

THE EFFECT OF LEARNING ACTIVITIES ON THE QUR'AN MEMORIZATION ABILITY OF STUDENTS AT SMP ISLAM TERPADU DARUL ISTIQAMAH MAROS

Mutiah Ayu Jayamin¹, Syamsuddin², Hamka Ilyas³, Muhammad Rusmin B⁴

^{1, 2, 3, 4} Program Studi Magister Pendidikan Agama Islam, Universitas Islam Negeri Alauddin Makassar, Indonesia

¹ mutiah.ayu27@gmail.com, ² syamsuddin.sasak@uin-alaududin.ac.id,

³ ilyas.hamka@gmail.com, ⁴ muhammad.rusminb@uin-alaududin.ac.id

Abstract

This research aims to: (1) describe the Qur'an memorization learning activities of students at SMP IT Darul Istiqamah Maros, (2) describe the Qur'an memorization ability of students at SMP IT Darul Istiqamah Maros, and (3) analyze the influence of learning activities on the Qur'an memorization ability of students at SMP IT Darul Istiqamah Maros. This is an ex-post facto research utilizing a pedagogical approach. The population consisted of 117 students across all classes at SMP IT Darul Istiqamah Maros, from which a sample of 30 students was selected using proportionate stratified random sampling. Data collection methods included questionnaires, documentation, and memorization tests. The collected data were analyzed using descriptive statistics and inferential statistical analysis. The results indicate that: (1) the students' Qur'an memorization learning activity is in the moderate category with an average score of 40.6; (2) the students' Qur'an memorization ability is in the moderate and high categories with an average score of 16.63; and (3) there is a significant influence of learning activities (X) on Qur'an memorization ability (Y) among students, indicated by a significance value of $0.013 < 0.05$, leading to the rejection of H_0 and acceptance of H_1 . Thus, it can be concluded that learning activities significantly affect the Qur'an memorization ability of students at SMP IT Darul Istiqamah Maros.

Keywords: Learning Activities, Qur'an Memorization, Memorization Ability.

Abstrak

Penelitian ini bertujuan untuk: (1) mendeskripsikan aktivitas belajar menghafal Al-Qur'an siswa di SMP IT Darul Istiqamah Maros, (2) mendeskripsikan kemampuan menghafal Al-Qur'an siswa di SMP IT Darul Istiqamah Maros, dan (3) menganalisis pengaruh aktivitas belajar terhadap kemampuan menghafal Al-Qur'an siswa di SMP IT Darul Istiqamah Maros. Jenis penelitian ini adalah ex-post facto dengan pendekatan pedagogis. Populasi penelitian mencakup seluruh siswa SMP IT Darul Istiqamah Maros yang berjumlah 117 orang, dengan sampel sebanyak 30 siswa yang dipilih menggunakan teknik proportionate stratified random sampling. Teknik pengumpulan data yang digunakan meliputi kuesioner, dokumentasi, dan tes hafalan. Data dianalisis menggunakan analisis deskriptif dan analisis statistik inferensial. Hasil penelitian menunjukkan bahwa: (1) aktivitas belajar menghafal Al-Qur'an siswa berada pada kategori sedang dengan rata-rata 40,6; (2) kemampuan menghafal Al-Qur'an siswa berada pada kategori sedang dan tinggi dengan rata-rata 16,63; serta (3) terdapat pengaruh yang signifikan antara aktivitas belajar (X) terhadap kemampuan menghafal Al-Qur'an (Y) siswa dengan nilai signifikansi $0,013 < 0,05$, sehingga H_0 ditolak dan H_1 diterima. Dengan demikian, dapat disimpulkan bahwa aktivitas belajar berpengaruh secara signifikan terhadap kemampuan menghafal Al-Qur'an siswa di SMP IT Darul Istiqamah Maros.

Kata Kunci: Aktivitas Belajar, Menghafal Al-Qur'an, Kemampuan Menghafal.



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INTRODUCTION

In Islamic education, memorizing the Quran is crucial for developing religious character and noble morals in students. As a comprehensive religion, Islam emphasizes the importance of education based on the Quran and Sunnah as a guide to life. Memorizing the Quran is not merely a matter of memorization; it also serves as a means to foster discipline and a more religious character in students.

Furthermore, memorizing the Quran also helps instill deep Islamic values from an early age. In the context of formal education, many Islamic educational institutions use the tahfizh method to develop students with Islamic character. Research by Ershabilla¹ found that the Al-Qur'an memorization program in Islamic schools can improve students' morals and increase their religious potential such as Al-Qur'an recitation, which encourages students to act in accordance with Islamic teachings.

Memorizing the Quran plays a crucial role in shaping students' character based on Islamic values. In integrated Islamic schools (SMP IT), Quran memorization is not only an integral part of the religious education curriculum but also serves as a foundation for building students' character to be disciplined, diligent, and responsible. The importance of Quran memorization is also supported by the fact that this activity encourages students to have structured study time, improves memory, and trains their ability to focus.²

The process of memorizing the Quran is not merely a repetition of memorized verses, but rather an act of worship that requires sincerity, effective methods, and intensive guidance. Furthermore, the Quran memorization program serves as a comprehensive form of development, where students not only learn to memorize but also understand and practice the values contained in the Quran. This is in line with the principles of Islamic education that integrate worldly and hereafter knowledge to shape individuals with noble morals and Quranic personalities. The implementation of Quran memorization in integrated Islamic schools is also strengthened by an environment-based educational approach that supports the formation of students' Islamic personalities.³ Thus, memorizing the Quran is not only a religious activity, but also a comprehensive learning tool to shape a generation with noble morals, broad knowledge, and high capabilities in integrating Islamic values with the challenges of today's modern era.

The Qur'an memorization program is an integral part of Islamic education designed to train students to read, understand, and memorize the Qur'an gradually. Learning activities in this program

¹ Ershabilla Ardian Japa et al., *Optimalisasi Pengembangan Potensi Keagamaan Anak Melalui Perlombaan Gebyar Islami Di Kelurahan Manggahang Kabupaten Bandung*, 2024, 1–11.

² Arman Arman et al., "Sistem Informasi Pencatatan Hafalan Al-Qur'an Pada Smp Islam Terpadu Mutiara Kota Pariaman Berbasis Website," *Rang Teknik Journal* 4, no. 2 (2021): 316–24, <https://doi.org/10.31869/rjt.v4i2.2612>.

³ Saprin et al., "Efektivitas Penerapan Metode Menghafal Al Qur'an Terhadap Kemampuan Hafalan Santri Di Pondok Pesantren Al Imam Ashim Makassar," *Istiqra* 10, no. 1 (2022): 85–94, <https://doi.org/10.24239/ist.v10i1.1023>.pp. 86-87.

not only aim to produce students who have memorized the Qur'an, but also to develop a strong religious character. Some of the tahfizh learning methods applied include the ziyadah method, which is the activity of adding new memorizations. Through ziyadah, students gradually expand their memorization reach, so that the goal of memorizing the Qur'an can be achieved. However, the ever-increasing memorization certainly requires reinforcement so that it is not easily forgotten. Therefore, muraja'ah is necessary, namely the activity of repeating and reviewing the memorization that has been acquired. Murajaah serves to maintain the consistency and resilience of memorization so that it remains maintained in the long term. Murajaah is inseparable from the ziyadah process, as the two go hand in hand.

In addition to quantity and memorization, Quranic learning also emphasizes the quality of recitation, known as tahsin. Tahsin focuses on improving and perfecting recitation according to the rules of tajweed and letter pronunciation. Through tahsin, students not only memorize but also recite Quranic verses correctly and fluently.

Darul Istiqamah Maros Integrated Islamic Junior High School is one of the integrated Islamic schools that has a flagship tahfizh program to improve students' memorization of the Qur'an while building Islamic character. This program aims to produce a generation that loves the Qur'an, is disciplined, and has good morals. Research conducted by Syamsiah & Hakim, the tahfizhul Qur'an program at Darul Istiqamah Maros Integrated Islamic Junior High School has a positive impact on the development of students' character, making them more religious, disciplined, and responsible.⁴

Even though it has a positive impact on the formation of students' characters to be more religious, disciplined, and responsible, in the process of memorizing the Al-Quran at Darul Istiqamah Maros Integrated Islamic Middle School, there are certainly obstacles faced by students.

Based on the results of initial observations on January 15-17, 2025 conducted at Darul Istiqamah Maros Integrated Islamic Junior High School, the author found obstacles experienced by students, namely some students had difficulty with certain memorization methods, such as difficulty in adding memorization (ziyadah) or repeating memorization (muraja'ah) so that the memorization target was not achieved. The daily ziyadah target is a minimum of 1 page and the weekly muraja'ah target is a minimum of 5 pages obtained from the ziyadah in that week. So the final memorization target at Darul Istiqamah Maros Integrated Islamic Junior High School is to complete 30 juz and mutqin at least 3 juz. The minimum mutqin target of 3 juz is also used as a graduation requirement.

Based on the above problems, researchers are interested in measuring the impact of learning activities in the Quran memorization program to ensure the methods used are more optimal in improving

⁴ A. Saad, S; Hakim, "Peran Guru Muslimah Dalam Pendidikan Karakter Di SMP-IT Darul Istiqamah Maros," *Peran Guru Muslimah Dalam Pendidikan Karakter Di SMP-IT Darul Istiqamah Maros* 1, no. 2 (2021): 139–60.. 154 -156.

students' memorization abilities. Evaluation of learning activities in Quran memorization is important because it can measure the extent to which the applied methods have an effect on improving students' memorization abilities, understand the obstacles faced, and find appropriate solutions to improve the quality of education. Research by Swasono⁵, said that evaluation in the tahfizhul Qur'an program can help identify aspects that need to be improved, such as learning methods, memorization evaluation techniques, and factors that influence students' success in memorizing the Qur'an.

LITERATURE REVIEW

Learning Activities

Learning activities are a series of activities undertaken by students to achieve learning objectives. According to Sardiman, learning activities encompass the interaction between stimulus and response that can enhance individual abilities.⁶ Meanwhile, Diedrich (in Hamalik) classifies learning activities into visual, oral, written, listening, motor, mental, and emotional. Effective learning activities will support the achievement of more optimal learning goals.⁷

Based on this theory, learning activities are a comprehensive process involving various aspects of the learner, including visual, verbal, motor, mental, and emotional, interacting to achieve learning objectives. Therefore, the more diverse and focused the learning activities, the greater the chance of optimally achieving learning objectives.

Constructivism theory views learning as an active process of constructing knowledge based on experience and social interaction. Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), which is the distance between a student's actual abilities and the potential that can be achieved with the help of teachers or peers.⁸ This demonstrates the crucial importance of social guidance in the learning process. Bruner added that learning will be more meaningful if students act as active subjects discovering and constructing their own knowledge, rather than simply passive recipients.⁹

In the context of Islamic education, Suparno also explained that constructivism helps students develop deeper meaning in religious knowledge through interaction and reflection. In tahfizh (memorization) learning, constructivist principles are reflected in the practice of ziyadah (adding memorization) and then passing it on to the teacher (talaqqi) and halaqah (small group learning).¹⁰

⁵ Pangestu Aji Swasono, "Manajemen Tahfizh Al-Qur'an Berbasis Kurikulum Integratif Dalam Meningkatkan Prestasi Hafalan Santri Ma'had El-Hijaz Ciracas, Jakarta Timur" (2024).pp. 72-74.

⁶ A.M Sardiman, *Interaksi & Motivasi Belajar Mengajar* (Jakarta: Raja Grafindo Persada, 2018), h. 95-100.

⁷ Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: Bumi Aksara, 2016), h.172-174.

⁸ L.V Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge: Harvard University Press, 1978), h. 86.

⁹ J. Bruner, *The Culture of Education* (Cambridge: Harvard University Press, 1996), h. 20-21.

¹⁰ P. Suparno, *Teori Perkembangan Kognitif Jean Piaget*, (Yogyakarta: Kanisius, 2001), h.30-35.

Rizqiana's research shows that students who participate in talaqqi experience a more significant increase in memorization due to direct interaction with the teacher who functions as a facilitator.¹¹

Furthermore, Febriani's research proves that small-group learning (halaqah) helps students maintain motivation while strengthening memorization through social interaction. In conclusion, constructivist theory emphasizes that knowledge is built through experience and social interaction.¹² In memorizing the Quran, constructivism is evident in the practice of talaqqi and halaqah, which enable students to strengthen memorization through teacher guidance and study group support.

Learning activities in Islamic education are not only interpreted as cognitive activities, but also as a holistic personality development process. According to Slameto, learning activities involve the physical and mental involvement of students in achieving learning objectives.¹³ Meanwhile, from an Islamic perspective, learning activities are linked to the concept of ta'dib, namely the process of educating to form knowledgeable and noble human beings, based on Al-Attas' statement in 1991 (in Ahmad, A.).¹⁴ Then, according to Azizah & Murniyetti, they found that the Al-Qur'an memorization program was able to shape students' religious character, such as discipline, patience, and responsibility.¹⁵

This strengthens the view of An-Nahlawi (in Sukarman) who emphasized that Islamic education should integrate cognitive, affective, and psychomotor aspects in every learning activity.¹⁶

Success in memorizing the Quran is not only determined by talent or available time, but also by the quality and quantity of learning activities undertaken by students. Learning activities encompass what students do—physically, cognitively, and affectively—during the learning process. The following study links classical and modern learning psychology concepts to explain why learning activities can be a valid indicator of success in memorizing the Quran. According to Slameto, influence is a force that arises as a result of a factor (in this case, learning factors) that causes changes in students' attitudes, behavior, and outcomes.¹⁷

In the context of memorizing the Quran, the indicators are These include: the amount of memorization, the quality of the reading, fluency, endurance, accuracy of sequence, and consistency of recitation. Millah's research shows that the takrir method improves students' memorization results to

¹¹ Ayu Rizqiana, "Keefektifan Penerapan Metode Talaqqi Terhadap Hafalan Al-Qur'an Santri Hafidz Junior Di Yayasan Nurul Hayat Semarang". *Repositori Universitas Islam Sultan Agung* (2022), h. 55–67.

¹² Febriani, "Efektivitas Muraja'ah Dalam Menjaga Hafalan Al-Qur'an", *Jurnal Tahfizh*, Vol. 5 No. 1 (2024), h. 45–56.

¹³ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya (Edisi Revisi)* (Jakarta: Rineka Cipta, 2010), h.3.

¹⁴ A. Ahmad, "Konsep Ta'dib Syed Muhammad Naquib Al-Attas Dan Implikasinya Dalam Pendidikan Islam", *An Nur: Jurnal Studi Islam*, Vol. 13 No.1 (2021), h. 32–50.

¹⁵ Nur Azizah, dan Nini Murniyetti, "Pendekatan Humanistik Dalam Program Tahfizh Al-Qur'an", *Jurnal Pendidikan Islam*, Vol. 12 No.2 (2023), h. 101–115.

¹⁶ Sukarman, "Kajian Pemikiran Pendidikan Islam Abdurrahman An-Nahlawi Dalam Kerangka Pendidikan Modern", *JIES Journal Of Islamic Education Studies*, Vol. 2. No. 2 (2024), h. 164.

¹⁷ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya (Edisi Revisi)* (Jakarta: Rineka Cipta, 2010), h. 50–51.

the very good category.¹⁸ Then according to Jannah's opinion, he found that tahfizh activities in formal schools increased students' memorization by an average of 25 verses in two months.¹⁹

Meanwhile, Ayu Rizqiana stated that the effectiveness of talaqqi can be seen from a significant increase in fluency and fluency in memorization.²⁰ Thus, the influence of tahfizh learning activities is not only measured by the quantity of memorization, but also by the quality of reading.

The learning method is one of the most determining factors in successfully memorizing the Quran. According to Djamarah & Zain, choosing the right method will influence the effectiveness of learning outcomes.²¹ Some of the widely used memorization methods include:

1. Ziyadah (Memorization Addition)

Linguistically, ziyadah comes from Arabic which means addition and improvement.²² According to Al-Hafidz, ziyadah is a strategy for memorizing the Qur'an gradually by adding new verses followed by repeating old ones so that they are not lost (in Fitri et al.).²³ According to Salsabila, ziyadah refers to the activity of routinely and systematically adding new memorizations. This method is a crucial component of the tahfidz program because it aims to encourage students to continuously progress in expanding their memorization of Quranic verses.²⁴

2. Muraja'ah (Repeating Old Memorization)

Linguistically, muraja'ah comes from the Arabic word roja'a yarji'u, meaning to return. According to Suswati and Muhlil, muraja'ah is an essential part of the tahfidz program, defined as the activity of reviewing or reexamining previously memorized Quranic verses to ensure retention and maintain the quality of memorization.²⁵

¹⁸ Muzayanatul Millah, Indry Nirma Yunizul Pesha dan Sofian Muhlisin, "Implementasi Metode Takrir dalam Meningkatkan Hafalan Al-Qur'an Peserta Didik pada Mata Pelajaran Tahfizh Kelas VC MI Darul Qur'an Sawangan Depok", *El-Mujtama: Jurnal Pengabdian Masyarakat*, Vol. 4 No. 6 (2024), h. 3608.

¹⁹ Rahmi Jannah, "Peningkatan Hafalan Al-Qur'an Melalui Strategi Pembelajaran Kelompok". *Jurnal Pendidikan Islam*, Vol. 14 No.1 (2022), h. 23–34.

²⁰ Ayu Rizqiana, "Keefektifan Penerapan Metode Talaqqi Terhadap Hafalan Al-Qur'an Santri Hafidz Junior Di Yayasan Nurul Hayat Semarang". *Repository Universitas Islam Sultan Agung* (2022), h. 55–67

²¹ Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar (Cet. 4)* (Jakarta: Rineka Cipta, 2010), h. 45-55.

²² Khafidatunnisa, "Metode Ziyadah dan Muraja'ah Terhadap Tahfidzul Qur'an Siswa Islamic Boarding School (IBS) Darul Ulum MAN 1 Kota Pekalongan", *UIN KH Abdurrahman Wahid Pekalongan* (2024), h.12.

²³ Rahmayani Safitri, Chairuddin Siregar, Muliarno, "Penggunaan Metode Ziyadah Dalam Meningkatkan Minat Hafalan Siswa Pada Pelajaran Tahfidz Di Ma Al-Washliyah Kec. Tebing Tinggi Kota Kota Tebing Tinggi", *AT-TARBIYAH: Jurnal Penelitian dan Pendidikan agama Islam*, Vol. 3 No. 1 (2025), h. 186.

²⁴ Salsabila Nur Anifatul Dilla, "Implementasi Metode Ziyadah dan Muroja'ah dalam Meningkatkan Kualitas Hafalan Al- Qur'an Santriwati di Pondok Pesantren Maslakul Qur'an Cluwak Pati", *TARLIM Jurnal Pendidikan Islam*, Vol. 8. No. 2 (2025), h. 279.

²⁵ Suswati dan Muhlil Musolin, "Implementation Of The Discrepancy Model In The Ziyadah And Murojaah Programs At Mts Negeri 1 Purworejo", *Al-Masail: Journal of Islamic Studies*, Vol. 3 No. 1 (2025), h.1 – 11.

According to Rahmayani et al., muraja'ah is the activity of repeating or reviewing previously memorized material.²⁶ Murajaah functions to maintain students' memory for old memorization, strengthen long-term memory, and minimize the potential for forgetting. Consistency in murajaah helps form a disciplined character in memorizing the Qur'an.

3. Tahsin (Reading Correction)

According to Della and Fitroh, tahsin aims to improve the ability to read the Qur'an correctly, focusing on pronouncing the letters correctly and following the rules of tajweed.²⁷

Meanwhile, according to Muhammad et al., tahsin is basically about improving the pronunciation and reading of the Qur'an, ensuring that each letter is articulated correctly according to the proper articulation point (makhraj) and characteristics (sifat).²⁸

Ability to Memorize the Qur'an

Quran memorization is a person's ability to remember, retain, and recite Quranic verses correctly. According to Daradjat, memorization is a psychological process of storing information in long-term memory for later recall. Al-Qattan added that memorizing the Quran is not simply repeating the recitation, but rather an act of worship that requires sincerity and a deep understanding of its meaning.²⁹

Basically, memorizing the Qur'an is not only a matter of brain power, but also the involvement of the heart. Children or learners Those who learn to memorize with love for the Koran usually find it easier to commit the verses to their memory. So, in conclusion, the ability to memorize the Qur'an includes the skill of remembering verses, reciting them correctly according to recitation, and appreciating the values contained therein.

Memorization ability can be analyzed through three main aspects:

1. Cognitive Aspects

According to Bloom's opinion, cognitive includes the ability to remember, understand and apply.³⁰ In memorization (tahfizh), this aspect is evident in the ability to memorize verses

²⁶ Rahmayani Safitri, Chairuddin Siregar, Muliarno, "Penggunaan Metode Ziyadah Dalam Meningkatkan Minat Hafalan Siswa Pada Pelajaran Tahfidz Di Ma Al-Washliyah Kec. Tebing Tinggi Kota Kota Tebing Tinggi", *AT-TARBIYAH: Jurnal Penelitian dan Pendidikan agama Islam*, Vol. 3 No. 1 (2025), h. 186.

²⁷ Della Indah Fitriani dan Fitroh Hayati, "Penerapan Metode Tahsin untuk Meningkatkan Kemampuan Membaca Al-Qur'an Siswa Sekolah Menengah Atas", *Jurnal Pendidikan Islam Indonesia*, Vol. 5, No. 1 (2020), h.18.

²⁸ Muhammad Faisal, Siti Nurkhaifah Marisa, Triansyah Fisa, Reynaldi Aulia Rahim, Amiruddin, "Optimalisasi Metode Tahsin Al-Qur'an Bagi Pelajar Pada Man 1 Meulaboh", *MEUSEURAYA : Jurnal Pengabdian Masyarakat*, Vol.2, No.1 (2023), h.1-4.

²⁹ Al-Qattan, M, *Studi Ilmu-Ilmu Al-Qur'an* (Jakarta: PT Rineka Cipta, 2007), h. 237.

³⁰ Bloom, B. S, *Taxonomy Of Educational Objectives: The Classification Of Educational Goals* (New York: Longmans, 1956), h.10-15.

sequentially and recite them without looking at the Mushaf. Therefore, memorization is not simply repetition, but involves a structured memory to ensure proper recitation.

2. Psychomotor Aspects

Harrow refers to psychomotor as the physical skills that are trained.³¹ In memorization, this relates to the ability to pronounce letters fluently, regulate breathing, and maintain the rhythm of recitation. Therefore, it can be concluded that psychomotor skills in memorization are reflected in fluency in recitation and accuracy in tajweed.

3. Affective Aspect

According to Krathwohl, he emphasizes the affective aspect as the realm of attitudes, interests and values.³² Students who are sincere and love the Quran are usually more consistent and patient in memorizing it. It could be said that a positive attitude, sincerity, and patience are essential foundations for maintaining the quality of memorization.

These three aspects are interrelated, and often, students who may be less cognitively agile can excel because their affective abilities are strong, leading them to be patient, persistent, and loving in memorizing. Therefore, memorization is not just about intelligence, but also about attitude and perseverance.

Quran memorization ability indicators are important for measuring students' success in the memorization process. These indicators relate not only to the number of verses memorized but also to the quality of recitation, retention, and spiritual attitudes developed. Here are some indicators frequently cited in the literature:

a. Memorization Amount and Achievement

According to Jannah, the increase in the number of verses memorized over a certain period can be used as an indicator of memorization ability. The more consistently students add new verses, the higher their memorization ability.³³ The number is not very important, but it does not always reflect the strength of memorization.

b. Reading Quality (Tajwid and Makhraj)

According to the opinion of Galib emphasized that the quality of memorization can be measured by reading fluency according to the tajwid and makhraj letters.³⁴ Memorizing a large amount but not fluently is considered less meaningful, as the primary goal is to

³¹ Harrow, A. J, *A Taxonomy Of The Psychomotor Domain: A Guide For Developing Behavioral Objectives* (New York: D. Mckay Co, 1972) h. 5-15.

³² Krathwohl, D. R., Bloom, B. S., & Masia, B. B, *Taxonomy Of Educational Objectives: The Classification Of Educational Goals. Handbook Ii: Affective Domain* (New York: Mckay, 1964) h. 7-10.

³³ Rahmi Jannah, "Peningkatan Hafalan Al-Qur'an Melalui Strategi Pembelajaran Kelompok". *Jurnal Pendidikan Islam*, Vol. 14 No.1 (2022), h. 23–34

³⁴ Galib, A. (2022). "Implementasi Metode Takrir Dalam Pembelajaran Tahfizh", *Jurnal Pendidikan Qur'an*, Vol. 3 No. 2 (2022), h. 87–98.

maintain the authenticity of the Quranic recitation. It could be said that it is better to memorize a small amount but recite it correctly, than to memorize a large amount but with incorrect tajweed.

c. Memorization Fluency and Fluency

According to Febriani, fluency in delivering memorization without stopping or stuttering shows that the memorization has become embedded in long-term memory.³⁵ Fluency often comes from consistent recitation.

d. Memorization Endurance

Memorization endurance, or the ability to retain verses over time, is a key indicator. In memorization, muraja'ah (recitation) is a way to maintain memorization. Strong memorization is not just something that can be memorized once, but also something that can be repeated at any time, even after studying it for a long time.

e. Accuracy of the Sequence of Verses and Surahs

According to Daradjat, another indicator of memorization ability is the regularity of remembering the order of verses and chapters. Random or reversed memorization indicates a weak mastery of structure. Therefore, good memorization must be tied to the order of verses and chapters as per the Mushaf.

f. Consistency in Muraja'ah and Ziyadah

According to Febriani's research, consistency in muraja'ah (recitation) is directly proportional to the strength of memorization. Students who regularly recite muraja'ah tend to retain their memorization for longer.³⁶ Consistency in muraja'ah and ziyadah is an indicator of commitment and sincerity in maintaining memorization.

Indicators of Quran memorization ability include the number of recitations, the quality of recitation, fluency, endurance, accuracy of sequence, and consistency of recitation. All of these indicators complement each other. Measuring memorization ability isn't just about numbers, but about how deeply the verses live within a person. True memorization occurs when the Quranic verses become a friend to the mind, a reminder to the heart, and a guide to action.

Learning activities in tahfizh, such as ziyadah, muraja'ah, and tahsin have been proven effective in improving memorization quality when supported by internal factors (motivation, concentration, discipline) and external factors (teacher role models, a Qur'anic environment, and family support). The results of these activities are reflected in memorization ability, which is measured not only by the

³⁵ Febriani, "Efektivitas Muraja'ah Dalam Menjaga Hafalan Al-Qur'an", *Jurnal Tahfizh*, Vol. 5 No. 1 (2024), h. 45–56.

³⁶ Febriani, "Efektivitas Muraja'ah Dalam Menjaga Hafalan Al-Qur'an."

quantity of verses memorized, but also by the quality of recitation according to tajwid, fluency, memorization endurance, understanding of meaning, and their influence on students' religious attitudes.

Thus, it can be concluded that the ability to memorize the Quran arises from the synergy between learning theory as a conceptual foundation, learning activities as a practical tool, and memorization evaluation as evidence of success. Effective memorization is not only what is verbally memorized, but also what is internalized in the heart and reflected in behavior, thereby achieving the goals of Quranic education in its entirety.

RESEARCH METHODS

The type of research used is the ex post facto method. This study uses a pedagogical approach, namely an approach that focuses on the learning process, the interaction of educators and students and learning strategies used to achieve educational goals. The pedagogical approach was chosen because the researcher wanted to know how the applied learning activities can affect the ability to memorize the Qur'an of students. Located at the Darul Istiqamah Integrated Islamic Junior High School in Mandai District, Maros Regency. The research population at the Darul Istiqamah Integrated Islamic Junior High School Maros amounted to 117 students consisting of 6 classes, with the specified sampling of 30 students.

Data were collected through a questionnaire method. The questionnaire was structured in the form of a Likert scale, containing statements regarding learning activities (such as ziyadah, muraja'ah, and tahsin) and the ability to memorize the Qur'an. Each statement was accompanied by answer choices with a score weighting of 1 to 5, ranging from "strongly disagree" to "strongly agree." Data analysis used quantitative analysis. At the data analysis stage based on the sample, it was analyzed using descriptive analysis techniques and inferential analysis techniques. This memorization test was used as the main instrument for the memorization ability variable (Y). The results were then compared with student learning activity data (variable X) to see whether the learning activities carried out really had an effect on improving students' memorization abilities.

Validity is determined by using the product moment correlation formula as follows:

$$T_{xy} = \frac{N (\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2][N \Sigma Y^2 - (\Sigma Y)^2]}}$$

The results of the correlation calculation are then compared with the table of values at a significance level of 5%. If the $r_{count} > r_{table}$, then the question is considered valid and if the $r_{count} < r_{table}$, then the question is invalid.

To find out how much influence learning activities (X) and the ability to memorize the Qur'an (Y) have, statistical calculations are carried out using the Coefficient of Determination (KD) or R Square (R²).

RESULTS AND DISCUSSION

The research was conducted at Darul Istiqamah Integrated Islamic Junior High School in Mandai District, Maros Regency. The selection of the research location was based on several factors. First, the Qur'an memorization program at Darul Istiqamah IT Junior High School is an integral part of education, not just an additional subject, and is a flagship program where Quran memorization activities take place intensively. Second, it has specific and measurable Quran memorization learning activities such as ziyadah, murajaah, and tahsin, making it easier to study their effects. Third, as a boarding school, the learning environment is more controlled and directed with minimal distractions.

This study will discuss the research results in detail using a statistical analysis approach. This study uses descriptive analysis to answer problem formulations 1 and 2 with the help of Statistical Packages for Social Science (SPSS) version 24 and inferential analysis is used to answer problem formulation 3. The study was conducted to analyze the influence of learning activities on the ability to memorize the Qur'an.

Al-Qur'an Memorization Learning Activities for Students at Darul Istiqamah Integrated Islamic Middle School

This section presents an honest and comprehensive overview of how students at Darul Istiqamah Integrated Islamic Junior High School in Maros carry out their Quran memorization routines. Data were collected through a questionnaire designed to provide a snapshot of student learning activities.

However, before analyzing the learning activity statistics, descriptive statistics for ziyadah, muraja'ah, and tahsin were first analyzed. The goal was to describe these three indicators of learning activity in detail.

Table 4.1 Descriptive Statistics of Ziyadah

Number of Samples	30
Maximum Score	19
Minimum Score	8
Average (Mean)	13.8
Standard Deviation	2.45
Variance	6.05
Range	11
Number of Interval Classes	5.87

Table 4.2 Descriptive Statistics of Muraja'ah

Number of Samples	30
Maximum Score	20
Minimum Score	5
Average (Mean)	11.23
Standard Deviation	3.16
Variance	10.4
Range	15
Number of Interval Classes	5.87

Table 4.3 Descriptive Statistics of Tahsin

Number of Samples	30
Maximum Score	20
Minimum Score	8
Average (Mean)	15.53
Standard Deviation	3.08
Variance	9.49
Range	12
Number of Interval Classes	5.87

Then the descriptive statistical results of learning activities are as follows:

Table 4.4 Descriptive Statistics of Learning Activities

Number of Samples	30
Maximum Score	54
Minimum Score	31
Average (Mean)	40.6
Standard Deviation	5,805
Variance	33,697
Range	23
Number of Interval Classes	5.87

Based on table 4.4 above, the results of the descriptive analysis of the learning activity questionnaire scores using SPSS show that the range value is 23, the minimum score is 31, the maximum score is 54, the average is 40.6, the standard deviation value is 5.805 and the variance value is 33.697.

The results of the descriptive analysis of the learning activities of Darul Istiqamah Integrated Islamic Middle School are as follows:

- a. Determine the data range (R)

$$\begin{aligned} R &= X_t - X_r \\ &= 54 - 31 \\ &= 23 \end{aligned}$$

- b. Calculating the number of interval classes

$$\begin{aligned} K &= 1 + 3.3 \log N \\ K &= 1 + 3.3 \log 30 \\ &= 1 + 4.87 \\ &= 5.87 \text{ rounded to } 6 \end{aligned}$$

- c. Calculating the length of the interval class

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{23}{6} \\ &= 3.83 \text{ rounded to } 4 \end{aligned}$$

- d. Determine the distribution table

Based on these calculations, the data frequency distribution table is as follows:

Table 4.5 Distribution of Learning Activity Frequency

Class interval	Interval	Frequency (Fi)	Percentage (%)
1	31 – 36	8	27%
2	37 – 42	10	33%
3	43 – 48	9	30%
4	49 – 54	3	10%
Amount		30	100%

The frequency distribution table of learning activities shows that the highest frequency is in the interval 37 – 42 with a frequency of 10 and a percentage of 33%, while the lowest frequency is in the interval 49 – 54 with a frequency of 3 and a percentage of 10%.

e. Creating a categorization table

The categorization of learning activity data in this study refers to the level categorization, with subjects divided into three categories. The categorization table is as follows:

Table 4.6 Categorization of Learning Activity Data

No	Category	Interval	Frequency	Percentage (%)
1	Low	$31 \leq X < 37$	8	27%
2	Currently	$37 \leq X < 49$	19	63%
3	Tall	$X \geq 49$	3	10%
Amount			30	100%

The data in table 4.6 above shows that there are 8learnersis in the low category with a percentage of 27%, while 19%learnersis in the medium category with a percentage of 63%, and as many as 3learnersis in the high category with a percentage of 10%

Al-Qur'an Memorization Ability of Students at Darul Istiqamah Integrated Islamic Middle School

This point objectively describes the Qur'an memorization ability of students at Darul Istiqamah Integrated Islamic Middle School, Maros. Data on this variable were obtained through a Qur'an memorization test using an assessment rubric, so the results show the students' actual ability to memorize the Qur'an.

The results of the assessment of students' Quran memorization abilities were then classified into four categories: low, medium, and high, based on the scores obtained using the assessment rubric. This classification aims to facilitate data interpretation and provide an overview of the students' level of Quran memorization ability.

The data presentation aims to describe the ability to memorize the Qur'an of students at Darul Istiqamah Maros Integrated Islamic Middle School objectively, so that it can be a basis for analyzing the influence of learning activities on students' ability to memorize the Qur'an.

Table 4.7 Descriptive Statistics of Al-Qur'an Memorization Ability

Number of Samples	30
Maximum Score	23
Minimum Score	6
Average (Mean)	16.63
Standard Deviation	4,723
Variance	22,309
Range	17
Number of Interval Classes	5.87

Based on table 4.7 above, the results of the descriptive analysis of the Al-Qur'an memorization ability test using SPSS show that the range value is 17, the minimum score is 6, the maximum score is 23, the average is 16.63, the standard deviation value is 4.723 and the variance value is 22.309.

The results of the descriptive analysis of the ability to memorize the Qur'an at Darul Istiqamah Integrated Islamic Middle School are as follows:

- a. Determine the data range (R)

$$\begin{aligned}
 R &= X_t - X_r \\
 &= 23 - 6 \\
 &= 17
 \end{aligned}$$

- b. Calculating the number of interval classes

$$\begin{aligned}
 K &= 1 + 3.3 \log N \\
 K &= 1 + 3.3 \log 30 \\
 &= 1 + 4.87 \\
 &= 5.87 \text{ rounded to } 6
 \end{aligned}$$

- c. Calculating the length of the interval class

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{17}{6} \\
 &= 2.83 \text{ rounded to } 3
 \end{aligned}$$

- d. Determine the distribution table

Based on these calculations, the data frequency distribution table is as follows:

Table 4.8 Frequency Distribution of Al-Qur'an Memorization Ability

Class interval	Interval	Frequency (Fi)	Percentage (%)
1	6- 11	4	14%
2	12-17	13	43%
3	18-23	13	43%
Amount		30	100%

Based on the frequency distribution table of Quran memorization ability, it can be seen that the highest frequencies are in two intervals, namely intervals 12–17 and 18–23, each with a frequency of 13 and a percentage of 43%. This indicates that the majority of students have Quran memorization ability in this range.

Meanwhile, the lowest frequency is in the interval 6–11 with a frequency of 4 and a percentage of 14%, which shows that only a small proportion of students are in the lower memorization ability category.

e. Creating a categorization table

The categorization of Quran memorization data in this study refers to the level categorization, with subjects divided into three categories. The categorization table is as follows:

Table 4.9 Categorization of Al-Qur'an Memorization Ability Data

No	Category	Interval	Frequency	Percentage (%)
1	Low	$6 \leq X < 12$	4	14%
2	Currently	$12 \leq X < 18$	13	43%
3	Tall	$X \geq 18$	13	43%
Amount			30	100%

The data in Table 4.9 shows that out of 30learners, 4learners(14%) are in the low category, 13learners(43%) are in the medium category, and 13learners(43%) are in the high category. This shows that the majority oflearnersare in the medium and high categories.

The Influence of Learning Activities on the Al-Qur'an Memorization Ability of Students at Darul Istiqamah Integrated Islamic Middle School

1. Validity Test

The validity test was conducted using the Pearson Product Moment correlation with SPSS. The validity of each statement item was determined by comparing the calculated r value with the table r value. Based on the number of students as many as 30 people ($n = 30$) and a significance level of 5% (0.05), the table r value was obtained as 0.361. A statement item is declared valid if it has a calculated r value $>$ table r (0.361).

The validity test results show that all statement items in the variables studied have a calculated r value greater than the r table and/or have a significance value of less than 0.05. This can be seen from the correlation value of each item (x_{01} to x_{15}) against the total score (total) which is above the r table value, with correlation values ranging from 0.399 to 0.728. Thus, it can be concluded that all statement items are declared valid and suitable for use as research instruments.

2. Reliability Test

Reliability tests are used to measure questionnaires and to demonstrate the relative consistency of measurement results when repeated. In other words, reliability is an index that indicates the extent to which a measuring instrument is trustworthy or reliable. The Cronbach's Alpha (α) reliability method is used in reliability tests because each statement item uses an interval measurement scale. An instrument can be considered reliable if its alpha (α) value is greater than 0.60.

Table 4.10 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.696	15

It can be seen from table 4.10 above that the alpha of the learning activity variable (α_X) is 0.696 $>$ 0.60, so the results of the reliability test can be declared reliable.

3. Classical Assumption Test

a. Normality Test

The normality test aims to test whether in the regression model, the residual variable has a normal distribution or not. The normality test aims to determine whether the learning activity variable (X) and the ability to memorize the Qur'an (Y) are normally distributed or not. The data normality test is used to determine whether the data used by the researcher comes from a normally distributed population or not. Data is normally distributed if $\text{sig} > \alpha = 0.05$ and vice

versa, the data is said to be not normally distributed if $\text{sig} < \alpha = 0.05$. Data normality testing was carried out using the SPSS version 24 for Windows application. Based on the analysis of the prerequisite tests obtained, the conclusions of the normality test results can be seen in the table below.

Table 4.11 Results of Normality Test with Kolmogorov-Smirnov

Variables	K-Smirnov	Information
XY	0.200	Normal

Based on table 4.11, the results of the normality test of learning activities on students' ability to memorize the Qur'an show that the Kolmogorov-Smirnov significance value is 0.200 using a significance level of 0.05. The significance value obtained is greater than ($0.200 > 0.05$). Therefore, it can be concluded that the data on learning activities on students' ability to memorize the Qur'an is normally distributed.

b. Linearity Test

The linearity test aims to determine the relationship formed between the independent variable and the dependent variable partially and linearly. The linearity test is used to determine whether the data fits a linear line or not. This linearity test is used to determine whether the relationship between learning activities (X) and the ability to memorize the Qur'an (Y) is linear or not. The criteria for linearity testing with SPSS version 24 for Windows are if the sig deviation from linearity value $> \alpha$ then there is a linear relationship and if the sig deviation from linearity value $< \alpha$ then there is no linear relationship. The results of the linearity test for the intensity of online game use and students' emotional intelligence are presented in the following table:

Table 4.12 Linearity Test Results

Variables	F	Sig.	Information
XY	0.802	0.657	Linear

Based on table 4.12, the results of the SPSS version 24 for Windows analysis obtained a linearity test of the regression line equation from the Deviation from Linearity row, namely $F_{hit} (T_c) = 0.802$ with a significance value of 0.657 and using a level of 0.05. The significance value obtained is greater than ($0.657 > 0.05$). So it can be concluded that there is a linear relationship between learning activities and students' ability to memorize the Qur'an.

c. Simple Linear Regression Analysis Test

A simple linear regression analysis test was used to determine whether the independent variables had an effect on the dependent variable. The results of the simple linear regression test between learning activities and students' Quran memorization abilities are as follows:

Table 4.13 Results of the T-Test of Learning Activities on the Ability to Memorize the Qur'an

Coefficients a					
Model		Unstandardized Coefficients		Standardized Coefficients	T
		B	Std. Error	Beta	
1	(Constant)	1,818	5,635		.323
	Learning Activities	.365	.137	.448	2,655
a. Dependent Variable: Ability to Memorize the Qur'an					

Table 4.13 above shows the results obtained, the value in the constant column is 1.818 and in learning activities it is 0.365 so the regression equation is:

$$Y = a + bX$$

$$Y = 1.818 + 0.365 X.$$

From the analysis results, the significance level was obtained (α) and the table value is $\alpha=5\% = 0,05$ and degrees of freedom (df) = n-2 = 30-2=28.

The criteria for accepting and rejecting hypotheses are:

1. If t count > t table then Ho is rejected and H1 is accepted
2. If t count < t table then Ho is accepted and Ha is rejected.

Then the analysis results obtained thitung = 2.655 and t tabel value = 2.048 meaning the thitung value > t tabel value. Based on the significance value obtained from the table above of $0.013 < 0.05$ so that Ho is rejected and H1 is accepted. Thus, it can be concluded that learning activities (variable X) have an effect on students' ability to memorize the Qur'an (variable Y).

d. Coefficient of Determination Test

To find out how much influence learning activities (X) and the ability to memorize the Qur'an (Y) have, statistical calculations were carried out using the Coefficient of Determination (KD).

Table 4.14 Results of the Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.448a	.201	.173	4,296
a. Predictors: (Constant), Learning Activities				

Based on the results of table 4.14 above, the coefficient of determination (R Square) value was obtained as 0.201 or 20.1% which describes that the percentage of the influence of learning activities on students' ability to memorize the Qur'an is 20.1%.

RESULTS AND DISCUSSION

Al-Qur'an Memorization Learning Activities for Students at Darul Istiqamah Integrated Islamic Middle School

1. Ziyadah

Based on the results of descriptive analysis, the ziyadah ability of students at Darul Istiqamah Maros Integrated Islamic Junior High School is at a minimum score of 8 and a maximum score of 19, with an average value of 13.87 and a standard deviation of 2.46. The relatively small standard deviation indicates that the distribution of students' ziyadah abilities tends to be homogeneous and does not deviate too much from the average value. This indicates that most students have a relatively balanced ability to increase memorization, although there are differences in individual achievement levels.

The data shows that the majority of students fall into the moderate category, with scores ranging from 10 to 17. This finding indicates that, in general, students have been able to carry out ziyadah activities quite well, although not all have achieved the high category. This situation indicates that the ziyadah implemented in schools has been running as expected, but still has room for improvement to more optimally support student memorization achievements.

2. Muraja'ah

Based on the results of descriptive analysis, the muraja'ah ability of students at Darul Istiqamah Maros Integrated Islamic Junior High School is at a minimum score of 5 and a maximum score of 20, with an average value of 11.23. The standard deviation of 3.17 indicates that the variation of muraja'ah data is greater than that of the ziyadah variable. The large standard deviation indicates that the level of muraja'ah mastery among students tends to be more diverse, where there is a significant difference between students who have strong memorization resilience and those who still have difficulty maintaining their memorization.

The frequency distribution shows that the majority of students are in the moderate category, namely in the score range of 8–19. However, if observed, the average muraja'ah score (11.23) is relatively lower compared to other variables. This illustrates that muraja'ah ability remains a major challenge for students and requires serious improvement, especially in maintaining consistency and strengthening existing memorization.

3. Tahsin

Based on the results of the descriptive analysis, the students' tahsin ability showed a minimum score of 8 and a maximum score of 20, with an average value (mean) of 15.53 and a standard deviation of 3.08. The standard deviation value indicates that the data distribution is at a moderate level, which indicates that there is variation in tahsin ability among students, but still within reasonable limits.

Then the frequency distribution shows that most students are in the medium to high category, with a dominant score in the range of 14–19. This finding indicates that in general students have quite good tahsin abilities, especially in the aspects of reading improvement, mastery of makharijul huruf, and application of tajwid rules. Compared to ziyadah and muraja'ah, students' tahsin abilities appear to be higher than both, which indicates that the quality of Al-Qur'an reading receives sufficient attention in the learning process.

Al-Qur'an Memorization Ability of Students at Darul Istiqamah Integrated Islamic Middle School

Based on the analysis of Al-Qur'an memorization test data, the memorization abilities of students at Darul Istiqamah Integrated Islamic Middle School in Maros showed varying levels of achievement, ranging between the medium and high categories. This finding indicates that students' memorization abilities are not at a uniform level, but rather show differences between individuals according to the intensity of learning and student involvement in the memorization process.

In general, most students fall into the moderate category, meaning they have memorized the Quran according to the set target, but still show weaknesses in fluency, tajweed accuracy, and consistency. On the other hand, a number of students have reached the high category, characterized by more fluent memorization, more accurate recitation, and the ability to retain memorization when tested randomly.

This difference in achievement indicates that the Quran memorization program at Darul Istiqamah Integrated Islamic Junior High School in Maros has been running well and yielding positive results, but has not yet fully produced optimal memorization skills evenly. Students in the high category generally demonstrate consistent muraja'ah, discipline in ziyadah, and strong motivation in memorizing the Quran. Meanwhile, students in the medium category still need strengthening aspects of consistency and study time management.

The Influence of Learning Activities on the Al-Qur'an Memorization Ability of Students at Darul Istiqamah Integrated Islamic Middle School

Based on the results of data analysis, students' learning activities to memorize the Qur'an are in the moderate category, while their Qur'an memorization abilities are in the moderate and high categories. The results of the inferential statistical analysis test indicate an influence between learning activities and students' Qur'an memorization abilities. This finding indicates that the better the learning activities carried out by students, the better the Qur'an memorization abilities they achieve.

Descriptively, students who are active and consistent in conducting ziyadah, muraja'ah, and paying attention to tahsin tend to have higher memorization abilities than students whose learning activities are less regular. When linked to theoretical studies, this finding aligns with Sardiman's opinion that learning activities are a crucial factor in determining learning outcomes.³⁷ In addition, behaviorist theory emphasizes that repetition and reinforcement through routine recitation play a role in strengthening memorized memory.

Based on the results of a simple regression analysis, learning activities have been shown to contribute to students' Quran memorization abilities, although this contribution is not yet fully optimal. This indicates that learning activities, which are still in the moderate category, have an impact on memorization achievement, which tends to be in the moderate category. Therefore, efforts must be made to continuously improve the quality and consistency of learning activities so that students' Quran memorization abilities can develop more evenly and sustainably.

CONCLUSION

The students' memorization activities in the Quran were described as being in the moderate category. Eight students were in the low category (27%), 19 students were in the moderate category (63%), and three students were in the high category (10%). Based on the percentage of achievement against the maximum score, the results for ziyadah were 72.63%, muraja'ah 56.15%, and tahsin 77.65%. It can be concluded that each student has different achievement characteristics. These differences reflect variations in the focus and level of mastery of the Quran in learning activities, both in increasing memorization, strengthening memorization, and improving the quality of reading. This indicates that in general, students have carried out Quran learning activities that include ziyadah, muraja'ah, and tahsin activities quite routinely, although not yet fully optimal. Students have been involved in the process of memorizing the Qur'an, both in adding new memorizations, repeating memorizations that have been obtained, and improving the quality of reading.

The memorization ability of the Qur'an of students at Darul Istiqamah Integrated Islamic Junior High School in Maros shows a variation in achievement, namely in the medium and high categories.

³⁷ Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: Bumi Aksara, 2016), h.131

Of the 30 students, 4 students (14%) are in the low category, 13 students (43%) are in the medium category, and 13 students (43%) are in the high category. This illustrates that the memorization ability of students is not at a uniform level, but shows differences between individuals according to the intensity of learning and student involvement in the tahfizh process.

There is a significant influence between learning activities on the memorization ability of the Qur'an of students at Darul Istiqamah Integrated Islamic Junior High School with a significance value of $0.013 < 0.05$ so that H_0 is rejected and H_1 is accepted. Thus, it can be concluded that learning activities have an effect on the memorization ability of the Qur'an of students at Darul Istiqamah Integrated Islamic Junior High School and the percentage of influence learning activities on students' ability to memorize the Qur'an reached 20.1%.

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