model of Miles and Huberman, including data reduction, data display, and conclusion drawing. The validity of the data was ensured through source triangulation and technique triangulation. The findings reveal that the Qur'anic takhasus learning system consists of several key components, including human elements (teachers and students), learning materials, facilities, and structured learning procedures. The implementation of the program includes three stages: planning, implementation, and evaluation. The primary learning method applied in this program is murajaah combined with periodic memorization submission. The evaluation process includes system evaluation, implementation evaluation, and memorization outcome evaluation. The program contributes positively to improving students' motivation and Qur'anic memorization abilities at the elementary school level.

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## 1. INTRODUCTION

The Qur'an occupies a central position in Islamic education as the primary source of guidance for Muslims in shaping their spiritual, moral, and intellectual life. In educational contexts, the Qur'an is not only studied as a sacred scripture but also serves as a foundation for developing ethical values and character formation among learners. Islamic educational institutions therefore place considerable emphasis on Qur'anic education as a fundamental component of the curriculum, particularly at the elementary level where students begin to develop their religious awareness and identity (Nata, 2016; Huda, 2018). Early childhood and elementary education represent a critical stage in the formation of religious values and moral character. During this developmental phase, children demonstrate a strong capacity for memory retention, making it an ideal period for introducing Qur'anic memorization activities. Scholars argue that early exposure to Qur'anic learning not only strengthens memorization abilities but also fosters discipline, perseverance, and spiritual awareness among students (Hidayatullah, 2018; Rahman, 2017). Consequently, many Islamic educational institutions have integrated Qur'anic memorization programs (tahfidz al-Qur'an) into their formal and non-formal educational systems.

In recent years, the development of tahfidz programs has become increasingly prominent in Islamic schools across Indonesia. These programs aim to cultivate students who possess strong Qur'anic literacy and memorization abilities while simultaneously nurturing their moral character and religious commitment. Tahfidz programs are often designed through structured learning activities that involve systematic memorization targets, continuous supervision by teachers, and regular evaluation processes (Sa'diyah, 2020; Alfian & Rohman, 2021). Such programs reflect the growing awareness among educators and policymakers regarding the importance of strengthening Qur'anic education in contemporary Islamic schooling. Despite these efforts, several studies indicate that the implementation of Qur'anic education in many schools still faces significant challenges. One of the most common issues is the limited effectiveness of traditional teaching methods that rely heavily on rote memorization without adequate pedagogical strategies. As a result, some students experience difficulties in maintaining memorization consistency and developing long-term retention of Qur'anic verses (Rahman & Alim, 2021). In addition, the lack of structured learning systems and insufficient teacher training may also affect the quality of Qur'anic education in schools.

To address these challenges, educational institutions have begun to develop specialized programs aimed at improving the effectiveness of Qur'anic memorization learning. One such initiative is the takhasus program, which refers to a specialized learning system designed for students who demonstrate strong interest and potential in memorizing the Qur'an. The takhasus program typically involves more intensive learning schedules, structured memorization targets, and specific teaching methods that support students' memorization processes (Arifin, 2019; Hidayatullah, 2018). The concept of a learning system plays a crucial role in determining the success of educational programs, including Qur'anic memorization programs. A learning system can be understood as a structured framework consisting of various interrelated components that function collectively to achieve specific educational goals. According to Hamalik (2013), a learning system includes several essential components such as human resources, learning materials, facilities, and instructional procedures. These components must interact in a coordinated manner to create an effective and meaningful learning environment. Within the context of Qur'anic memorization education, the effectiveness of the learning system depends on several factors. First, the role of teachers is fundamental in guiding students throughout the memorization process. Teachers not only act as instructors but also serve as mentors who provide motivation, feedback, and emotional support to students. Second, the availability of appropriate learning materials and facilities contributes significantly to creating a conducive learning atmosphere. Third, the implementation of systematic learning procedures ensures that memorization activities are conducted in an organized and sustainable manner (Salim, 2020; Khan, 2019).

Previous research has explored various aspects of Qur'anic memorization programs in Islamic educational institutions. For instance, Puspitarini (2014) examined the development of a takhasus Qur'anic program in an Islamic secondary school and found that the program successfully enhanced

students' motivation and memorization achievements. Similarly, Maulida (2016) reported that structured memorization methods such as murajaah and sima'an play an important role in strengthening students' memorization abilities and ensuring the accuracy of their recitation. Other studies have also highlighted the importance of integrating effective pedagogical strategies in Qur'anic memorization programs. Rahman and Alim (2021) emphasize that repetition techniques such as murajaah are essential for reinforcing long-term memory retention among students. Meanwhile, Sa'diyah (2020) notes that supportive learning environments and continuous teacher supervision can significantly improve students' engagement in Qur'anic learning activities.

Although numerous studies have examined tahfidz programs in Islamic education, most of them focus on Qur'anic memorization in pesantren or Islamic boarding schools. Research that specifically investigates the learning system of takhasus programs in formal elementary school settings remains relatively limited. In fact, elementary schools play a strategic role in introducing Qur'anic memorization practices and nurturing students' love for the Qur'an from an early age. Therefore, examining the learning system of takhasus programs at the elementary school level is essential for understanding how Qur'anic memorization education can be effectively implemented within formal educational institutions. Such investigations may provide valuable insights into the components, strategies, and evaluation mechanisms that contribute to the success of tahfidz programs in schools.

This study focuses on the implementation of the Qur'anic takhasus program at SDIT Qurrota A'yun Ponorogo, an Islamic integrated elementary school that has developed a specialized program for Qur'anic memorization. The school aims to produce students who are not only academically competent but also possess strong Qur'anic literacy and memorization abilities. Specifically, this research aims to analyze the learning system of the takhasus program implemented at SDIT Qurrota A'yun Ponorogo. The study addresses three main research questions: (1) What are the components of the Qur'anic takhasus learning system implemented in the school? (2) How is the takhasus learning program implemented in the learning process? and (3) How is the evaluation of the takhasus learning system conducted? By examining these aspects, this research is expected to contribute to the development of more effective Qur'anic memorization learning systems in Islamic elementary schools. Furthermore, the findings of this study may provide practical insights for educators and policymakers in designing and implementing structured tahfidz programs that support students' spiritual and intellectual development.

## 2. METHODS

This study employed a qualitative research approach using a case study design to explore the learning system of the Qur'anic takhasus program implemented at SDIT Qurrota A'yun Ponorogo. A qualitative approach was chosen because it enables researchers to understand educational phenomena in depth and within their natural contexts (Creswell, 2014). The case study design allows for a comprehensive investigation of a specific educational setting, focusing on the structure and implementation of the takhasus learning system in the school. The research site was selected purposively because SDIT Qurrota A'yun Ponorogo implements a specialized Qur'anic memorization program designed to develop students' tahfidz abilities from an early age. The participants in this study consisted of the takhasus program coordinator, tahfidz teachers, and students who were actively involved in the program. These participants were chosen because they possess direct experience and knowledge related to the implementation of the takhasus learning system.

Data were collected through several techniques, including observation, interviews, and documentation. Observation was conducted to examine the learning activities and interactions that occur during the Qur'anic memorization sessions. Semi-structured interviews were carried out with teachers and program coordinators to obtain detailed information regarding the planning, implementation, and evaluation of the takhasus program. In addition, documentation such as learning schedules, memorization records, and school program reports was used to support the research findings. The collected data were analyzed using the interactive analysis model proposed by Miles and Huberman (2014), which involves three main stages: data reduction, data display, and conclusion drawing. To ensure

the credibility and validity of the findings, triangulation techniques were applied, including source triangulation and method triangulation, allowing the researcher to compare information obtained from different data sources and research methods (Moleong, 2015).

### 3. FINDINGS AND DISCUSSION

#### Findings

The findings of this study describe the learning system of the Qur'anic takhasus program implemented at SDIT Qurrota A'yun Ponorogo. Based on the data obtained from observations, interviews, and documentation, the learning system of the takhasus program can be categorized into three main aspects: (1) the components of the learning system, (2) the implementation of the learning process, and (3) the evaluation of the learning system.

#### Components of the Takhasus Learning System

The first finding relates to the components that form the learning system of the takhasus program. The learning system implemented at SDIT Qurrota A'yun Ponorogo is structured through several interconnected components, including human resources, learning materials, facilities, and learning procedures.

The human resource component consists of teachers, students, and school administrators who are actively involved in the implementation of the program. Teachers play an important role as facilitators and mentors who guide students during the memorization process. The teachers assigned to the takhasus class are selected based on their competencies in Qur'anic memorization and their ability to guide students in learning the Qur'an. They are responsible not only for supervising memorization activities but also for motivating students to maintain consistency in their memorization practices.

Students who participate in the takhasus program are selected through a specific selection process conducted by the school. The selection aims to identify students who have strong interest, motivation, and basic ability in reading and memorizing the Qur'an. This process ensures that students participating in the program are capable of following the intensive learning activities required by the takhasus program.

Another important component of the learning system is the learning material used in the program. The primary learning material is the Qur'an itself, particularly the mushaf that is specifically designed for memorization purposes. In addition to the Qur'an, students are provided with memorization logbooks that function as records for tracking their memorization progress. These logbooks contain information regarding the verses memorized by students, the dates of memorization submission, and teacher feedback.

Facilities also play a significant role in supporting the implementation of the learning system. The takhasus learning activities are conducted in the school mosque, which provides a conducive environment for Qur'anic memorization. The mosque serves as a quiet and comfortable space that allows students to concentrate on their memorization tasks. Additional facilities such as learning boards, writing tools, and audio equipment are also available to support the learning process.

The final component of the learning system is the learning procedure, which refers to the structured steps followed during the learning process. The takhasus program has a clear schedule that regulates memorization activities, learning sessions, and evaluation processes. This structured schedule ensures that the learning activities are implemented consistently and systematically.

#### Implementation of the Takhasus Learning Process

The second finding focuses on the implementation of the takhasus learning process. The implementation of the program consists of three main stages: planning, learning implementation, and learning monitoring.

The planning stage begins with the identification and selection of students who are eligible to participate in the takhasus class. During this stage, the school conducts an initial assessment to evaluate students' abilities in reading and memorizing the Qur'an. Students who meet the criteria are then grouped into small learning groups based on their memorization levels.

After the selection process, teachers prepare the learning schedule and determine the memorization targets for each student. These targets are adjusted according to the students' abilities and learning progress. The planning stage also includes the preparation of learning materials, memorization guidelines, and evaluation mechanisms. The learning implementation stage involves the actual memorization activities conducted by students. The takhasus learning sessions are held four days a week, from Monday to Thursday, after the regular school hours. Each session lasts approximately one hour and is conducted in the mosque area of the school.

During the learning sessions, students are divided into several small groups, and each group is guided by a teacher. The small group arrangement allows teachers to monitor each student's memorization progress more effectively and provide individualized guidance when necessary. One of the main learning methods used in the takhasus program is the murajaah method. Murajaah refers to the process of reviewing previously memorized verses in order to strengthen memorization retention. Students are required to repeat their memorized verses regularly before submitting new memorization to the teacher.

In addition to murajaah, students are also required to perform memorization submission sessions, commonly referred to as setoran hafalan. During these sessions, students recite the verses they have memorized in front of their teachers. Teachers then assess the accuracy and fluency of the students' recitation. If mistakes are identified, the teachers provide corrections and guidance to ensure that the memorization is accurate. Each student is expected to memorize a certain number of verses during each learning session. Generally, the memorization target is approximately ten lines of Qur'anic text. However, teachers may adjust this target depending on the students' learning capacities. Another interesting activity within the takhasus program is the monthly Qur'an Camp. This activity is conducted outside the regular classroom environment and aims to strengthen students' motivation in memorizing the Qur'an. During the Qur'an Camp, students participate in intensive memorization sessions, motivational activities, and group recitation exercises.

### **Evaluation of the Takhasus Learning System**

The third finding relates to the evaluation of the takhasus learning system. The evaluation process is conducted through several mechanisms that aim to monitor the effectiveness of the learning program. The first type of evaluation is system evaluation, which focuses on examining whether all components of the learning system are functioning properly. This evaluation involves assessing the availability of teachers, learning facilities, learning materials, and the implementation of the learning schedule. The second type of evaluation is implementation evaluation. This evaluation focuses on the learning activities conducted during the takhasus sessions. Teachers evaluate whether students follow the learning procedures, actively participate in memorization activities, and submit their memorization regularly. The third type of evaluation is outcome evaluation, which focuses on measuring students' memorization achievements. Teachers assess students' memorization accuracy, fluency, and consistency. Students who demonstrate significant progress may receive appreciation or recognition from the school, which serves as motivation for other students.

The evaluation results are also communicated to parents through regular reports. This communication allows parents to monitor their children's memorization progress and provide additional support at home. Overall, the evaluation system implemented in the takhasus program plays an important role in maintaining the effectiveness and sustainability of the Qur'anic memorization program. Through continuous monitoring and evaluation, the school can ensure that the learning objectives of the program are achieved.

### **Discussion:**

The findings of this study reveal that the Qur'anic takhasus learning system implemented at SDIT Qurrota A'yun Ponorogo is structured through several interconnected components, including human resources, learning materials, facilities, and learning procedures. These components collectively support the implementation of the Qur'anic memorization program and contribute to improving students' memorization abilities. The existence of a structured learning system indicates that the school has developed a systematic approach to managing Qur'anic memorization learning activities. This finding aligns with the concept of a learning system proposed by Hamalik (2013), who argues that an effective learning process requires the integration of several elements such as teachers, students, materials, facilities, and procedures. When these elements function in harmony, the learning process becomes more organized and goal-oriented.

One important finding of this research is the role of teachers as facilitators and mentors in the memorization process. Teachers in the takhasus program not only supervise students' memorization but also provide motivation and guidance throughout the learning process. This finding reflects the importance of teacher involvement in supporting students' memorization progress. In Qur'anic memorization education, teachers are expected to guide students patiently and continuously monitor their memorization accuracy. This result is consistent with the findings of Hidayatullah (2018), who reported that teacher guidance and supervision significantly influence the success of tahfidz learning programs in Islamic educational institutions. Teachers play a central role in maintaining students' motivation and ensuring the accuracy of Qur'anic recitation.

Another significant finding of this study is the use of the murajaah method as the primary strategy for strengthening students' memorization abilities. Murajaah involves the repetition of previously memorized verses to reinforce long-term memory retention. In the takhasus program, students are required to repeat their memorized verses regularly before submitting new memorization to the teacher. This practice helps students maintain memorization consistency and reduce the risk of forgetting previously memorized verses. The effectiveness of the murajaah method supports the argument proposed by Rahman and Alim (2021), who emphasize that repetition and continuous review are essential strategies for maintaining the quality and accuracy of Qur'anic memorization.

The study also found that the learning environment and facilities play an important role in supporting the memorization process. The takhasus learning sessions are conducted in the school mosque, which provides a calm and conducive atmosphere for memorization activities. A supportive learning environment allows students to concentrate better during the memorization process. This finding is in line with the study conducted by Salim (2020), which highlights that a conducive learning environment significantly influences students' engagement and learning outcomes in Qur'anic education. A comfortable and religiously oriented environment helps students develop a stronger emotional connection with the Qur'an.

Furthermore, the evaluation system implemented in the takhasus program contributes significantly to monitoring students' memorization progress. The evaluation process includes system evaluation, implementation evaluation, and outcome evaluation. Through these evaluation mechanisms, teachers can monitor students' memorization achievements and identify challenges faced by students during the learning process. Continuous evaluation also allows teachers to provide appropriate feedback and support for students. This finding is consistent with the research conducted by Sa'diyah (2020), which indicates that systematic evaluation is essential for ensuring the effectiveness of Qur'anic memorization programs in educational institutions.

The findings of this study also support the results of previous research conducted by Puspitarini (2014), which examined the development of takhasus Qur'anic programs in Islamic schools. Puspitarini found that structured memorization programs can significantly enhance students' motivation and love for the Qur'an. Similarly, the results of the present study demonstrate that the takhasus program at

SDIT Qurrota A'yun Ponorogo not only improves students' memorization abilities but also fosters enthusiasm and commitment toward Qur'anic learning.

In addition, the findings are consistent with the research conducted by Maulida (2016), which investigated the implementation of Qur'anic memorization programs in a tahfidz boarding school. Maulida reported that structured memorization activities, regular memorization submission, and teacher supervision play an important role in strengthening students' memorization performance. The current study also reveals similar patterns, where regular memorization submission (*setoran hafalan*) and continuous teacher supervision contribute to maintaining students' memorization progress.

Another relevant study was conducted by Alfian and Rohman (2021), who examined tahfidz learning strategies in Islamic schools. Their study found that the integration of structured learning systems and supportive learning environments can significantly improve students' memorization outcomes. This finding corresponds with the results of the present study, which indicate that the structured learning system implemented in the takhasus program effectively supports students' memorization activities.

Overall, the discussion of the findings suggests that the success of the takhasus learning system at SDIT Qurrota A'yun Ponorogo is influenced by several interconnected factors. These factors include the presence of competent teachers, structured learning procedures, supportive learning environments, and systematic evaluation mechanisms. The integration of these elements enables the school to implement an effective Qur'anic memorization program that supports students' cognitive, spiritual, and emotional development.

The findings of this study also contribute to the broader discourse on Qur'anic memorization education in Islamic schools. By highlighting the importance of a structured learning system, this research provides insights for educators and policymakers who seek to develop effective tahfidz programs in formal educational institutions. Moreover, the results emphasize that Qur'anic memorization programs should not rely solely on memorization activities but should also incorporate systematic learning strategies, teacher guidance, and supportive learning environments.

In conclusion, the takhasus learning system implemented at SDIT Qurrota A'yun Ponorogo demonstrates how a well-organized learning framework can enhance the effectiveness of Qur'anic memorization programs in elementary schools. The integration of structured learning components, effective memorization methods, and continuous evaluation mechanisms contributes to improving students' memorization abilities and fostering their engagement in Qur'anic learning.

#### 4. CONCLUSION

This study aimed to analyze the learning system of the Qur'anic takhasus program implemented at SDIT Qurrota A'yun Ponorogo, focusing on three main aspects: the components of the learning system, the implementation of the learning process, and the evaluation of the program. Based on the findings, it can be concluded that the takhasus learning program has been implemented through a structured and systematic learning framework that supports the development of students' Qur'anic memorization abilities. The first finding shows that the learning system of the takhasus program consists of several interconnected components, including human resources, learning materials, learning facilities, and learning procedures. Teachers, students, and school administrators play important roles in supporting the implementation of the program. Teachers function not only as instructors but also as facilitators and mentors who guide students during the memorization process. The availability of appropriate learning materials, such as Qur'anic manuscripts and memorization logbooks, as well as supportive facilities like the school mosque, contributes to creating a conducive learning environment for memorization activities. The second finding indicates that the implementation of the takhasus learning process is carried out through three main stages: planning, implementation, and evaluation. The planning stage includes the selection of students who demonstrate strong motivation and ability in memorizing the Qur'an. The learning implementation stage involves regular memorization sessions conducted after school hours, where students practice memorization using the *murajaah* method and

submit their memorized verses to teachers. The structured learning schedule and small-group mentoring system enable teachers to provide more intensive supervision and individualized guidance to students. The third finding highlights the importance of evaluation in maintaining the effectiveness of the learning program. The evaluation process includes system evaluation, implementation evaluation, and outcome evaluation. Through these evaluation mechanisms, teachers can monitor students' memorization progress and identify potential challenges faced by students during the learning process. The evaluation results are also communicated to parents to ensure collaboration between the school and families in supporting students' memorization development.

Overall, the findings of this study suggest that the success of the takhasus learning system at SDIT Qurrota A'yun Ponorogo is influenced by the integration of several factors, including structured learning management, effective memorization methods, teacher guidance, and continuous evaluation. The implementation of the murajaah method combined with regular memorization submission has proven effective in strengthening students' memorization retention and improving their motivation in learning the Qur'an. This research contributes to the development of Qur'anic memorization education in Islamic elementary schools by demonstrating the importance of implementing a structured learning system in tahfidz programs. The results of this study may provide practical insights for educators and school administrators in designing and managing Qur'anic memorization programs that are more systematic and effective. However, this study is limited to a single case study in one Islamic elementary school. Therefore, future research is recommended to explore the implementation of tahfidz learning systems in broader educational contexts, such as other Islamic schools or pesantren-based institutions, in order to obtain a more comprehensive understanding of effective Qur'anic memorization learning strategies.

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