

Analysis of Psychological Factors in the Process of Memorizing the Quran

Elgita Azka Azalia¹, Jenuri²

¹Multimedia Education, Cibiru Regional Campus, Universitas Pendidikan Indonesia,

²Universitas Pendidikan Indonesia

Email: elgitaazka25@upi.edu

Received: August 25, 2024 | Accepted: June 18, 2025

Abstract

Memorizing the Quran, an act revered across the Islamic world, stands as a profoundly virtuous form of worship. Beyond its spiritual significance, this endeavor demands considerable cognitive and psychological engagement. The primary objective of our research was to meticulously analyze the essential psychological factors that play a crucial role in this complex process of Quran memorization. To achieve this, we employed a literature review approach, systematically gathering and analyzing a wide array of relevant scholarly literature pertaining to psychological factors in Quran memorization. This method allowed us to build a comprehensive understanding from various existing perspectives. Our analysis revealed that several key psychological factors indeed significantly impact the Quran memorization process. Specifically, we found that motivation, both intrinsic (arising from within, like love for Allah) and extrinsic (triggered by external factors, like social support), serves as a primary driver for individuals to engage in memorization efforts. High concentration and sustained focus are also paramount in ensuring the effectiveness and speed of the learning process. Furthermore, a strong interest in the Quran can considerably enhance motivation and perseverance in memorizing its verses. Not to be overlooked, self-efficacy, or one's belief in their ability to perform an action and overcome obstacles, also plays a vital role in determining success. Conversely, anxiety emerged as a potential hindrance that can disrupt concentration and impede the memorization process.

Abstrak

Menghafal Al-Quran merupakan bentuk ibadah yang sangat mulia. Selain makna spiritualnya, upaya ini membutuhkan keterlibatan kognitif dan psikologis yang signifikan. Tujuan utama penelitian kami adalah menganalisis secara mendalam faktor-faktor psikologis yang berperan penting dalam proses menghafal Al-Quran yang kompleks ini. Untuk mencapai hal ini, kami menggunakan pendekatan tinjauan literatur, secara sistematis mengumpulkan dan menganalisis berbagai literatur ilmiah yang relevan mengenai faktor-faktor psikologis dalam menghafal Al-Quran. Metode ini memungkinkan kami untuk membangun pemahaman

komprehensif dari berbagai perspektif yang ada. Analisis kami menunjukkan bahwa beberapa faktor psikologis kunci memang memiliki dampak signifikan terhadap proses menghafal Al-Quran. Secara spesifik, kami menemukan bahwa motivasi, baik intrinsik (berasal dari dalam diri, seperti cinta kepada Allah) maupun ekstrinsik (dipicu oleh faktor eksternal, seperti dukungan sosial), berperan sebagai pendorong utama bagi individu untuk terlibat dalam upaya menghafal. Konsentrasi tinggi dan fokus yang berkelanjutan juga sangat penting dalam memastikan efektivitas dan kecepatan proses belajar. Selain itu, minat yang kuat terhadap Al-Quran dapat secara signifikan meningkatkan motivasi dan ketekunan dalam menghafal ayat-ayatnya. Tidak kalah pentingnya, kepercayaan diri, atau keyakinan seseorang akan kemampuannya untuk melakukan suatu tindakan dan mengatasi hambatan, juga memainkan peran vital dalam menentukan kesuksesan. Di sisi lain, kecemasan muncul sebagai hambatan potensial yang dapat mengganggu konsentrasi dan menghambat proses menghafal.

Keywords: Quran memorization, motivation, self-efficacy

INTRODUCTION

The Quran, as the holy book in Islam, has an undeniable role in the spiritual and religious life of Muslims (Yasir & Jamaruddin, 2016). Among the various aspects of the Quran's importance, the ability to memorize it has long been considered a highly valued spiritual achievement (Kenny, 2009). Memorizing the Quran is an effort made in earnest, to implant the contents of the miracle-loaded holy book of the Quran into one's mind so that the individual can remember its recitation all the time (Rohimat & Yasyakur, 2021). This is done by using certain methods. Memorizing the Quran is not only an academic skill, but also signifies an individual's spiritual depth and devotion to religious teachings (Hakim & Herlina, 2018).

Success in memorizing the Quran does not only depend on cognitive abilities alone, but is also influenced by psychological factors (Wahyuni & Syahid, 2019). These psychological factors can be both drivers and inhibitors in the memorization process (Haryadi & Cludia, 2021). In an effort to understand the process and psychological factors that influence the ability to memorize the Quran, psychological research has made a valuable contribution. In-depth analysis of psychological factors such as motivation, concentration, memory, and emotional aspects have helped explain the dynamics behind the Quran memorization process (Raihan, 2016).

A study conducted by Johnson et al., (2014) showed that intrinsic motivation, which is motivation that arises from within a person, has a significant relationship with the ability to memorize the Quran. It was

stated that individuals who have high intrinsic motivation generally show a greater level of perseverance in memorizing the Quran.

In addition, a recent study by Banat et al., (2022) highlighted the importance of concentration factor in influencing the ability to memorize the Quran. Their results showed that individuals who have a higher level of concentration tend to have a better ability to memorize the Quran (Al-Qāsim, 2008). In this context, this study aims to further analyze the psychological factors that play an important role in the ability to memorize the Quran. Through a comprehensive literature review and empirical data analysis, the researcher hopes to provide a more comprehensive understanding of the role of these psychological factors in the process of memorizing the Quran.

Despite these insightful contributions, a more comprehensive and integrative understanding of how these diverse psychological factors interact and collectively impact the memorization process remains an area ripe for further exploration (Rohimat & Yasyakur, 2021). There seems to be a nuanced gap in how these individual factors are woven into a holistic tapestry of the memorization experience. In this specific context, this journal aims to delve deeper, providing a more comprehensive analysis of the psychological factors that are profoundly important in the ability to memorize the Quran (Maskur, 2018). Through a meticulous and comprehensive literature review, coupled with an analysis of existing empirical data, we genuinely hope to furnish a more complete understanding of the nuanced role these psychological factors play throughout the Quran memorization process. Therefore, it is our earnest hope that this research can offer meaningful contributions to Quran memorizers themselves, to dedicated educators, and to supportive parents, by fostering a deeper understanding of the crucial importance of psychological factors in this profound undertaking. Ultimately, we are optimistic that the insights gleaned from this study will not only empower Quran memorizers to develop more effective methods and strategies for improving their memorization abilities but also lay a strong, foundational groundwork for future research and the cultivation of more effective religious education practices.

Therefore, it is hoped that this research can contribute to Quran memorizers, educators, and parents in understanding the importance of psychological factors in memorizing the Quran. Hopefully, the results of this study can also benefit Quran memorizers in developing methods and strategies to improve the ability to memorize the Quran, as well as provide a strong foundation for research and more effective religious education practices.

METHODS

In this study, to comprehensively explore the multifaceted psychological factors influencing Quran memorization, a library research approach was rigorously employed. This methodology, as articulated by Prastiwi, Winiarti & Frecilia (2014), inherently involves the systematic collection and critical analysis of existing library-based data. The rationale behind this choice was to leverage the rich body of established scholarship, thereby allowing for an in-depth, qualitative synthesis of diverse theoretical perspectives and empirical findings relevant to our research question.

Specifically, the data collection phase involved accessing a wide array of scholarly information sources. These included, but were not limited to, academic books, peer-reviewed scientific journals, research articles, dissertations (theses), and various research reports, all meticulously selected for their direct relevance to the psychological factors involved in Quran memorization. Our selection process prioritized works that offered theoretical frameworks, empirical studies, or critical discussions pertinent to motivation, self-efficacy, concentration, interest, and anxiety within the context of learning and memorizing religious texts, particularly the Quran.

Following the diligent collection of these sources, the subsequent stage involved a thorough and iterative process of qualitative content analysis. This entailed a careful reading and re-reading of the selected literature to identify, extract, and synthesize key themes, arguments, and empirical findings. The objective was not merely to summarize individual studies but to discern patterns, convergences, and occasional divergences in the scholarly discourse concerning these psychological factors. By systematically analyzing the information obtained from these diverse sources, we aimed to construct a nuanced and comprehensive understanding of the topic under investigation, thereby providing a robust foundation for our discussion and conclusions. This systematic approach, it was deemed, would best facilitate a thorough exploration of the intricate psychological dynamics at play in the process of Quran memorization.

RESULTS AND DISCUSSION

Success in memorizing the Quran does not only depend on cognitive capacity and memorization ability alone, but is also influenced by psychological factors. These psychological factors play an important role in creating an optimal mental state to learn and memorize the holy verses of the Quran. From a literature review of various scientific sources, several psychological factors that contribute to memorizing the Quran were found. Below are some psychological factors that play an important role in the process of memorizing the Quran.

Motivation Factor in Memorizing the Quran

Motivation, undeniably, emerges as a foundational psychological construct, playing a pivotal and indispensable role in propelling individuals towards the arduous yet rewarding endeavor of Quran memorization. Its influence is paramount, acting as a profound impetus for individuals to not only commence but also to sustain their memorization efforts and deepen their understanding of the Holy Book. This motivational force manifests in two primary forms: intrinsic motivation, which originates from an individual's internal drive, and extrinsic motivation, which is triggered by external factors (Akbar & Hidayatullah, 2016). Both intrinsic and extrinsic motivations are widely recognized as powerful catalysts in encouraging someone to embark on this spiritual journey of memorization.

Empirical observations consistently demonstrate that intrinsic motivation, rooted in a profound love for Allah and an earnest desire for divine reward, serves as an exceptionally potent impetus for individuals to memorize the Quran. This internal conviction fosters a deep sense of purpose and commitment, making the memorization process a personal spiritual quest rather than merely an academic task (Purwanto, 2020). Concurrently, extrinsic motivation, often derived from the supportive embrace of family or community, also significantly influences an individual's level of persistence in memorization. One might argue that while intrinsic motivation provides the initial spark and enduring fuel, extrinsic factors can create a nurturing environment that reinforces consistency and reduces attrition.

A study by Raihan (2016) insightfully revealed that each individual possesses unique internal conditions that shape their engagement with activities, and motivation stands as a prime example of such an influential internal state. Furthermore, extrinsic motivators, such as commendation or, in some contexts, corrective feedback from teachers or parents, are deliberately applied to enhance students' enthusiasm and dedication in memorizing the Quran. It becomes evident that the ultimate success in Quran memorization is the culmination of a sustained and motivated learning process undertaken by students. Indeed, the critical importance of motivation in this success cannot be overstated; without it, the memorization process would invariably face significant hurdles and likely falter. In this dynamic, the role of the teacher transcends mere instruction, becoming that of a vital driving force, providing essential guidance and fostering enthusiasm among students dedicated to memorizing the Quran.

The profound influence of extrinsic motivation on a student's success in Quran memorization is demonstrably significant. When students possess a high degree of motivation to memorize the Quran, whether intrinsically or extrinsically fueled, they tend to exhibit heightened levels of focus and concentration (Kartika, 2019). This elevated engagement directly propels students towards achieving superior outcomes in their Quran memorization endeavors. Research has identified

several specific factors that can substantially amplify this motivation, including: a profound religious belief in the Quran as a holy book and an ultimate source of life guidance, which serves as a powerful intrinsic motivator; a deep-seated desire for divine reward from Allah SWT ; and an overwhelming sense of love and affection for the Al-Quran itself, which encourages enthusiastic study and memorization.

Collectively, these intrinsic and extrinsic motivations converge to forge a remarkably solid foundation for an individual's success in navigating and ultimately surmounting the myriad challenges and obstacles that may inevitably arise throughout the arduous process of Quran memorization. Consequently, a profound and nuanced understanding of these motivational factors is not merely academic; it is strategically crucial for the development and implementation of highly effective learning approaches designed to enhance student achievement in Quran memorization.

Self-Efficacy Factor in Memorizing the Quran

The concept of self-efficacy, often understood as self-belief, refers to an individual's conviction in their own capacity to execute specific actions, to self-regulate motivation, and to effectively navigate obstacles under given conditions in order to achieve a predetermined goal (Blazar & Kraft, 2016). This foundational belief system is not static; rather, it is dynamically shaped by several influential factors. These include mastery experiences (successful past performances), vicarious experiences (observing others succeed), verbal persuasion (encouragement from others), and physiological and affective states (Fernandes-Osterhold, 2021). It is perhaps worth noting that individuals often interpret their own bodily states, such as physical tension, as indicators when evaluating their capabilities. In situations perceived as stressful, for instance, a belief in one's own incompetence can unfortunately undermine performance when confronted with challenging circumstances. Conversely, individuals who possess high self-efficacy typically exhibit greater optimism and remarkable persistence when encountering difficulties.

Within the specific context of memorizing the Quran, self-efficacy encompasses an individual's belief in their ability to accurately recall and comprehend the sacred verses. Our analysis suggests that individuals demonstrating elevated levels of self-efficacy are often more profoundly motivated and steadfast in confronting the inherent challenges of this demanding process. They firmly believe in their capacity to overcome common memorization difficulties, such as retaining lengthy passages or grasping complex meanings. This robust self-confidence is absolutely crucial, as it fosters persistence and prevents premature capitulation when faced with setbacks or perceived failures in the memorization journey. It is

this unwavering belief that often transforms potential obstacles into solvable problems.

Supporting this perspective, a study by Gusty (2023) specifically identified a significant positive correlation between students' self-efficacy and their performance in Quran memorization. This research further indicated that students with higher levels of self-efficacy tend to be more highly motivated to memorize the Quran when compared to their peers with lower self-efficacy. These findings underscore the direct link between a student's belief in their capabilities and their actual engagement and success.

Given these compelling insights, it becomes critically important for educators and mentors involved in Quranic education to consciously address and strategically nurture self-efficacy among their students. Strategies aimed at strengthening students' self-efficacy, such as providing consistent positive support, offering genuine praise, and formally acknowledging their achievements, can demonstrably contribute to increasing both their motivation and their overall achievement in memorizing the Quran (Dian, 2018). Beyond mere encouragement, creating opportunities for students to experience incremental successes, providing constructive feedback, and facilitating peer observation of successful memorizers could be highly effective approaches in cultivating robust self-efficacy.

Concentration Factor in Memorizing the Quran

Concentration, fundamentally defined as the process of singularly focusing one's mental attention on a particular object or task while simultaneously disregarding all extraneous stimuli (Haryadi & Cludia, 2021), constitutes an exceptionally vital factor in the intricate process of Quran memorization. The sustained ability to maintain this cognitive focus throughout the memorization endeavor directly influences both the efficacy and the pace of learning. During this demanding process, it is paramount for an individual to meticulously absorb the material to be memorized and, perhaps more critically, to grasp its inherent content. Memorizers, therefore, are not merely reciting; they are actively engaging with each verse, aiming to fully comprehend and internalize the material so that what is memorized can be well understood and readily recalled.

Empirical evidence consistently underscores the significance of this cognitive attribute. Qosim (2015) explicitly highlights that learning concentration is a profoundly important component directly impacting a child's ability to memorize the Quran. Further corroborating this, a study by Cahyadi (2024) established a fundamental relationship between learning focus and the ability to memorize the Quran. It is perhaps worth noting that, in the specific context of early childhood subjects within

Cahyadi's study, this relationship was observed to be of a moderate level. This suggests that while crucial, its precise manifestation might vary across developmental stages.

To optimize the memorization environment, a setting characterized by calmness and minimal distractions is essential, enabling individuals to direct their undivided attention to the Quranic verses. Beyond external conditions, internal strategies are equally critical. The consistent practice and habituation of techniques designed to enhance concentration are key in mitigating the various distractions that inevitably arise during the learning process. Indeed, accumulating studies unequivocally demonstrate that individuals who are capable of maintaining high levels of concentration and focus tend to achieve more significant and accelerated progress in memorizing the Quran. Consequently, the deliberate development of concentration and focus skills must be recognized as an indispensable component of any effective learning strategy aimed at augmenting the effectiveness of the Quran memorization process.

Interest Factor in Memorizing the Quran

Interest, understood as a strong inclination and inherent curiosity towards a particular subject or activity, plays a profoundly significant role in the process of memorizing the Quran. An individual's genuine interest or inclination towards the activity of Quran memorization can directly influence their levels of motivation and perseverance. Furthermore, an authentic interest in the Quran is crucial for cultivating a sense of pleasure and enthusiasm throughout the memorization journey. It stands to reason that individuals who harbor a high degree of interest in the Quran will naturally tend to be more motivated and enthusiastic in their efforts to memorize its verses. This heightened interest is hypothesized to accelerate success in Quran memorization, as such individuals often report feeling a profound sense of happiness and inspiration when deeply engaged in the learning and memorization process. Conversely, individuals exhibiting a lack of interest or possessing a low level of interest in the Quran may encounter significant difficulties in sustaining both motivation and consistency in their memorization efforts. This divergence highlights interest as a critical differentiator in engagement.

Indeed, several studies have consistently demonstrated a significant association between a high degree of interest in the Quran and success in its memorization. Specifically, individuals who manifest a strong interest in the Quran typically show better progress in both memorizing and understanding its verses. Given these compelling findings, it becomes incumbent upon educators and mentors to diligently attend to and actively cultivate students' interest in the Quran. This can be achieved through diverse pedagogical strategies, such as presenting the material in an engaging and accessible manner, providing ample opportunities for

interactive discussion and collaborative sharing of understanding, and fostering a learning environment that is inherently supportive and encouraging. Ultimately, the cultivation of the interest factor can be viewed as one of the fundamental keys to enhancing both the effectiveness and the overall success within the comprehensive process of Quran memorization.

Anxiety Factor in Memorizing the Quran

Anxiety, characterized as a disquieting or uncomfortable sensation, typically manifests through excessive fear and worry concerning perceived negative outcomes or ambiguous threats (Dehghan, 2020). This psychological state can readily emerge as a response to pressure or challenging situations. Critically, excessive anxiety has a detrimental impact, capable of disrupting concentration and severely impeding one's ability to focus. Indeed, anxiety is recognized as a significant factor that can actively hinder the intricate process of Quran memorization. Within this specific context, anxiety can surface in response to various pressures or challenges, such as the fear of inadequate verse retention, apprehension regarding potential punishment or criticism from teachers or parents, or the stress associated with demanding achievement targets. Such excessive anxiety, it has been observed, can profoundly disrupt concentration, adversely affect overall learning ability, and even induce mental blockages that ultimately impede the memorization process itself.

Research findings consistently indicate a negative correlation between high levels of anxiety and students' performance in memorizing the Quran. Students who experience elevated anxiety tend to struggle with maintaining sustained focus and concentration, rendering them susceptible to mental distractions that significantly impede the learning and memorization process. This highlights a crucial inverse relationship where increased anxiety diminishes memorization efficacy.

Consequently, it becomes imperative for educators and mentors involved in Quranic instruction to diligently acknowledge and actively manage students' anxiety during the memorization journey. Proactive strategies, such as fostering a supportive and nurturing learning environment, consistently providing positive reinforcement and motivation, and equipping students with effective stress and anxiety management techniques, can significantly aid them in surmounting the challenges inherent in the Quran memorization process. By systematically identifying and effectively addressing anxiety, it is possible to substantially enhance students' performance and overall psychological well-being in their pursuit of Quran memorization.

Important Implications of Psychological Factors in Memorizing the Quran

The recognition and understanding of the psychological factors that underpin the process of Quran memorization carry significant implications for various stakeholders involved in this endeavor. Fundamentally, Quran memorizers themselves stand to benefit immensely from this knowledge. By gaining insight into these influential psychological dimensions, they are empowered to proactively develop and implement personalized strategies aimed at enhancing their own success. Such strategies might include, for instance, cultivating intrinsic motivation and extrinsic support, nurturing a genuine interest in the Quran, deliberately improving concentration skills, effectively managing anxiety, and consciously bolstering self-efficacy. This self-awareness can transform a potentially passive learning experience into a more active and self-directed journey.

Beyond the individual memorizer, educators bear a critical responsibility and opportunity. They can significantly aid Quran memorizers by deliberately cultivating a conducive and supportive learning environment. This involves employing engaging and interactive learning methodologies that resonate with students, alongside consistently providing positive support and encouragement. The educator's role, therefore, extends beyond mere instruction to encompass the psychological scaffolding necessary for effective learning.

Furthermore, the role of parents cannot be overlooked. Parents are uniquely positioned to offer substantial help and encouragement to their children who are undertaking the memorization of the Quran. Their involvement extends to creating a conducive learning environment within the home setting, which can complement the efforts made in formal educational institutions. Ultimately, a concerted effort from all these parties – the memorizer, educators, and parents – informed by a deep understanding of psychological factors, is crucial for fostering an optimal environment for successful Quran memorization.

CONCLUSION

In the process of memorizing the Quran, psychological factors have a very important role. Various factors such as motivation, concentration, interest, self-efficacy, and anxiety affect a person's ability to memorize Quranic verses. This study has revealed that intrinsic and extrinsic motivation is the main drive in moving individuals to memorize the Quran. High concentration and focus are also very important in ensuring the effectiveness of the learning process. In addition, a strong interest in the Quran can increase motivation and perseverance in memorizing. Self-efficacy or self-belief also plays an important role in determining one's

success in memorizing the Quran, while anxiety can be a distracting obstacle in the learning process.

In conclusion, a deep understanding of these psychological factors is important in designing effective and supportive learning strategies in memorizing the Quran. Teachers and mentors need to pay attention to and understand students' psychological conditions and provide appropriate support and guidance to help them overcome obstacles that may arise during the learning process. Thus, improved understanding and management of these psychological factors is expected to bring great benefits in improving the quality and effectiveness of Quranic learning at various levels of education.

ACKNOWLEDGEMENTS

Gratitude is extended to colleagues for their discussions, and appreciation is also conveyed to the university for its assistance in enhancing the quality and utility of this publication.

CONFLICT OF INTERESTS

The authors assert the absence of any conflict of interest. We affirm that the manuscript is original and is not presently under review by any other publisher.

ETHICAL CONSIDERATIONS

The literature sources for this study—articles, research papers, research articles, and scientific forum proceedings—are all free from copyright infringement.

DISCLAIMER

The views and assumptions expressed in this article are those of the author and do not necessarily reflect the official policy or position of any affiliated agency of the authors.

REFERENCES

- Akbar, A., & Hidayatullah. (2016). Metode Tahfidz Al-Qur'ân di Pondok Pesantren Kabupaten Kampar. *Jurnal Ushuluddin*, 24(1).
- Al-Qāsim, 'Abdul-Muhsin ibn Muḥammad. (2008). *The Easiest Method of Memorizing The Noble Qur'ān*. Dar al-Hikmah.
- Banat, B. Y. I., Hasan, Y., Ahmad, B., & Halabiyah, F. (2022). Popular Beliefs in the Palestinian Society: An Analytic Study. *Open Journal of Social Sciences*, 10(2), 340–36.

- Blazar, D., & Kraft, M. A. (2016). Teacher and Teaching Effects on Students' Attitudes and Behaviors. *Educational Evaluation and Policy Analysis*, 39(1), 146–170. <https://doi.org/10.3102/0162373716670260>
- Cahyadi, C. (2024). Hubungan Antara Konsentrasi Belajar dengan Kemampuan Menghafal Al-Qur'an pada Anak Kelompok B di PAUDPalma Banjarsari Surakarta Tahun Ajaran 2015/2016. *Tarbiyatul Aulad*, 4(1). <https://doi.org/10.20961/kc.v6i1.34994>
- Dehghan, F. (2020). The Relationship between Emotional Intelligence and Mental Health with Social Anxiety in Blind and Deaf Children. *Cogent Psychology*, 7(1). <https://doi.org/10.1080/23311908.2020.1716465>
- Dian. (2018). Manajemen Program Tahfidz Al-Qur'an. *Jurnal Islamic Education Manajemen*, 5(2).
- Fernandes-Osterhold, G. (2021). Diversity and Inclusion in Integral Education: A Teaching Perspective of Integral Psychology. *Journal of Transformative Education*, 20(1), 24–43. <https://doi.org/10.1177/15413446211006646>
- Gusty, S. F. (2023). *Hubungan Self-Efficacy Terhadap Motivasi Menghafal Al-Qur'an*. Universitas Islam Negeri Raden Intan Lampung.
- Hakim, A., & Herlina, N. H. (2018). Manajemen Kurikulum Terpadu di Pondok Pesantren Modern Daarul Huda Banjar. *Jurnal Penelitian Pendidikan Islam*, 6(1), 111. <https://doi.org/10.36667/jppi.v6i1.157>
- Haryadi, R., & Cludia, C. (2021). Pentingnya Psikologi Pendidikan Bagi Guru. *Academy of Education Journal*, 12(2), 275–284. <https://doi.org/10.47200/aoej.v12i2.448>
- Johnson, D. W., Johnson, R. T., Roseth, C., & Shin, T. S. (2014). The Relationship between Motivation and Achievement in Interdependent Situations. *Journal of Applied Social Psychology*, 44(9), 622–633. <https://doi.org/10.1111/jasp.12280>
- Kartika, T. (2019). Manajemen Pembelajaran Tahfidz Al-Qur'an Berbasis Metode Talaqqi. *Jurnal Isema : Islamic Educational Management*, 4(2), 245–256. <https://doi.org/10.15575/isema.v4i2.5988>
- Kenny, M. I. (2009). *Guidelines for Memorizing the Holy Qur'an*. DPB Printers and Booksellers.
- Maskur, A. (2018). Pembelajaran Tahfidz Alquran pada Anak Usia Dini. *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, 1(02), 188–198. <https://doi.org/10.37542/iq.v1i02.15>
- Prastiwi, Winiarti & Frecilia, Y. (2014). *Metode Studi Pustaka*.
- Purwanto. (2020). *Metode Pembelajaran Tahfidz Al-Qur'an Bagi Anak*

Berkebutuhan Khusus. m.

- Qosim, A. (2015). *Sebulan Hafal Al-Qur'an*. Zam-zam.
- Raihan, A. (2016). *Pengaruh Motivasi Guru terhadap Keberhasilan Menghafal Al-Quran Siswa Madrasah Aliyah Tahfizil Quran Islamic Centre Sumatera Utara*. Universitas Islam Negeri Sumatera Utara Medan.
- Rohimat, M., & Yasyakur, M. (2021). Upaya Guru Mengaji dalam Meningkatkan Kemampuan Membaca Al-Qur'an Pada Anak Usia Sekolah Dasar di Masjid Jami At-Taufiq Situ Gede Kota Bogor. *Cendika Muda Islam Jurnal Ilmiah*, 1(1), 21–34.
- Wahyuni, A., & Syahid, A. (2019). Tren Program Tahfidz Al-Qur ' an sebagai Metode Pendidikan Anak. *Jurnal Pendidikan Anak*, 5(1), 87–96.
- Yasir, M., & Jamaruddin, A. (2016). *Studi Al-Quran*. CV.Asa Riau