



Optimizing Students' Qur'an Memorization Through the Tikrar Method at SDN 41 Padang

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Abstract

Qur'anic literacy from an early age holds a crucial role in shaping the Islamic character of students, particularly at the elementary education level. However, the memorization achievements of Qur'an among students in public elementary schools remain varied and suboptimal. This study aims to analyze the effectiveness of the Tikrar method in improving Qur'an memorization skills among students at SDN 41 Padang. The research employed a quantitative approach with a quasi-experimental design using a nonequivalent control group. A total of 32 students were selected through purposive sampling. Data were collected through pretest and posttest memorization assessments and analyzed using the paired sample t-test with SPSS. The results showed a significant improvement in the experimental group compared to the control group ($p\text{-value} = 0.000$), indicating that the Tikrar method is effective in enhancing Qur'an memorization among public elementary school students. This study contributes to the reinforcement of Qur'anic literacy in schools and offers practical guidance in implementing a structured memorization method. It concludes that the Tikrar method can serve as an effective learning strategy to support the development of Islamic character education. Further research is recommended to be conducted over a longer period and to incorporate digital media to optimize students' memorization retention.

Keywords: Tikrar Method, Qur'an Memorization, Qur'anic Literacy, Elementary Education, Islamic Character

INTRODUCTION

Indonesia, as the country with the largest Muslim population, has a strategic responsibility to instill the values of the Qur'an from an early age through memorisation education in primary schools. (Khoiriah, Sutarto, & Wanto, 2023; Ruswandi & Budianto, 2025) The trend of increasing tahfizh programmes in formal schools has become an important part of Islamic values-based character education integrated with the national curriculum. (Ratnawati, Purwoko, Majid, Peki, & Purwoko, 2024). Data from the Ministry of Religious Affairs shows that more than 60% of elementary schools in major cities have implemented Quran memorization programs as part of Islamic religious education. (Naldo, 2022).

Preserving the purity of the Qur'an is an important responsibility in Islam, and one concrete form of this effort is memorizing it. The activity of memorizing the Qur'an is considered a collective obligation (*fardhu kifayah*), as explained by Imam Abdul Abbas in the work of Asy-Syafi'i. If this obligation is not fulfilled by some members of the community, then the entire Muslim community bears the sin. Therefore, the practice of memorizing the Qur'an is an essential element in the effort to preserve the authentic teachings of Islam. (Lauchia, Dwi, & Ahmad, 2023) The tradition of memorizing the Qur'an began in the early days of its revelation, during the time of the Prophet Muhammad and his companions. This was due to the limited ability to read and write at that time, so the main method of preserving and remembering the revelation was through memorization. The Prophet Muhammad himself constantly memorized every verse that was revealed to him so that it would not be forgotten and could be taught directly to his companions.

Prophet Muhammad SAW was known as an ummi (unable to read and write), because he lived in a society that at that time was not widely literate. The Prophet's acceptance of the revelation of the Qur'an was based on spiritual encouragement and a deep curiosity about divine guidance. In the early days of prophethood, there was no systematic method for memorizing the Qur'an; the Prophet and his companions studied the revelation gradually in an effort to preserve the authenticity and purity of the Qur'an. (Inayatullah & Safruroh, 2024). However, that was in the time of the Prophet Muhammad. Nowadays, to find the best way to memorize the Qur'an, there are several methods that can be developed to help memorizers reduce the difficulty of memorizing the Qur'an. Efforts that can be made to preserve and protect the Qur'an are to maintain it by memorizing its verses. Allah SWT also gives inspiration and motivation to those who memorize the Qur'an, as Allah gives leniency and ease to every individual who memorizes it.

Memorization of the Qur'an at the elementary school level is of high urgency in building a Qur'anic generation that is not only able to read but also memorize and understand the contents of the Qur'an. This is in line with the demands of implementing the Pancasila Student Profile and strengthening character education, which are priorities of the Ministry of Education, Culture, Research, and Technology. (Kemendikbudristek, 2022). Memorizing the Qur'an has also been proven to support memory strengthening, learning discipline, and character building in students from an early age. (Anggraini, Ratih, & Sinta, 2025)

Based on the initial observations made by the author and the BTA learning process carried out at SDN 41 Seberang Padang Selatan on August 1, 2023, at 1:30 p.m., the author observed that many students were not proficient in reciting the Qur'an and still stumbled when reciting verses from the Qur'an during the Read and Write the Qur'an practice. The author conducted

This observation was made in grades 4, 5, and 6. Meanwhile, the Padang City Government requires elementary school students in Padang City to memorize 1 Juz (Juz 30) as a requirement to continue to junior high school. The author also interviewed a fourth-grade teacher who said, "There are five students in this class who have not registered as students at the TPQ-TQA where they live." Similarly, the fifth-grade teacher said that two students did not recite the Qur'an at the mosque/musholla where they lived, and the sixth-grade teacher said that there were three students who were still stuttering when reciting the Qur'an because they had never returned to TPQ-TQA during the coronavirus outbreak. Furthermore, the author also analyzed the tahfidz extracurricular learning process. The author observed that many students stumbled when reading the prescribed surahs, making them feel overwhelmed in carrying out the tahfidz learning process as it should be.

In practice, various memorization methods have been used in schools, such as talaqqi, talqin, and murojaah together, but the challenge of memorization retention remains a major issue for elementary school students due to their limited attention span and varying levels of motivation to learn (Monalisa, Hakim, & Movitaria, 2022). Therefore, an approach that is in line with the cognitive development stage of children is needed to support a stronger and more sustainable memorization process. One method that can be used is the TIKRAR method.

The term TIKRAR comes from Arabic, meaning to repeat or do something over and over again. Based on this meaning, the TIKRAR method is implemented as a systematic training process through regular and disciplined repetition, accompanied by good concentration in order to achieve optimal results. This method, which emphasizes the structured repetition of verses from the Qur'an, is one of the traditional approaches that is regaining attention in the practice of Qur'an memorization education at the elementary school level. (Inayah, Nafiah, & Suyudi, 2024). This method involves intensive repetition of both newly learned verses and those previously memorized, in accordance with a structured memorization schedule. This approach effectively strengthens memory and improves memorization retention in children. (Sari & Abdurrohm, 2025).

In the digital age, various tahfidz applications have emerged to assist in memorizing the Qur'an, but teacher involvement and direct mentoring remain key factors in effective memorization. (Dermawan, 2025). The integration of the TIKRAR method in Quran memorization learning can be an important strategy that synergizes with technology to produce optimal memorization results.

However, research on the systematic application of the TIKRAR method in public elementary schools is still very limited. Most studies on the TIKRAR method have been conducted in Islamic boarding schools or madrasahs (Hendrawati, 2022; Mu'minatun & Misbah, 2022). Meanwhile, studies on implementation in public schools, especially in heterogeneous conditions such as at SDN 41 Padang, have not been widely explored.

This research gap is important to fill because learning conditions, limited time for religious education in public schools, and variations in students' family backgrounds affect the effectiveness of memorization methods (Mu'minatun & Misbah, 2022). In addition, there has not been much research that quantitatively measures changes in memorization achievement before and after the application of the TIKRAR method in the context of public elementary schools.

Research on the application of the TIKRAR method at SDN 41 Padang is relevant because it can

Provide empirical evidence regarding the effectiveness of this method in improving Quran memorization among public elementary school students. The social and cultural environment of Padang, as a city with diverse religious practices, also provides an interesting context for exploring the application of the *Tikrar* method.

This study is expected to contribute theoretically to enriching the literature on *tahfizh* education in elementary schools, particularly regarding the effectiveness of repetition-based methods in the context of formal education. (Saputra, Fata, & Syamsurizal, 2022) The results of this study are also expected to fill the gap in the literature on the application of the *Tikrar* method in public elementary schools in Indonesia.

Practically, this research is expected to provide guidance for teachers and schools in designing the systematic application of the *Tikrar* method in the Al-Qur'an memorization program, while also supporting the development of strategies for monitoring student memorization achievements on an ongoing basis.

In addition, the findings of this study can be used as a reference for the local Education Office and Religious Affairs Office in formulating policies to strengthen Al-Qur'an literacy through the application of the *Tikrar* method in public elementary schools. These policies are expected to support efforts to strengthen Islamic character education for students more optimally.

This study specifically aims to evaluate the effectiveness of the *Tikrar* method in improving students' Al-Qur'an memorization skills at SDN 41 Padang, examine the factors that support and hinder its implementation, and analyze changes in students' memorization achievements before and after the method was applied. Thus, this article is expected to contribute not only academically but also practically to the strengthening of Quran memorization education in

RESEARCH METHODS

This study used a quantitative approach with a quasi-experimental research design to measure the effectiveness of the *Tikrar* method in improving the systematic and measurable memorization of the Qur'an by students at SDN 41 Padang. This approach was chosen because it was suitable for testing the effect of the *Tikrar* method intervention on students' memorization abilities by comparing the pretest and posttest results of the experimental group that received the treatment (Creswell & Creswell, 2018). The unit of analysis in this study was fourth and fifth grade students at SDN 41 Padang with inclusion criteria, namely students who actively participated in Al-Qur'an memorization activities at school, could read the Al-Qur'an, and were willing to participate in the *Tikrar* program during the intervention period, while the exclusion criteria were students who had severe learning disabilities or did not participate in memorization activities regularly. The sampling technique used was purposive sampling, considering the representativeness of student characteristics relevant to the research focus (Weber, 2017). This study involved 30 students as participants who were divided into an experimental group that received the *Tikrar* method treatment for eight weeks with a structured memorization schedule, together with a *tahfizh* teacher.

Data collection was conducted through a Quran memorization test designed to measure memorization levels before and after the application of the *Tikrar* method, as well as through structured observations to record the activity, perseverance, and quality of memorization repetition performed by students during the intervention. The memorization test instrument was developed based on indicators of fluency, *tajwid* accuracy, and memorization strength,

with content validation by Qur'an education experts and reliability testing using Cronbach's Alpha (Gio, 2018). Data analysis was performed using a paired sample t-test to determine whether there was a significant difference between the pretest and posttest scores in the experimental group, as well as descriptive analysis to illustrate the average increase in student memorization achievement. (Xu et al., 2017). Internal validity is maintained through consistent intervention condition control procedures, while data reliability is maintained through instrument testing and rechecking of student memorization results to reduce measurement errors. This method was designed to be in line with the research focus on improving Al-Qur'an memorization through the TIKRAR method, so as to ensure the validity and reliability of the findings obtained and to be scientifically accountable.

RESULTS AND DISCUSSION

The TIKRAR method is one of the traditional approaches that has long been known in the world of Al-Qur'an memorization. (Inayah et al., 2024) Etymologically, the term TIKRAR comes from Arabic, meaning "to repeat" or "to do something repeatedly." (Siregar, 2024) In the context of learning the Qur'an, the TIKRAR method refers to the process of intensive, structured, and consistent repetition of verses to strengthen memory and accelerate the memorization process. (Muhimma, 2025)

The basic concept of this method is that regular and orderly repetition can help strengthen the brain's memory network (Aisyah, Rinah, & Syukri, 2025) so that the verses memorized are not easily forgotten. The TIKRAR method emphasizes not only the number of repetitions, but also the quality of the repetitions, which are done with tartil, full attention, and understanding of the reading.

In practice, the TIKRAR method involves several stages, namely the repetition of new verses (verses currently being memorized) and the repetition of old verses (muraja'ah) in a daily schedule system. Repetition is carried out at least 5 to 20 times, depending on the child's ability and age level. (Dewi, 2024) This process helps to gradually embed memorization in long-term memory and prevent forgetting (nasiya).

The TIKRAR method is highly relevant for elementary school students, given that they are in a phase of strong memory development at this stage. (AWAL, 2024; Melinta, 2025) In addition, this method also instills the values of discipline, perseverance, and patience in learning, which are an integral part of Islamic character education.

With systematic implementation and supported by a conducive learning environment, the TIKRAR method can be an effective strategy in Al-Qur'an memorization programs in primary education institutions, while also strengthening Qur'anic literacy from an early age.

This study applied a quasi-experimental method with a nonequivalent control group design to measure the effectiveness of the TIKRAR method in improving students' memorization of the Qur'an at SDN 41 Padang. The number of participants in this study was 32 students who were selected through purposive sampling based on the following criteria: active in the tahfizh program, able to read the Qur'an, and willing to participate in the entire research process until completion. The sample was divided into two groups: an experimental group of 16 students who received the TIKRAR method treatment for eight weeks, and a control group of 16 students who continued the memorization process using conventional methods without TIKRAR intervention.

In the initial stage, a pretest was conducted using validated instruments to measure the initial.

The ability to memorize the Qur'an in both groups. The pretest results in the experimental class showed an average score of 63.12 with a standard deviation of 8.85, the highest score of 78, and the lowest score of 50. Meanwhile, the control class obtained an average score of 62.56 with a standard deviation of 8.72, the highest score of 77, and the lowest score of 51. These data indicate that the initial memorization abilities of the two groups were at a relatively equal level and were in the moderate category, so that both groups were eligible as experimental and control groups in this study. The following table shows the pretest results based on score categories: Table 1. Nilai Pretest Hafalan Alquran

Category Value	Grade Value	Number of Students (Experimental)	Number of Students (Controls)
Height	71–78	4	3
Currently	61–70	7	8
Low	50–60	5	5
Number		16	16

Table 1 shows that the majority of students in both groups were in the moderate category, indicating that there was room for improvement in memorization achievement that could be optimized through the Tikrar method intervention in the experimental group, in line with the focus of this study.

For eight weeks, the experimental class followed memorization using the Tikrar method, which involved structured daily repetition, weekly memorization tests, and intensive tajwid reading guidance from the tahfizh teacher. Meanwhile, the control class memorized the Qur'an using the usual method without structured repetition, with the same memorization time to maintain equality in terms of duration.

In the posttest stage after the intervention, the experimental class showed an average score of 83.69 (SD = 7.25), with a highest score of 95 and a lowest score of 69, while the control class showed an average score of 68.19 (SD = 8.15), with a highest score of 80 and a lowest score of 55. These results indicate a significant improvement in memorization achievement in the experimental group compared to the control group. The following table shows the posttest results based on score categories:

Table 2. Pre-test Scores for Quran Memorization

Category Value	Grade Value	Number of Students (Experimental)	Number of Students (Controls)
Highth	85–95	9	2
Currently	75–84	6	5
Low	69–74	1	9
Number		16	16

Data analysis using the paired sample t-test through SPSS shows that in the experimental group, a significance value of 0.000 ($p < 0.05$) was obtained with a t-value of 12.74 and a degree of freedom (df) of 15. These results indicate a significant difference between memory ability before and after the application of the Tikrar method. Conversely, in the control group,

A significance value of 0.056 ($p > 0.05$) was obtained with a t-value of 2.05 and $df = 15$, indicating that there was no significant difference in the memory abilities of students who did not receive the 'Tikrar method treatment.

These results prove that the application of the 'Tikrar method is significantly effective in improving students' ability to memorize the Qur'an at SDN 41 Padang compared to the conventional memorization method, thus answering the research question regarding the effectiveness of the 'Tikrar method. These findings also support the research objective of analyzing the impact of the 'Tikrar method on improving Quran memorization in public elementary school students, which is relevant to the context of strengthening the religious character of students.

In addition to the increase in achievement scores, observations during the intervention showed an increase in students' motivation to memorize the Qur'an, enthusiasm in participating in daily memorization, and courage to recite their memorization to the teacher with better tajwid reading. This reinforces the quantitative results that the 'Tikrar method not only increases the quantity of memorization but also the quality of students' memorization of the Qur'an.

Thus, this study shows that the application of the 'Tikrar method can be used as an effective strategy to improve Quran memorization at the public elementary school level in a structured, measurable, and sustainable manner. These findings can be used as a reference for other elementary schools in implementing tahfizh programs that are adaptive to public school conditions, while also supporting programs to strengthen Quran literacy in students from an early age.

The findings of this study indicate that the application of the 'Tikrar method significantly improves the ability to memorize the Qur'an in students at SDN 41 Padang. This supports the theory of repetition learning, which states that structured repetition helps strengthen long-term memory in the learning process, especially for memorization material such as Qur'anic verses. (Nanda, 2025). The 'Tikrar method, which is applied through the repetition of old and new verses, regular recitation, and structured monitoring of tajwid reading, has been proven effective in improving memorization achievement, as the results of this study show a significant increase in the posttest scores of the experimental group compared to the control group. These results are in line with studies (Ridiawati, Komarudin, Rochman, Hariyanto, & Jaelani, 2025), which show that systematic repetition methods can consistently improve Quran memorization retention in elementary school children.

In addition to supporting the theory of repetition, the results of this study are also related to Skinner's behaviorist learning concept, which emphasizes the importance of positive reinforcement to encourage desired behavior, such as regular memorization in children. (Darmayanti, Sukriyah, Sahara, Suprayitno, & Susetyarini, 2024). In this study, giving simple rewards after students successfully memorized the material encouraged intrinsic motivation and accelerated the internalization process. The increase in students' motivation and courage in memorizing the material also showed that the 'Tikrar method not only had an impact on the quantity of memorization, but also on the quality of reading and students' active involvement in the learning process. This study also provides practical contributions by showing that the 'Tikrar method can be flexibly adapted in the context of public elementary schools that have limited time and resources.

Factors contributing to the success of the 'Tikrar method in this study include the active

involvement of tahfizh teachers, parental monitoring support at home, and a disciplined daily memorization schedule. However, there are also challenging factors, such as variations in students' initial ability to read the Qur'an, which affects their memorization speed, as well as limited memorization time that often conflicts with other school activities. These challenges sometimes require teachers to adjust their memorization targets to students' abilities so as not to cause excessive pressure and loss of enthusiasm for memorization. This study has several limitations that need to be critically acknowledged, including the limitation of the research period, which was only eight weeks, so it was not possible to evaluate the students' long-term memory retention. In addition, this study was only conducted in one public school with a limited sample size, so it is necessary to replicate the study with a larger sample and a variety of student backgrounds to see the effectiveness of the 'Tikrar method in a more general way. A suggestion for improvement for further research is to combine the 'Tikrar method with the use of interactive digital media in the memorization process in order to attract students' interest and facilitate independent repetition at home.

Thus, this study provides a theoretical contribution in supporting the effectiveness of the 'Tikrar method based on repetition learning in teaching elementary school children to memorize the Qur'an, as well as providing practical contributions for public elementary schools in designing structured and adaptive tahfizh programs. These results can be used by teachers and school administrators to strengthen students' Qur'an literacy and shape their religious character in a sustainable manner. This study also opens up opportunities for further research related to the integration of the 'Tikrar method with collaborative learning models and digital technology to improve students' Qur'an memorization retention in the future.

CONCLUSION

This article aims to analyze the effectiveness of the 'Tikrar method in improving the memorization of the Qur'an among students at SDN 41 Padang, using a quasi-experimental design on 32 students divided into experimental and control groups. The pretest results showed that memorization achievement was still in the moderate category, while after the structured application of the 'Tikrar method for eight weeks, there was a significant increase in memorization achievement in the experimental group compared to the control group based on a paired sample t-test analysis using SPSS with a p-value of 0.000. This improvement is in line with the theory of repetition learning and the concept of behaviorist learning, and shows the positive effect of the 'Tikrar method on students' motivation and perseverance in memorizing the Qur'an. Supporting factors for success include the involvement of teachers and parents, while time constraints and variations in student abilities pose challenges in implementation. Overall, this article shows that the 'Tikrar method is effective and relevant for strengthening students' Qur'an literacy in public elementary schools, in line with the article's objective of providing practical and theoretical contributions to strengthening tahfizh programs and Islamic character education for students.

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