



The *Takror* Method for Improving Qur'an Memorization Abilities of Pesantren Students

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Abstract

This study aims to analyze the planning, implementation, and the supporting and hindering factors of The Takror Method for enhancing Qur'an memorization among tenth-grade students. The method, a strategy in Qur'an memorization through regular repetition, strengthens memorization, minimizes mistakes, and helps students maintain their memorization in the long term. A descriptive qualitative approach with a case study design was used in this research. Data were collected through observation, interviews, and documentation, and analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing, with triangulation for validation. The findings revealed that the planning of the method was systematically structured through teacher guidance and a well-organized schedule. The implementation of the method to enhance the memorization skills of the students involved several stages, including reading the Qur'an repeatedly, memorizing incrementally, recalling without the *mushaf*, integrating memorized verses, reviewing old memorization, and presenting the memorization to the teacher. Supporting factors included student discipline, active teacher involvement, a conducive environment, a structured memorization schedule, and internal motivation. However, hindering factors consisted of differences in students' baseline abilities, monotony from repetition, time limitations, inconsistent independent review, and psychological challenges. Future research could explore ways to overcome these obstacles and investigate the long-term impact of the method on Qur'an memorization.

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Introduction

The growing interest in activities related to the Qur'an, such as reading and memorizing it, has prompted educational institutions to improve the quality of their programs, including initiatives like *tahfidz* (Qur'an memorization), *tartil* (correct recitation), *tilawah* (Qur'anic recitation), *tahsin* (improving pronunciation), and other religious activities focused on Qur'anic education. This surge in interest reflects a broader societal awareness and belief that the Qur'an is the divine book that serves as a life guide, regulating all aspects of human existence (Krauss et al., 2020). The Qur'an is viewed not only as a spiritual and intellectual guide but also as a source of eternal reward. Every letter read from the Qur'an brings spiritual merit, and the effort to understand and internalize its meanings serves as a means to draw closer to Allah (SWT). For Muslims, engaging with the Qur'an is more than an intellectual exercise; it is a form of worship with profound spiritual significance (Sagiv & Schwartz, 2022). As such, it is encouraged that Muslims continuously interact with the Qur'an—whether by reading, memorizing, reflecting on its meanings, or applying its teachings in daily life. This is a critical component in Islamic education and personal development, which drives institutions to introduce programs that nurture this interaction with the sacred text (Saada & Magadlah, 2021).

To facilitate the Qur'an memorization process, various methods have been developed to make it easier, systematic, and sustainable (Taja et al., 2021). One of the most widely adopted and proven effective methods is the Takror method. The term *takror* literally means repetition, and in the context of Qur'anic memorization, it refers to the practice of repeating verses consistently until they are firmly ingrained in memory (Cook, 1954). This method has become a cornerstone in many Qur'anic institutions, including Islamic boarding schools, due to its effectiveness in enhancing memorization skills. By repeating the recitation of Qur'anic verses multiple times, students solidify their memorization, ensuring long-term retention (Wahlheim et al., 2016). The Takror method's emphasis on repeated exposure allows students to internalize each verse deeply, reducing the likelihood of forgetting and enabling them to recall verses accurately. This approach not only strengthens memory but also helps students become more confident in their ability to recite and preserve the Qur'an. The method's simplicity and focus on repetition make it an ideal tool for enhancing the memorization abilities of students in context settings, fostering both spiritual and academic growth (Biderman et al., 2023).

Recent studies on Qur'an memorization have highlighted the effectiveness of various methods, including the method. A study by (Suhayib & Ansyari, 2023) demonstrated that repetition significantly enhances memorization retention among students in Islamic institutions. Another research by (Rohman et al., 2024) found that structured repetition, as in the method, leads to improved recall accuracy and reduced forgetting rates. Moreover, (Jenuri et al., 2025) emphasized the role of continuous review (*Muraja'ah*) in ensuring long-term memorization retention. In contrast, a study by (Kolb, 2023) revealed that individualized pacing

within the method increased student motivation and engagement in Qur'an memorization. Furthermore, (Lafrarchi, 2020) found that the method strengthens the cognitive connections between the memorized verses. Research by (Adhi et al., 2022) demonstrated that the method also promotes a deeper emotional connection with the Qur'an, enhancing spiritual development. Lastly, a study by (Nuryana, 2022) confirmed that the method's structured approach significantly boosts the overall effectiveness of Qur'an memorization in Islamic Boarding School settings.

The effectiveness of the method cannot be fully realized by merely focusing on repetition alone. For optimal results, the method must be adapted to align with the cognitive development characteristics of the students (**Hamami & Nuryana, 2022**). While existing studies have emphasized repetition, few have explored the importance of tailoring the method to meet the developmental needs of learners. This research gap presents an opportunity to enrich the method by incorporating strategies such as paired memorization sessions, group review (*muroja'ah*), setting realistic targets, and providing continuous motivation. Understanding how these adjustments can enhance cognitive engagement and motivation is crucial. The significance of this study lies in its potential to offer a more holistic approach to Qur'an memorization, one that goes beyond repetitive techniques and integrates methods that are developmentally appropriate. By doing so, the study contributes valuable insights into optimizing Qur'an memorization programs, making the process more enjoyable, meaningful, and effective for students, and addressing the gap between cognitive development and memorization techniques.

This study is designed to thoroughly examine the implementation of the method, specifically focusing on tenth-grade students. The research aims not only to assess the memorization outcomes of the students but also to analyze the process involved in implementing this method. The study explores the entire framework of the memorization program, from how the memorization plan is structured, the daily application of the Takror method, to how evaluation is conducted by teachers and the boarding school administration. By adopting this approach, the study seeks to provide a comprehensive understanding of the method, rather than merely evaluating memorization results. Key aspects of this research include the planning of the method, its daily implementation with students, and the evaluation system used to measure memorization progress. Furthermore, the study identifies various factors influencing the success of this method, such as student motivation, the role of teachers, the supportive environment, discipline, and challenges faced, including monotony, differences in students' abilities, and time constraints. The findings of this study will serve as a valuable evaluation tool for a reference for other Islamic educational institutions seeking to design more contextual, effective, and sustainable memorization methods.

Figure 1. The Framework of The Memorization Program



Methods

This study employs a qualitative case study design, chosen for its ability to provide a deep understanding of the context, processes, and dynamics of the implementation of the Takror method in Qur'an memorization. A qualitative case study approach is ideal for exploring complex, context-specific phenomena, as it allows for an in-depth analysis of the real-life practices of students and teachers in the research locus (Cohen et al., 2007). This design also permits the researcher to examine multiple facets, including planning, implementation, and the factors influencing the effectiveness of the method. A case study approach enables a comprehensive understanding of the specific case in its natural setting, making it appropriate for this research (Bridges, 2017), which seeks to explore not only the outcome but the entire process surrounding Qur'an memorization in an Islamic boarding school.

The research is conducted at Pondok Pesantren Miftahul Ulum, Surabaya, East Java, Indonesia. The selection of this location is based on several factors: first, the Islamic institution is known for its active Qur'an memorization programs, making it a suitable setting for studying the implementation of the method. Second, the researcher has access to this institution, enabling effective data collection and observation. Lastly, the Islamic Boarding School has a diverse group of students, providing an opportunity to explore various factors, such as differences in learning abilities and challenges faced by students in memorizing the Qur'an using the method.

The data collection techniques used in this study include semi-structured interviews with key stakeholders (Creswell, 2007) such as teachers, students, and context administrators to gather in-depth insights into the planning, execution, and challenges of the method. Surveys will also be distributed to students and teachers to quantify aspects of motivation, memorization progress, and the perceived effectiveness of the method. Direct observation will be conducted to monitor daily activities in the institution, particularly the implementation of the method during Qur'an memorization sessions. Additionally, relevant documents, such as lesson plans, memorization schedules, and feedback records, will be reviewed to understand how the method is planned and evaluated (Leavy & Patricia, 2017).

The analysis of data follows the steps outlined by Miles and Huberman. In the data condensation (data reduction) phase, the researcher will select, focus,

and simplify the data collected through interviews, questionnaires, and observations. This involves filtering out irrelevant information and organizing the data into manageable categories relevant to the study objectives (Ary et al., 2009). The researcher will then display the data in an organized manner using matrices, charts, or narrative summaries, allowing patterns and themes to emerge, facilitating easier comparison and deeper understanding of the data collected. The final step in the analysis is data verification, which involves cross-checking data from multiple sources (e.g., interviews, observations, and documents) to ensure consistency and reliability.

To ensure the validity and reliability of the data, the study will employ several strategies. Triangulation will be used to cross-verify information and enhance the trustworthiness of the findings by using multiple data sources (Smith et al., 2009). Member checking will involve sharing the findings with participants (teachers, students, and administrators) to confirm the accuracy of the information and interpretations presented. Peer review will be conducted, involving colleagues or experts in qualitative research to review the data collection process and analysis, ensuring that the interpretations and conclusions are grounded in the data. Finally, an audit trail will be maintained, documenting the research process, including decisions made during data collection and analysis, to enhance transparency and allow others to follow the logic behind the findings.

Finding and Discussion

Finding

The Takror method is defined as a systematic and repetitive technique used in Qur'an memorization, where students repeat verses continuously until they are ingrained in memory. This method emphasizes consistency and frequent revision, allowing students to retain memorized verses over time (Cheremoshkina, 2023). In the context, Takror is implemented through a structured plan that involves stages of repeated reading, memorizing, and reviewing. The method is designed to reinforce memory retention and improve the accuracy of Qur'anic recitation by engaging students in consistent repetition during their daily study routines (Dong et al., 2021).

In an interview with the teachers, he highlighted that the planning of the Takror method includes a well-structured schedule where students are given specific time slots for memorization and revision. According to the teacher, "We ensure that students have a regular schedule for both memorizing new verses and reviewing the ones they have already memorized. This routine helps them become familiar with the verses, and repetition is key to strengthening their memory." This reveals the teacher's perspective that the effectiveness of the Takror method lies in maintaining a disciplined approach to memorization. From this statement, it can be interpreted that the teacher believes consistency and structure play a vital role in helping students memorize the Qur'an more effectively.

A second interview with a student revealed their personal experience with the method. The student stated, "At first, I found it difficult to memorize, but with the repeated reading and reviewing, it became easier. The teachers encourage us to revise every day, and this keeps the memorization fresh in our minds." The student's perspective indicates that the Takror method, when implemented consistently, contributes significantly to easing the memorization process. This personal testimony further underscores the importance of repetition and daily revision as essential elements of the Takror method. The student's success seems to stem from the structured and repetitive nature of the method, which reinforces their ability to retain verses.

During the observation of the students' daily memorization sessions, it was noted that the students followed a specific sequence of activities that aligned with the Takror method. They began with reading the verses from the mushaf (Qur'an), followed by repetition of the verses multiple times. As the session progressed, students gradually transitioned to memorizing without looking at the mushaf, relying on their memory. The students would then engage in group review sessions, where they recited their memorized verses to each other. From the researcher's perspective, this structured sequence ensures that the memorization process is both systematic and progressive. By beginning with reading and ending with review, the students are constantly engaging with the material in different ways, reinforcing their learning.

The data gathered from both interviews and observations suggest that the implementation of the Takror method in Pondok Pesantren Miftahul Ulum is highly structured and aligned with the cognitive needs of students. The planning and execution of the method appear to be designed to gradually increase memorization capacity, starting with simple repetition and progressing to independent recall and review. The involvement of teachers and peers in the revision process also helps strengthen the retention of memorized verses. The structured nature of the method, combined with its emphasis on repetition, ensures that students can maintain and improve their memorization over time.

The findings suggest that the Takror method's success lies in its structured approach to Qur'an memorization, where repetition and review play a central role. The method is designed to cater to the cognitive development of students by breaking down the memorization process into manageable stages. Through interviews, observations, and analysis, it is clear that the method's effectiveness is attributed to its consistent application, guided review sessions, and the reinforcement of memorization through repetition. This approach allows students to build a strong foundation for retaining Qur'anic verses while also fostering a disciplined and focused memorization routine.

Table 1. the Takror method's Implementation

Source of Data	Description	Indicators
Teacher Interview	The teacher described the structured planning of the Takror method, emphasizing a regular	Regular memorization schedule, repetition,

	schedule for memorization and revision. The teacher highlighted that repetition and consistency are key to strengthening memory.	consistency in revision, structured routine for students.
Student Interview	The student shared their experience, explaining that repetition and regular review made memorization easier. They emphasized how daily revision helped retain the verses in memory.	Personal success through repetition, ease of memorization, daily revision, improvement in retention.
Observation of Daily Memorization	In observing students, the researcher noted that they followed a specific sequence starting with reading the mushaf, then repeating the verses, followed by independent memorization and group review.	Structured sequence (reading, repetition, independent recall), peer review, gradual memorization stages.
Teacher and Student Interviews (Combined)	Both interviews indicated that the Takror method was a gradual and progressive approach, incorporating repetition and review to strengthen memorization capacity.	Gradual learning process, repetition, review, peer involvement, teacher guidance.
Researcher's Observation	The researcher observed a highly structured environment with students transitioning from reading to independent memorization and reviewing in groups, ensuring engagement.	Structured environment, transition from reading to independent memorization, group review.
Overall Summary of Findings	The method's success lies in its structured approach, focusing on repetition, review, and gradual memorization. This allows students to retain and improve their Qur'anic memorization.	Structured approach, focus on repetition, review, gradual memorization, consistent method application.

The Planning of Takror's Method in Qur'anic Learning

The Takror method is a learning process focused on repetition or reviewing memorized verses under the guidance of a teacher (Little & McDaniel, 2015). This method emphasizes enhancing the memorization of the Qur'an by having students repeatedly recite or listen to the verses they have learned. It is not just about rote memorization; the Takror method also allows students to comprehend and internalize the content by recognizing word patterns, sentence structures, and the continuity of meanings between verses. This cognitive approach to learning ensures that students do not merely repeat words but actively process and understand them, which deepens their memorization and helps retain the material over time (Ironsides, 2005).

Understanding the effectiveness of the Takror method requires a reference to cognitive theory, which sees learning as a mental process involving memory,

understanding, and the processing of information (Henik et al., 2021). The method encourages students to engage their cognitive faculties, not just by reciting memorized verses but by critically analyzing the structure and meaning of the Qur'anic text. This dual engagement with both the verbal and cognitive aspects of the material leads to stronger retention and a deeper connection with the Qur'an, essential for long-term memorization (Wei et al., 2025). The cognitive approach ensures that students are not just passively repeating but actively engaging with the memorization process.

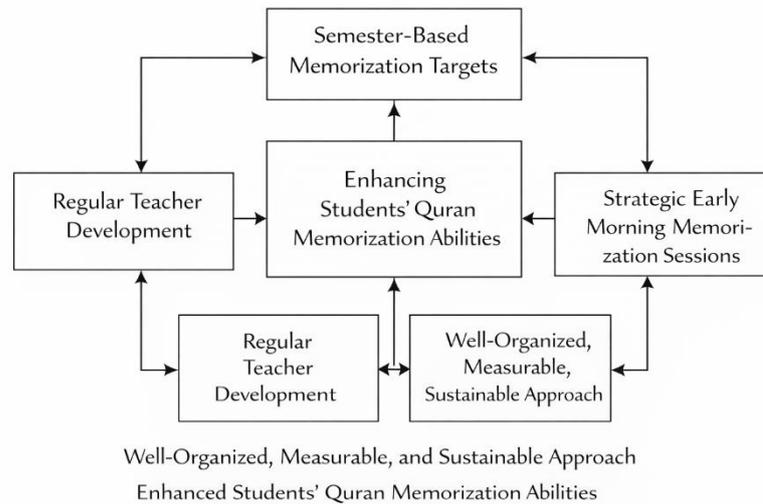
The planning process for the Takror method begins with regular teacher development sessions held monthly. These sessions aim to align the understanding and expectations of the teachers, enhance their skills, and evaluate the progress of the memorization program (Pilotti et al., 2025). Monthly teacher training is essential as it ensures educators remain informed and effective in their roles, which is crucial for the method's success. These sessions help teachers improve their competency in guiding students through the memorization process, laying a solid foundation for successful implementation. After the teacher training, the next step in the planning process is the discussion and formulation of memorization targets for each semester. These targets are not arbitrary; they are based on the students' abilities, class levels, and the available time for learning (Pilotti et al., 2025). Setting realistic and measurable targets allows the program to maintain a balance between achieving progress and ensuring that students do not feel overwhelmed (Leontyeva et al., 2021). The process of setting targets provides clear direction for both students and teachers, allowing for a structured approach to memorization that aligns with the students' cognitive and emotional capacities.

Another key aspect of the planning process is the strategic timing of Qur'an memorization sessions. These sessions are held early in the morning, before students attend their formal school classes. This timing is significant because students are typically more alert and focused in the morning, making it the ideal time for intensive memorization activities. The quiet and peaceful morning environment also minimizes distractions, enhancing the effectiveness of the Takror method. The students' fresh mental state during this time supports their concentration, retention, and active engagement in the memorization process. The overall planning process demonstrates a systematic and structured approach to the implementation of the Takror method. The planning begins with teacher training, followed by setting clear memorization targets, and strategically scheduling learning sessions. These steps reflect a thoughtful and strategic approach to managing the Qur'an memorization program, ensuring it is not solely reliant on students' enthusiasm but is supported by an organized and sustainable system. The careful planning ensures that the program is effective in both the short and long term, fostering a consistent and productive learning environment (Chen et al., 2022).

The planning of the Takror method can be characterized as systematic and purposeful. The program begins with structured teacher development, followed by setting measurable memorization targets each semester, and scheduling

Qur'an memorization sessions strategically in the morning to maximize effectiveness. These steps collectively highlight sound educational management principles, ensuring the tahfidz program is supported by a well-organized, measurable, and sustainable approach. By focusing on these key components, a comprehensive and effective framework for enhancing students' Qur'an memorization abilities is created (Carlini et al., 2023).

Figure 2. Qur'an Memorization Program



Implementation of the Takror Method to Improve Students' Ability to Memorize the Qur'an

Based on the analysis of the data described above, it can be concluded that the implementation of the takror method to improve students' ability to memorize the Qur'an involves several stages, namely:

The Stage of Reading The Qur'anic Verses Repeatedly and Looking at The Mushaf

Based on the data analysis presented earlier, it can be concluded that the implementation of the Takror method to enhance the Qur'an memorization skills of students involves several stages. The first stage focuses on reading the Qur'anic verses repeatedly while looking at the mushaf (Qur'an). The method is a core technique in Qur'an memorization, emphasizing continuous repetition to help engrain the memorized verses in the mind. This method is implemented by encouraging students to repetitively read the verses they intend to memorize before actually starting the memorization process (Feldman & Zhang, 2020). By repeating the verses, students familiarize themselves with the text, which aids in retention. This stage plays a crucial role in laying the foundation for memorization as students need to become accustomed to the verses before they can effectively internalize them (Pu et al., 2023).

At the beginning of the implementation of the method, students are instructed to read the verses they are going to memorize repeatedly and with

correct pronunciation. The goal is to make students comfortable with the verses so that they can easily remember them. This aligns with behaviorist theory, which views learning as a process of behavior change driven by practice and habit (Zhao et al., 2025). In the context, the repeated recitation of the verses serves as a stimulus, while the student's ability to correctly pronounce the verses becomes the response. The repetitive nature of this practice strengthens the link between the words and the student's memory, which is essential for efficient memorization.

The first step in the process involves reading the verses clearly and accurately, following the rules of *tajwid* (pronunciation rules) and *makhraj* (articulation points). Students are not immediately asked to memorize the verses but are first guided to recognize the shapes of the words, the length of the verses, and the rhythm of the recitation. This preparatory stage is essential because accurate recitation forms the foundation of good memorization (Li et al., 2024). Students are taught to pronounce the verses correctly before moving to the next stage of memorization. This initial focus on pronunciation ensures that the memorization process is based on correct understanding and pronunciation of the verses, which are crucial for the long-term retention of the Qur'an.

Once the students have become familiar with the verse's pronunciation and rhythm, they move on to the next phase, which involves repeating the verses aloud. These repetitions are performed both individually and in groups. The repeated recitation allows the students to internalize the verses more effectively. The goal is for the students to become so familiar with the verses that they no longer feel unfamiliar with the words, their structure, or their sounds. The more often the verses are repeated, the stronger the connection between the words and the students' memory. This method of repetition not only reinforces the memory but also builds confidence as students gradually become more comfortable reciting the verses (Fujimoto et al., 2012).

The implementation of the method begins with this foundational stage of reading and repeating the verses, ensuring that the students are thoroughly familiar with the words, pronunciation, and rhythm. By making students repeat the verses aloud, the method helps them establish a strong connection with the verses, making the memorization process smoother and more natural. As students become accustomed to the verses, they are better prepared to memorize and retain them. The goal is for students to feel more at ease with the verses, and this familiarity lays the groundwork for a more effective and lasting memorization of the Qur'an. Through the repetitive nature of this stage, the method ensures that memorization is not perceived as burdensome but as a manageable and rewarding task.

The Stage of Memorizing Little by Little

After the students have gone through the initial stage of familiarizing themselves with the Qur'anic verses through the method, the next step in the memorization process is to memorize the verses gradually. This stage is considered the core of the memorizing process, as it involves the students beginning to internalize the verses step by step (Kernohan, 2014). By memorizing

small portions at a time, students are able to build a stronger and more durable memory, ensuring that the verses do not fade away easily. The gradual memorization technique helps the students retain the verses more effectively, as it allows them to process the information in smaller, manageable chunks, reducing the risk of cognitive overload.

The second step in implementing the Takror method involves memorizing the verses in small increments, starting from parts of verses and progressing to full verses. This method is structured to prevent the students from feeling overwhelmed by the volume of memorization (Arpit et al., 2017). Once the students have successfully memorized a part of a verse, they move on to the next section, gradually increasing the length of the verses they memorize. The repeated recitation of these smaller sections helps solidify the memorization, making it easier for students to recall and recite the verses smoothly. The goal of this approach is to ensure that students do not feel burdened by the task of memorizing large portions at once, which can often lead to frustration and fatigue (Vapnik & Izmailov, 2021).

Memorizing the Qur'an gradually, one small section at a time, allows the students to manage their cognitive load more effectively. The brain is not overwhelmed with too much information at once but processes the verses in stages. This method helps students focus on one specific part of the verse, ensuring they understand and memorize it before moving on to the next. Gradual memorization also makes the process more enjoyable and less stressful. Students are able to maintain better concentration and focus on each verse, which ultimately improves their overall memorization abilities. This method fosters a more relaxed and engaging environment for the students, encouraging them to continue their memorization journey with enthusiasm.

In this stage, students are not asked to memorize large chunks of verses all at once. Instead, they begin with smaller sections and then move to full verses before continuing to the next verse. This incremental approach ensures that students do not feel burdened or overwhelmed. Memorizing too much at once can cause exhaustion, leading to a lack of concentration and, ultimately, a failure to retain the information (Ericsson, 2014). By approaching the memorization process gradually, students experience less pressure and are able to memorize at a comfortable pace. This helps them maintain focus, engage with the material more effectively, and keep their motivation high throughout the process.

Additionally, this gradual memorization process allows for the quality of the recitation to be maintained from the very beginning. Students are not merely focused on the quantity of memorized verses but are also encouraged to ensure that each verse is recited correctly. Teachers play a crucial role in this stage by providing guidance and correcting any mistakes related to tajwid (pronunciation rules) and makhraj (articulation points) early on. By addressing these issues at the outset, students can develop good habits that will carry them through the entire memorization process without ingraining mistakes that could be difficult to correct later. Therefore, this stage not only supports the gradual acquisition of

memorization but also ensures the accuracy and quality of each verse that the students commit to memory.

Tahap Mengulang Hafalan Tanpa Melihat Mushaf

After students have gone through the process of reading and gradually memorizing Qur'anic verses, the next stage in the Method is to repeat the memorized verses without looking at the mushaf (Qur'an). This stage is designed to ensure that the verses are truly embedded in the students' memory and are not simply memorized by relying on the written text. The primary goal of this stage is to help students internalize the verses so that they can recall them confidently and accurately from memory, rather than simply reciting the words they see. This step is crucial in ensuring that the memorization process becomes more durable and lasting, which is the ultimate aim of the Method (Jones, 1926).

The third step in the implementation of the Method involves students reciting the verses they have memorized without looking at the mushaf, under the guidance of a teacher and with their peers listening. The teacher's role is pivotal in managing this process, as they direct the students, regulate the pacing of recitation, and offer corrections if necessary. The peer listeners also play a key role by serving as a second set of ears, offering feedback, and pointing out any mistakes in the recitation, whether related to the pronunciation of words, the sequence of verses, or the application of tajwid rules. This collaborative approach helps reinforce the accuracy of the students' recitations and ensures that the verses are properly retained in their memory.

Behaviorist theory, which emphasizes learning through practice and repetition, underpins this stage of the Method (Torgesen, 1977). In this context, the act of repeating the verses without the mushaf serves as a stimulus, while the students' ability to recite the verses correctly and fluently is the response. The more often the students practice without looking at the mushaf, the stronger the connection between the stimulus (the memorized verses) and the response (the correct recitation). Over time, as students engage in this repetition, their recall becomes more reliable, and they can recite the verses smoothly and accurately from memory (Mahdavi et al., 2023). This process solidifies their memorization, making it less susceptible to forgetting and reinforcing the connection between the verses and their memory.

During this stage, students are encouraged to cover or set aside the mushaf and recite the verses they have memorized from memory. The teacher directs the students, providing guidance on the pacing of recitations, and ensures that the verses are recited correctly. The students take turns reciting the verses, with their peers listening and offering support by pointing out any errors they may encounter. This process not only helps students strengthen their memory but also teaches them to connect one verse to the next seamlessly, which is essential for fluent and accurate recitation. If students hesitate or stop while reciting, this signals that a particular section needs further reinforcement through additional repetition. The Method, therefore, provides an opportunity for continuous

improvement by allowing students to strengthen their memorization incrementally.

Additionally, this stage of repeating the memorized verses without the *mushaf* plays an important role in building students' self-confidence. The act of reading their memorization in front of the teacher and their peers helps students become accustomed to presenting their knowledge and speaking publicly without fear of making mistakes. As students practice and receive corrections in a supportive environment, they become more comfortable with their ability to memorize and recite the Qur'an. This sense of confidence is crucial for their long-term success in memorization and for their overall personal development. The environment of mutual listening and correction fosters a sense of responsibility and camaraderie among the students, as they support one another in maintaining the quality of their memorization.

In conclusion, the third step in the implementation of the method m, which involves repeating the memorized verses without looking at the *mushaf* under the teacher's guidance and with the support of peers, effectively helps students rely on their memory. This stage trains students to connect verses logically, strengthens their memorization to prevent forgetting, and builds their self-confidence. The process of regularly reciting without the *mushaf* ensures that the memorization is both solidified and consistently maintained, making the Qur'an more ingrained in the students' minds and hearts. Through this approach, the Method cultivates a deeper understanding and a more lasting retention of the Qur'anic text.

The Stage of Combining Memorized Verses

After the students have gradually memorized the verses and are able to recite them without looking at the *mushaf*, the next stage in the Method is to combine the memorized verses into a coherent and continuous sequence. This stage is crucial because it ensures that the memorization is not fragmented but flows smoothly, making it easier for students to recall the verses in the correct order (Cheremoshkina, 2023). The aim of this step is to help students connect the verses, ensuring that they can recite them as a unified whole rather than as isolated segments. This not only strengthens their memorization but also enhances their ability to recite the Qur'an fluently and with continuity.

The fourth step in the implementation of the Method involves guiding the students to combine the memorized verses under the supervision of the teacher. Students are instructed to recall the beginning of each verse they have memorized and then connect it with the verses before and after it. This process follows the cognitive psychology concept of chunking, where small, discrete pieces of information are grouped together into meaningful units (Fujimoto et al., 2012). In this case, the small sections of memorized verses are merged into a continuous chain, which allows students to remember and continue the memorization more easily. By integrating the verses into a flowing sequence, students become more adept at linking one verse to the next, thus reinforcing their ability to recall the Qur'anic text as a unified whole.

At this stage, the students are directed by the teacher to recall the beginning of each verse and then connect it with the previous and subsequent verses. For instance, after the students have mastered the first two verses, they are instructed to recite the entire sequence from the first to the second verse. Once this is accomplished, the third verse is added, and the process continues as the students recite from the first verse through the third. This method of gradually building up the sequence ensures that the students do not feel overwhelmed by having to memorize a large chunk all at once (Limeri et al., 2020). Instead, they work step by step, integrating each new verse into the memorized portion. This gradual and repetitive process allows for a smoother transition between the verses and reinforces the continuity of the memorization.

This process of combining the verses is not merely about reciting longer sequences; it is also about teaching students to master the transitions between verses. Many students may be able to memorize individual verses but struggle when it comes to moving smoothly from one verse to the next. With the practice of combining the verses, students learn how to remember key words at the beginning of each verse, understand the flow of the recitation, and maintain the continuity of their reading without interruption. This technique ensures that the students can recall and recite the verses confidently, without pausing or hesitating when transitioning from one verse to another. It helps them internalize the Qur'an in a way that is both accurate and fluid.

In conclusion, the fourth step of the method, which involves combining the memorized verses gradually under the guidance of the teacher, is essential for strengthening the students' memorization and ensuring continuity in their recitation. By linking the verses together, the students improve their ability to transition smoothly between verses, maintain the flow of their recitation, and reinforce their memorization so that it does not become fragmented. This method helps to build a stronger connection between the students and the Qur'an, enabling them to recite the sacred text with greater ease, confidence, and accuracy. The process of combining the memorized verses through the Method provides a vital step in ensuring that the students' Qur'an memorization is both effective and long-lasting.

The stage of repeating old memorizations

The stage of reviewing old memorization, known as *muraja'ah*, is a crucial part of the Qur'an memorization process. *Muraja'ah* aims to ensure that the memorized verses remain strong, fluent, and not easily forgotten. Without regular repetition, memorized content can weaken over time, making *muraja'ah* the key to maintaining the quality of the memorization. It serves as a safeguard for the preservation of the memorized verses, ensuring that the students' memorization is continually reinforced. This process not only helps students retain what they have memorized but also strengthens their ability to recall verses accurately and with ease when needed.

The fifth step in the implementation of the method focuses on *muraja'ah* as the main function for preserving the quality of memorization, enhancing

recitation fluency, and reinforcing the students' memory. According to behaviorist theory, learning occurs through repetition and habit, while cognitive theory highlights the importance of encoding, storage, and retrieval processes in learning (Zhao et al., 2025). *Muraja'ah* directly supports these cognitive processes by strengthening the storage and retrieval of information in long-term memory. By repeating the memorized verses, students ensure that the material is firmly rooted in their memory, making it less likely to be forgotten.

Muraja'ah is not simply about repeating verses, but rather it is a systematic process designed to verify the accuracy, coherence, and depth of the memorization. The purpose of this stage is to ensure that the memorization remains correct, ordered, and securely embedded in the students' minds. The process involves students revisiting the verses they have already memorized before adding new ones to their memorization repertoire. This regular review can be done independently, in pairs, in groups, or through a formal review session with the teacher. During this stage, students read the verses with *tartil* (clear pronunciation), paying close attention to the articulation (*makhraj*), the rules of *tajwid* (pronunciation rules), and the continuity between the verses. This level of attention ensures that the memorization remains intact and free from errors, both in terms of the text and the proper pronunciation.

Muraja'ah also serves to improve the fluency of recitation. By frequently reviewing the verses, students enhance their ability to recall the memorized material more quickly, allowing the recitation to flow without pauses or interruptions. This increased fluency not only helps students maintain the rhythm of their recitation but also builds their confidence. The more students practice *muraja'ah*, the more naturally they are able to recite the Qur'an during daily activities, including in prayer and other acts of worship. This fluency boosts their self-esteem, especially when they present their memorization to the teacher or peers. Moreover, regular *muraja'ah* ensures that the memorization stays fresh and accurate, reducing the risk of forgetting or misreciting verses.

In conclusion, the fifth step in the method, *muraja'ah*, plays a vital role in preserving the quality of the Qur'an memorization, enhancing recitation fluency, and reinforcing students' memory. Through this systematic review process, students are able to ensure that their memorized verses remain accurate, coherent, and firmly entrenched in their minds. The focus on proper pronunciation, *tajwid*, and continuity of the verses during *muraja'ah* guarantees that the memorization is both correct and stable. This step also contributes to building the students' confidence as they recite the Qur'an with fluency and ease, which is essential for their continued success in memorization and their spiritual growth. Thus, *muraja'ah* ensures that the memorization process remains robust and sustainable, reinforcing the connection between the students and the Qur'an.

Stage of Reciting Memorization to the Instructor

The final stage of the Method involves students presenting their memorization directly to the teacher or mentor for testing and evaluation. The primary goal of this "setoran" (submission) is to ensure that the memorization is

correct, fluent, and adheres to the proper rules of Qur'anic recitation. At this stage, students' memorization is scrutinized in a way that ensures both the quantity and the quality of their memorization meet the standards of proper recitation (Yunjiu et al., 2022). This phase is essential in confirming that students have internalized the verses thoroughly and can recall them without hesitation or errors.

The submission of memorized verses to the teacher is a critical step in the implementation of the Method. It serves not only as a means of presenting the memorized content but also as an essential tool for evaluating and controlling the overall quality of the students' memorization. Cognitive theory emphasizes thinking processes, memory storage, and retrieval of information (Li et al., 2024). During the "setoran," students engage in the process of retrieval, where they bring the memorized verses from long-term memory into active recall. As students recite their memorization to the teacher, this process strengthens and organizes their cognitive structure, making it easier for them to retain the memorized material and less likely to forget it.

This stage is the final checkpoint where the quality of the memorization is thoroughly assessed. The teacher ensures that the student's memorization is not only extensive but also accurate, fluent, and in compliance with the rules of Qur'anic recitation. This evaluation process allows the teacher to check for any mistakes or inconsistencies in the student's memorization, ensuring that the recitation aligns with the correct pronunciation and rules. The feedback provided by the teacher is vital in shaping the student's understanding of the verses and in correcting any errors before they become ingrained.

In practice, students submit their memorization directly to the teacher or mentor. The teacher listens attentively to the student's recitation and evaluates several important aspects, such as fluency, accuracy in tajwid (pronunciation rules), *makhraj* (articulation points), letter characteristics, the length of the recitation, and the continuity between verses. If any errors are detected, the teacher immediately provides corrections and demonstrates the correct recitation to ensure that the student does not repeat the same mistakes in subsequent memorization. This detailed evaluation process ensures that students maintain high standards in their recitation and that their memorization remains aligned with the proper rules.

This stage also functions as a medium for development and guidance. The teacher not only assesses but also provides motivation and direction to the students. Through this direct interaction, students receive clear feedback on their strengths and weaknesses. This feedback helps students refine their memorization, focusing on areas where improvement is needed, and reinforcing the correct aspects of their recitation. Furthermore, the feedback process fosters discipline and responsibility in students, encouraging them to be more conscientious about maintaining their memorization and adhering to the standards set by the teacher. This continuous guidance plays a crucial role in the student's progress and in building the habit of self-correction and improvement.

And the sixth step in the implementation of the method which involves the submission of memorization to the teacher, serves as both a means of delivering

memorized content and an important tool for evaluation and quality control. This stage is essential for ensuring that the memorization is accurate, fluent, and in accordance with the rules of Qur'anic recitation. By presenting their memorization for review, students receive valuable feedback from their teachers that not only corrects errors but also helps to develop the students' recitation skills, discipline, and responsibility. This process is instrumental in maintaining the quality of the memorization and ensuring that it remains strong and consistent over time.

Supporting and Hindering Factors in the Implementation of the Takror Method

Supporting factors play a crucial role in fostering an environment that encourages growth and drives individuals towards positive change. In the context of the implementation of the Method to improve Qur'an memorization among tenth-grade students, several key supporting factors contribute to the success of the method. These include the discipline and routine of the students, the active role of the teacher, the conducive environment, the structured memorization schedule, and the internal motivation of the students (Fujimoto et al., 2012). Each of these factors supports and motivates the students, ensuring that they remain committed to the memorization process and achieve consistent improvement in their Qur'an memorization abilities.

The first supporting factor is the routine and discipline of the students. A well-established routine is the foundation of success in the method. Students who are accustomed to repeating their memorization daily find it easier to maintain and expand their memorization. Discipline in following the *muraja'ah* schedule, memorizing new verses, and submitting their memorization for evaluation prevents students from procrastinating, ensuring that they stay consistent in their efforts. By adhering to a disciplined routine, the students strengthen their ability to memorize, increase their recall accuracy, and ensure that their memorization does not deteriorate over time. The consistency of daily practice also allows the students to progress steadily, making their memorization process smoother and more effective.

The active role of the teacher is another critical supporting factor. Teachers in this setting do more than just teach; they guide, correct, motivate, and set an example for the students. In the Method, the teacher's role is pivotal in ensuring that the repetition process is done correctly. Teachers carefully monitor the students' recitations, focusing on *makhraj* (pronunciation), *tajwid* (pronunciation rules), and the continuity between verses. They also provide moral support to keep the students motivated, especially when they encounter challenges. The strong relationship between teachers and students helps foster a positive and effective learning environment. Teachers, by offering consistent feedback, encouragement, and guidance, create an atmosphere in which students feel supported and are more likely to succeed in their memorization.

The environment of the Islamic Boarding School itself is another important factor that supports the implementation of the method. A religious, organized, and quiet atmosphere greatly contributes to the success of Qur'an memorization.

The serene surroundings, the culture of Qur'an reading, and the habit of group *muraja'ah* create a positive learning environment that encourages students to stay focused on their memorization. When students are surrounded by peers who are also committed to memorizing the Qur'an, they are naturally motivated to keep improving their memorization. The communal atmosphere where Qur'anic activities are a daily part of life, makes it easier for students to concentrate and feel supported by their peers. This environment nurtures a sense of accountability, as students encourage each other to stay on track with their memorization.

Having a clear and structured memorization schedule is another critical supporting factor. A well-organized schedule helps students manage their time effectively between memorizing new verses, reviewing previous memorization (*muraja'ah*), and submitting their memorization for evaluation. By having dedicated time for each activity, students can ensure that they are not rushing through the memorization process but are following a steady and measured approach. The structured schedule ensures that the Method is applied optimally, allowing students to progress in their memorization at a consistent pace. The regularity and predictability of the schedule also help students establish a habit of continuous learning and review, which is vital for long-term retention of the Qur'anic verses.

Finally, the internal motivation of the students is perhaps the most significant factor in ensuring the success of their memorization journey. When students have a strong internal drive and understand the value and importance of memorizing the Qur'an, they are more likely to stay committed and diligent in their efforts. Students who are intrinsically motivated are more persistent, especially when faced with challenges, and they are more likely to maintain their enthusiasm and dedication throughout the memorization process. This motivation drives them to continue their *muraja'ah* and submission processes with a sense of purpose, helping them achieve their memorization goals and improving the quality of their recitation. The internal motivation of the students fuels their perseverance and enables them to overcome obstacles along the way.

The factors supporting the implementation of the Method to enhance the Qur'an memorization abilities of the students are multifaceted. It include the routine and discipline of the students, the active involvement of the teacher, the conducive learning environment, the structured memorization schedule, and the students' internal motivation. Each of these factors plays a vital role in maintaining a supportive framework for the students, ensuring that they stay on track with their memorization, improve their recitation skills, and successfully complete the memorization process. These supporting factors not only contribute to the success of the Method but also provide the foundation for long-term growth and mastery in memorizing the Qur'an.

The method in the memorization program has proven to be effective due to its emphasis on repetitive practice. However, its implementation has not been without challenges. Despite its effectiveness, several factors hinder the optimization of Qur'an memorization among the tenth-grade students. These

challenges can disrupt the continuity and progress of the memorization process, preventing students from achieving full potential in Qur'anic memorization.

One of the primary obstacles to the effective implementation of the Method is the variation in students' basic abilities. Each student comes with a different level of proficiency in reading and memorizing the Qur'an. Some students may already have a strong command of tajwid (pronunciation rules) and can read fluently, while others may require more guidance on *makhraj* (articulation points) and fluency. These differences in foundational skills mean that the Method cannot be uniformly applied to all students. Those with lower initial skills may take longer to memorize, often feeling left behind compared to their peers. This disparity in ability can create a sense of frustration and discouragement, which may impede their motivation to continue progressing at the same pace as their classmates.

Another significant hindrance is the monotony that can arise from the repetitive nature of the Method. While repetition is essential for strengthening memorization, it can become mentally exhausting if not accompanied by variation in the method or sufficient motivation. Some students may begin to feel bored and fatigued due to the constant repetition of the same verses. This mental fatigue leads to a decline in enthusiasm, focus, and the overall quality of the memorization process. As a result, what should be a valuable repetition exercise becomes a task performed merely out of obligation, rather than a meaningful learning experience. Without proper encouragement or variation, students may lose their drive, causing the memorization process to stagnate and weakening the retention of the Qur'anic verses.

Time constraints are also a significant barrier to the successful implementation of the Method. The tenth-grade students are not only involved in the memorization program but also must balance their formal school activities, Islamic lessons, and other extracurricular commitments. The packed schedule leaves little time dedicated exclusively to memorization and revision (*muraja'ah*). When students do not have enough time to practice and review, it becomes difficult to progress with new memorization, and their previous memorized verses may begin to weaken. This time limitation prevents students from consistently engaging with their memorization, resulting in a less effective learning process and a lower retention rate of the Qur'anic verses.

The lack of consistency in independent *muraja'ah* is another critical factor affecting the effectiveness of the Method. While the method is designed to be practiced with the guidance of a teacher, it is equally important that students repeat their memorized verses on their own outside of the set class times. However, not all students are equally disciplined or aware of the need to engage in independent revision. Some students are diligent about reviewing their memorization regularly, while others only repeat their verses when preparing for the next submission to the teacher. This inconsistency leads to gaps in their memorization, as the lack of frequent review causes the material to fade from memory. The absence of independent revision also results in a weaker connection

between the student and the memorized verses, which affects the long-term stability of their memorization.

Psychological factors, such as nervousness and a lack of self-confidence, are additional barriers to effective memorization. Some students feel anxious about reciting their memorization in front of the teacher or their peers, fearing that they will make mistakes. This anxiety can prevent them from performing to the best of their abilities, even when they have the memorization firmly in their minds. The fear of failure can also diminish their motivation, as students begin to doubt their own abilities. This lack of confidence can lead to a reluctance to engage in the process fully, causing students to lose motivation and hinder their progress in memorizing the Qur'an. When students are not confident in their abilities, they become less willing to put in the necessary effort to improve, ultimately affecting the quality and consistency of their memorization.

In conclusion, the factors hindering the implementation of the method for enhancing Qur'an memorization among tenth-grade students include differences in students' foundational skills, monotony in the repetition process, time constraints, lack of consistency in independent review, and psychological barriers such as nervousness and lack of self-confidence. These challenges need to be addressed to ensure that the students can fully benefit from the Method and improve their memorization skills. By acknowledging and overcoming these obstacles, the memorization program can be more effective in helping students achieve their Qur'an memorization goals and maintaining the quality of their recitations.

Table 2. the supporting and Hindering Factors of Takror's Method

Aspect	Supporting Factors	Hindering Factors
Student Discipline and Routine	Consistent daily practice, regular review, and a disciplined approach to memorization ensure steady progress.	Students with varying foundational skills may take longer to memorize, creating feelings of frustration.
Role of the Teacher	Active involvement in guiding, correcting, motivating, and providing feedback enhances learning effectiveness.	Lack of individualized attention for students struggling with makhraj or tajwid could slow down progress.
Learning Environment	A quiet, supportive, and Qur'anic-focused environment motivates students and fosters better concentration and focus.	External distractions and lack of focus due to a less conducive environment may impede memorization.
Time Management	Clear and consistent tahfidz schedule helps students manage their time between new memorization and revision.	Packed schedules with academic, extracurricular, and religious duties limit the time available for memorization.
Internal Motivation	Strong personal desire to memorize the Qur'an keeps students motivated, disciplined, and persistent in their efforts.	Psychological factors such as nervousness, lack of confidence, and fear of making mistakes hinder performance.

Conclusion

Based on the previous discussion, it can be concluded that the planning of the Takror method for Qur'an memorization is carried out systematically and purposefully. The program begins with regular teacher training sessions, followed by discussions to set memorization targets for each semester, and the establishment of a specific time for learning before the start of formal school hours. These steps demonstrate the application of effective learning management, ensuring that the memorization program is not solely reliant on the students' enthusiasm but is supported by a structured and sustainable system. This approach allows for continuous improvement and a balanced focus on both the quantity and quality of memorization, ensuring long-term retention and mastery of the Qur'an.

The implementation of the method to improve the Qur'an memorization skills of tenth-grade students involves several stages. These stages include repeated reading with the *mushaf*, gradually memorizing small sections of verses, repeating memorization, integrating memorized verses, revisiting old memorization, and submitting memorization to the teacher. Supporting factors for this method include student discipline, active teacher involvement, a conducive learning environment, a structured memorization schedule, and strong internal motivation. However, challenges such as varying student abilities, monotony in repetition, limited time, lack of consistent independent review, and psychological barriers like nervousness and lack of self-confidence may hinder the optimization of the method. These factors must be addressed to ensure the method's effectiveness and to help students reach their full potential in memorizing the Qur'an.

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