



The Impact of Quran Memorization on the Quality of Students' Memorization

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Article Information:

Received July 18, 2023

Revised August 18, 2023

Accepted September 19, 2023

Keywords:

Quran memorization, memorization quality, tahfizh learning, Islamic education, elementary students

Abstract

Quran memorization learning plays an important role in maintaining the purity and understanding of the Quran among students. However, the effectiveness of memorization activities in improving the quality of memorization has not been widely examined empirically, especially at the elementary school level. This study aims to examine the effect of Quran memorization activities on improving students' memorization quality. A quantitative method with a descriptive approach was employed. Data were collected from 60 students in grades IV, V, and VI at an elementary school in during the 2023/2024 academic year using a total sampling technique. The results show that: i) the average Quran memorization score (variable X) was categorized as good, with a mean value of 70.55; ii) the average memorization quality (variable Y) was also in the good category, with a mean value of 48.2; and iii) Quran memorization had an effect on improving students' memorization quality, with a coefficient of determination (R^2) of 0.029 or a contribution of 2.9%, while the remaining 97.1% was influenced by other factors. These findings indicate that the effect of memorization activities on students' memorization quality is relatively small but still provides a positive contribution. The results of this study may serve as a basis for future research to explore other factors that influence the quality of students' Quran memorization.

INTRODUCTION

The Quran is the divine revelation revealed by Allah SWT to the Prophet Muhammad SAW through the Jibril (peace be upon him) as a guide for all humankind (Firdaus et al., 2022). It was revealed gradually in accordance with the social and historical circumstances of the Arab community at that time (Gade, 2014; Yunan, 2020). The Quran holds a central position in the life of Muslims, serving not only as a source of law but also as a foundation for spiritual, intellectual, and moral development. Therefore, studying, understanding, and memorizing the Quran have long been regarded as important aspects of Islamic education and devotion.

In the early period of Islam, memorization played a crucial role in preserving the authenticity of the Quran. The Arabs at that time were known for their strong memory, even though literacy was not yet widespread (Suarni, 2017). This condition made memorization an effective means of safeguarding the Quran from one generation to the next. Over time, Quran memorization commonly referred to as *tahfidz* became an integral part of Islamic educational traditions, both in formal and non-formal settings.

How to cite:

Athari, Z., Rahmi, E., Alatise, T. (2023). The Impact of Quran Memorization on the Quality of Students' Memorization. *Khalifa: Journal of Islamic Education*, 7(2), 95–102.

E-ISSN:

549-4783

Published by:

Islamic Studies and Development Center Universitas Negeri Padang

Nevertheless, memorizing the Quran is not a simple process. It requires persistence, discipline, and appropriate learning methods suited to each learner's ability (Izzati & Maharani, 2020; Masduki, 2018; Turohmah et al., 2020). Factors such as motivation, concentration, psychological conditions, and learning environment significantly influence students' ability to memorize. Thus, the effectiveness of *tahfidz* activities cannot be separated from the quality of guidance, instructional methods, and consistency in practice.

The activity of Quran memorization holds both spiritual and educational dimensions. It aims not only to increase the quantity of memorized verses but also to cultivate love for the Quran and a commitment to apply its teachings in daily life (Anwar & Hafiyana, 2018; Huda, 2018; Nadaa, 2021; Najib, 2018; Putra et al., 2021). Therefore, the quality of memorization should be assessed not only by the amount of text retained but also by the accuracy of recitation, consistency in revision (*muraja'ah*), and understanding of meaning.

In contemporary education, *tahfidz* programs have been widely implemented in schools and Islamic boarding institutions as part of efforts to foster students' religious character. Teachers of Islamic Religious Education and Quran memorization instructors play an essential role in guiding students throughout this process (Alwi et al., 2023; Nurfitriani et al., 2022; Prayoga et al., 2019). Although many institutions have adopted *tahfidz* programs, the outcomes vary. Some students show significant progress in memorization, while others face difficulties in maintaining consistency and quality.

These varying results indicate that the effectiveness of *tahfidz* programs in improving students' memorization quality requires further empirical investigation. Previous studies have mostly focused on teaching methods or motivational factors, but few have specifically examined how *tahfidz* activities affect the overall quality of Quran memorization among students.

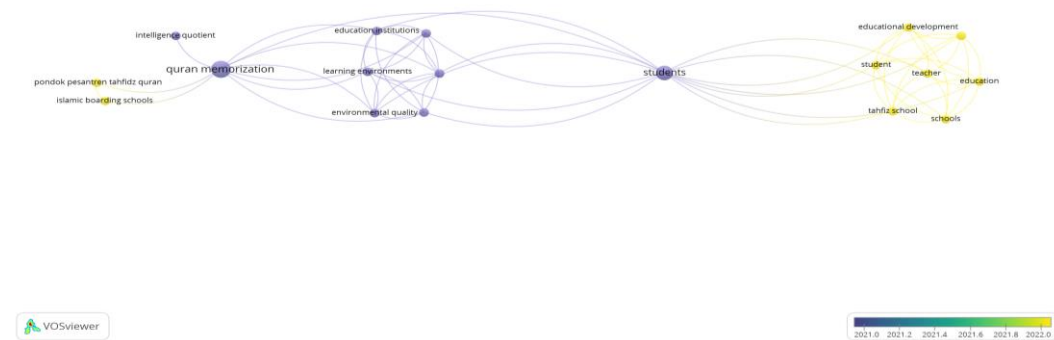


Fig 1. VOSviewer visualization of keyword co-occurrence

A bibliometric mapping using VOSviewer based on 22 Scopus-indexed documents with the keywords “Quran memorization” and “quality” further supports this research gap. The visualization reveals that existing studies are predominantly centered on themes such as learning environments, Islamic boarding schools, educational institutions, and student development. However, discussions on the measurable impact of Quran memorization on the quality of memorization outcomes remain limited. This indicates that research focusing on the empirical relationship between memorization practices and memorization quality is still underrepresented in current academic discourse.

Therefore, this study seeks to explore the effect of Quran memorization on improving students' memorization quality, providing empirical insights that may contribute to developing more effective and sustainable Quran learning strategies.

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METHODS

This study employed a quantitative research design with a descriptive approach (Lim, 2025; Mohajan, 2020; Wilkinson & Staley, 2019). The purpose of this design was to describe and analyze the extent to which Quran memorization influences students' memorization quality. The study used numerical data and statistical analysis to provide an objective overview of the relationship between the two variables. The population of this study consisted of all students in grades IV, V, and VI at an elementary school in during the 2023/2024 academic year, with a total of 60 participants. Since the total number of students was fewer than 100, a total sampling technique was applied, allowing all members of the population to be included as participants in the study (Engkizar et al., 2023; Engkizar et al., 2022; Syafril et al., 2021).

Data were collected using a structured questionnaire distributed to the participants. The instrument measured two main variables: Quran memorization activities (X) and students' memorization quality (Y). The questionnaire items were designed to capture students' engagement in *tahfidz* practices and the perceived improvement in their memorization ability. The data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 26 (George & Mallery, 2019; Ghani, 2021). Descriptive statistics were used to determine the mean and category of each variable, while simple linear regression analysis was conducted to examine the effect of Quran memorization activities on students' memorization quality (Asy-syamsa & Zulfa, 2022; Yaumas et al., 2023). The coefficient of determination (R^2) was used to identify the extent of the contribution of the independent variable (Quran memorization) to the dependent variable (memorization quality).

RESULT AND DISCUSSION

The descriptive results of students' Quran memorization levels were obtained through frequency distribution analysis. As shown in Table 1, among the 60 students, only one student (2%) was classified as very good, none (0%) were in the good category, 37 students (62%) were in the fair category, and 22 students (36%) were in the poor category. The total score obtained was 4,233, resulting in a mean score of 70.55, which falls within the interval of 70–77, indicating a fair level of Quran memorization. These findings suggest that the overall memorization ability of students still needs improvement in terms of consistency and accuracy.

Table 1. Description of Students' Quran Memorization

No	Class Interval	Class Interval	Class Interval	Class Interval
1	86–93	1	2%	Very Good
2	78–85	0	0%	Good
3	70–77	37	62%	Fair
4	62–69	22	36%	Poor
	Total	60	100%	

The results indicate that most students' memorization performance falls under the *fair* classification. This condition may be influenced by several factors, such as memorization techniques, the level of student motivation, and the consistency of review (*muroja'ab*). Previous studies also highlight that the effectiveness of Quran memorization programs depends not only on the memorization method but also on the students' discipline and guidance quality (Chew et al., 2023; Sulaeman et al., 2022).

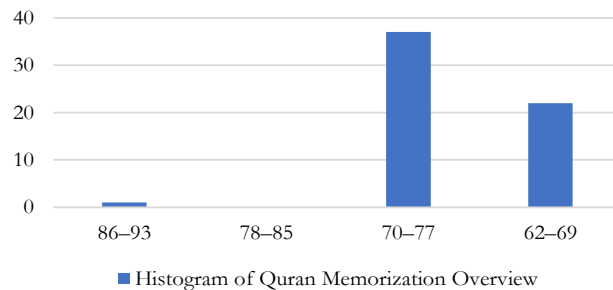


Fig 1. Histogram of Quran Memorization Overview

To describe the quality improvement of students' memorization, frequency distribution analysis was also conducted. As presented in Table 2, nine students (15%) were classified as *very good*, 30 students (50%) as *good*, 20 students (33%) as *fair*, and one student (2%) as *poor*. The total score obtained was 2,892, with a mean value of 48.2, which lies within the interval of 48–50, categorized as *good*. This indicates that students' memorization quality, in general, is relatively good, although some students still require additional support to achieve optimal results.

Table 2. Description of Students' Memorization Quality Improvement

No	Class Interval	Class Interval	Class Interval	Class Interval
1	51–53	9	15%	Very Good
2	48–50	30	50%	Good
3	45–47	20	33%	Fair
4	41–44	1	2%	Poor
Total		60	100%	

The results suggest that most students achieved a *good* level of memorization quality. This may indicate that, while memorization activities are ongoing, some supporting aspects such as pronunciation accuracy, application of *tajweed* rules, and sufficient repetition are already being practiced. However, further strengthening of these aspects is still necessary. Consistent with Ifadah et al (2021), memorization quality improvement requires not only memorization frequency but also understanding of *makharij al-huruf* and correct *tajweed* application.

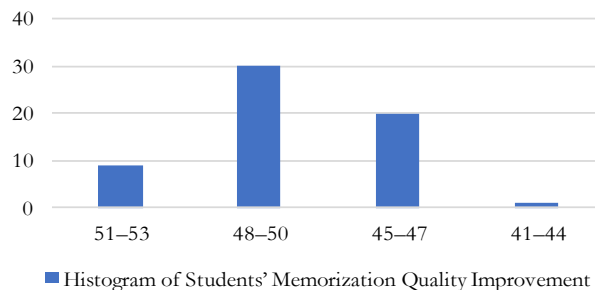


Fig 2. Histogram of Students' Memorization Quality Improvement

The results of the simple linear regression analysis show that the coefficient of determination (R^2) is 0.029. This means that Quran memorization (X) contributes 2.9% to the improvement of students' memorization quality (Y), while the remaining 97.1% is influenced by other factors not examined in this study. Therefore, the

alternative hypothesis (H_a), which states that there is a significant effect of Quran memorization on memorization quality improvement, is rejected, and the null hypothesis (H_0) is accepted.

These findings indicate that Quran memorization activities have a relatively small effect on improving students' memorization quality. This might be due to an imbalance between memorization quantity and quality aspects, such as mastery of *tajweed*, articulation accuracy, repetition habits, and intrinsic motivation. As [Lestari & Basuki \(2023\)](#); [Nasution et al. \(2022\)](#) explain, students with a large amount of memorization do not necessarily have high memorization quality if they neglect the linguistic and spiritual dimensions of the Quranic text.

Overall, the study suggests that Quran memorization programs conducted at the elementary level have been implemented adequately but have not yet produced a strong effect on memorization quality. The findings provide an opportunity for educators and curriculum developers to re-evaluate teaching strategies in *tahfizh* classes. A more comprehensive approach that balances memorization quantity with pronunciation accuracy, understanding of *tajweed*, and sustained *muroja'ah* practices is essential to achieve better outcomes.

This study also provides a foundation for further research to explore other influential factors such as learning motivation, teacher competence, parental involvement, and learning environment that may play a more substantial role in enhancing the quality of Quran memorization among students.

CONCLUSION

Based on the findings of this study, it can be concluded that the average score of Quran memorization (variable X) among students was categorized as *good*, with a mean score of 70.55, falling within the interval of 70–77. Similarly, the average score of memorization quality improvement (variable Y) was also categorized as *good*, with a mean score of 48.2, located within the interval of 48–50. The regression analysis revealed no significant effect of Quran memorization (variable X) on the improvement of students' memorization quality (variable Y). The coefficient of determination (R^2) was 0.029, indicating that Quran memorization contributed 2.9% to the improvement of students' memorization quality, while the remaining 97.1% was influenced by other factors beyond the scope of this study. Therefore, it can be concluded that Quran memorization activities, as implemented in this context, have not yet produced a strong influence on the improvement of students' memorization quality. This finding suggests that other supporting aspects such as learning methods, regular *muroja'ah* practice, accurate *makbarij al-huruf*, and consistent application of *tajweed* need to be strengthened to enhance students' Quran memorization quality more effectively.

ACKNOWLEDGEMENT

We would like to express our deepest gratitude to everyone who contributed to the success of this research.

DECLARATIONS

Author Contribution

Zaifullah Athari: Writing-Preparation of original manuscript, Conceptualization, **Elvi Rahmi:** Investigation, Visualization, Data accuracy, **Toyosi Alatise:** Methodology, Improve Content, Improve Language.

AI Statement

The data and language usage in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

Funding Statement

The author(s) declare that no financial support was received for the research, authorship, and/or publication of this article.

Conflict of Interest

The authors declare that this research was conducted without any conflict of interest in the research.

Ethical Clearance

The place or location studied has agreed to conduct research and is willing if the results of this study are published.

Publisher's and Journal's Note

Islamic Studies and Development Center Universitas Negeri Padang as the publisher and Editor of *Khalifa: Journal of Islamic Education* that there is no conflict of interest towards this article publication.

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Khalifa: Journal of Islamic Education

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