



# Innovation in Al-Qur'an Memorization Learning through the At-Tiqrar Method to Improve the Quality of Memorization of Students at Islamic Boarding Schools

Moh Didin Suherman<sup>1✉</sup>, Chusnul Muali<sup>2</sup>

<sup>1,2</sup>Nurul Jadid University, Paiton, Indonesia

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## ✉ Correspondence

didinsuher@gmail.com

## Abstract:

This study aims to analyze the implementation of the At-Tiqrar method in improving the quality of Qur'an memorization among students at Pondok Pesantren Nurul Qur'an. The background of this research is based on the phenomenon that many students still experience difficulties in maintaining memorization consistency, weak long-term retention, and a lack of systematic learning strategies in traditional tahfidz programs. This research employs a qualitative approach with a case study design. Data were collected through in-depth interviews, participatory observation, and documentation involving five key respondents, namely the pesantren leader (R1), a tahfidz teacher (R2), a supervisor/musyrif (R3), and two active students (R4 and R5). Data analysis was conducted using data reduction, data display, and conclusion drawing techniques, with source triangulation to ensure validity. The findings reveal that the At-Tiqrar method is effective in improving the quality of memorization, particularly in fluency, accuracy of recitation, and long-term retention. The method works through structured and repetitive learning, which strengthens students' memory and supports better mastery of Qur'anic verses. In addition, the success of its implementation is strongly influenced by structured learning systems, intensive mentoring from teachers and supervisors, as well as institutional support from the pesantren. However, several challenges were identified, including student boredom, individual differences in memorization ability, and limited time allocation. Despite these challenges, adaptive strategies such as method variation and motivational approaches were applied to maintain learning effectiveness. The study concludes that the At-Tiqrar method is an effective and contextual innovation in tahfidz learning, contributing both theoretically and practically to the development of Qur'anic education in Islamic boarding schools in the modern era.

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## INTRODUCTION

Islamic boarding schools (pesantren), as traditional Islamic educational institutions, continue to serve as centers for scholarly development and the formation of students' religious character, particularly in the field of Qur'an memorization (tahfidz al-Qur'an). In contemporary developments, tahfidz programs are no longer considered merely supplementary activities but have become flagship programs in many modern and traditional pesantren. This phenomenon reflects the increasing awareness among Muslims of the importance of preserving the authenticity of the Qur'an through memorization (Tarbiyah et al., 2024). However, empirical realities indicate that not all students are able to achieve memorization targets optimally. Many students experience difficulties in maintaining memorization consistency, weak retention capacity, and a lack of systematic and effective learning methods. This condition is further exacerbated by differences in cognitive abilities, learning motivation, and learning environments that are not yet fully supportive of optimal Qur'anic memorization processes. Therefore, innovation in tahfidz learning is required, not only oriented toward the quantity of memorization but also toward the quality and long-term retention of students' memorization (Junita et al., 2023).

In the context of contemporary Islamic education, monotonous and less varied instructional approaches remain one of the main factors contributing to the low quality of students' memorization. Many pesantren still rely on conventional methods such as talaqqi and memorization recitation (setoran) without being supported by structured reinforcement strategies. Meanwhile, educational challenges in the modern era demand pedagogical innovation that is responsive to learners' characteristics. Furthermore, the rapid development of technology and information presents additional challenges, as students face digital distractions that may reduce their focus in memorizing the Qur'an (Surur et al., 2025). Therefore, learning methods are needed that are not only easy to implement but also capable of enhancing concentration, repetition, and systematic reinforcement of memorization. One method that has recently gained attention is the At-Tiqrar method, which emphasizes intensive repetition as a key principle in successful Qur'an memorization.

Theoretically, the repetition (repetition-based learning) method has a strong foundation in cognitive psychology, particularly in strengthening long-term memory. In the context of Qur'an memorization, the At-Tiqrar method emphasizes continuous and structured repetition of verses, thereby enhancing students' memory retention (Aly & Bustomi, 2022). This method not only focuses on new memorization but also on systematic revision (muraja'ah) of previously memorized material. Research indicates that consistent repetition improves memory retention and reduces forgetting rates. In practice, the At-Tiqrar method is often combined with other methods such as talaqqi, tasmi', and sima'i to produce more effective learning outcomes. Thus, this method has great potential as a solution for improving the quality of students' Qur'an memorization in pesantren (Quraishi et al., 2024).

Recent studies have examined various methods in Qur'an memorization learning. A 2023 study found that the sima'i method improves students' memorization quality through repeated listening and imitation processes. Another study in the same year revealed that the ar-Rasyid method, which combines sima'i

and talaqqi, is effective in helping students memorize in a more structured and guided manner. A 2024 study also reported that the application of the Qira'ati method in tahfidz programs enhances memorization ability through routine activities and systematic habituation. Meanwhile, other research has shown that the Tikrar method has been implemented through stages such as bin-nadhar, talaqqi, and tasmī', which support memorization quality (Karman et al., 2023). These findings indicate that instructional methods play a crucial role in determining the success of Qur'an memorization programs.

Although various studies have examined memorization methods, there remains a research gap that requires further investigation. First, most studies focus only on the general effectiveness of methods without specifically examining the implementation of the At-Tiqrar method in improving memorization quality comprehensively. Second, previous studies tend to emphasize memorization quantity, while aspects of quality such as accuracy of tajwid, fluency, and memorization durability have not been extensively explored. Third, the diversity of research contexts has resulted in a lack of in-depth studies in specific pesantren settings with unique characteristics. Therefore, more specific, contextual, and in-depth research on the implementation of the At-Tiqrar method in improving students' memorization quality is required (Budiyanti et al., 2024).

This study has its novelty in its specific focus on the holistic implementation of the At-Tiqrar method in improving students' Qur'an memorization quality at an Islamic boarding school. Unlike previous studies, this research not only examines the effectiveness of the method but also explores its implementation process, reinforcement strategies, as well as supporting and inhibiting factors. In addition, this study emphasizes memorization quality aspects, including accuracy, fluency, and long-term retention. Another novelty lies in its contextual approach, which considers the real conditions of pesantren as a distinctive learning environment, making the findings more applicable and relevant.

The urgency of this study lies in the pressing need for innovation in tahfidz learning to address the challenges of Islamic education in the modern era. With the increasing interest in Qur'an memorization programs, pesantren are required to provide learning methods that are effective, efficient, and adaptive (Basri et al., 2022). This study is expected to contribute theoretically to the development of a tahfidz learning model based on the At-Tiqrar method, as well as practically assist pesantren administrators in improving the quality of tahfidz programs. It is also expected to serve as a reference for tahfidz teachers in designing more innovative learning strategies focused on memorization quality.

Based on the above explanation, this study aims to analyze the implementation of the At-Tiqrar method in Qur'an memorization learning and examine its effect on improving students' memorization quality at Islamic boarding schools. Specifically, this study seeks to identify the implementation steps of the At-Tiqrar method, supporting and inhibiting factors, and the outcomes achieved in improving memorization quality. The results of this study are expected to show that the At-Tiqrar method significantly improves students' memorization quality in terms of fluency, accuracy, and durability (Aly & Bustomi, 2022). Furthermore, this study is expected to produce an implementation model that can be replicated in other pesantren as an effort to develop more effective and innovative Qur'an memorization learning.

## RESEARCH METHOD

This study employed a qualitative approach with a case study design aimed at gaining an in-depth understanding of the implementation of the At-Tiqrar method in Qur'an memorization (tahfidz al-Qur'an) learning at Pondok Pesantren Nurul Qur'an. This approach was selected because it enables the researcher to explore the phenomenon contextually and comprehensively based on real conditions in the field. The case study was focused on the dynamics of tahfidz learning, particularly the application of the At-Tiqrar method in improving students' memorization quality (Winarni, 2021). The study was conducted in a naturalistic setting, in which the researcher served as the primary instrument, directly involved in the data collection process through interaction with participants and the pesantren environment.

The research subjects consisted of five respondents selected through purposive sampling based on their involvement and roles in the tahfidz program. The respondents included: (1) the head of the Islamic boarding school as the policy maker, (2) one tahfidz teacher as the implementer of the method, (3) one musyrif (tahfidz supervisor) who accompanied the students, and (4) two students actively participating in the tahfidz program. This selection aimed to obtain diverse and representative data from multiple perspectives regarding the implementation of the At-Tiqrar method (Harahap, 2020). Thus, the collected data are expected to provide a comprehensive description of the processes, challenges, and outcomes of the method's implementation.

Data collection techniques were conducted through participant observation, in-depth interviews, and documentation. Observation was used to directly examine the tahfidz learning process and the application of the At-Tiqrar method, while interviews were conducted to explore participants' experiences, perceptions, and views. Documentation included supporting data such as activity schedules, memorization records, and program archives. Data analysis was carried out interactively through data reduction, data display, and conclusion drawing (Sugiyono, 2019). To ensure data validity, the study employed source and method triangulation techniques and conducted member checking with participants to confirm the accuracy and credibility of the findings.

Table1 : Research Respondents

No	Respondent Code	Position/Status	Role in the Study	Description
1	R1	Head of Islamic Boarding School	Policy maker of the tahfidz program	Provides information on vision, policies, and program evaluation
2	R2	Tahfidz Teacher	Learning implementer	Explains the implementation of the At-Tiqrar method in teaching
3	R3	Supervisor (Musyrif)	Student mentor	Provides information on

				guidance and monitoring of students' memorization
4	R4	Student	Participant of tahfidz program	Shares direct experience in applying the At-Tiqrar method
5	R5	Student	Participant of tahfidz program	Provides perspectives on method effectiveness and learning motivation

## RESULTS AND DISCUSSION

### RESULTS

#### Effectiveness of the At-Tiqrar Method in Improving Students' Qur'an Memorization Quality

The findings of this study indicate that the At-Tiqrar method is effective in improving the quality of students' Qur'an memorization at Pondok Pesantren Nurul Qur'an. This effectiveness is reflected in significant improvements in fluency, accuracy of recitation, and long-term memorization retention. Based on the interview with R1, the head of the Islamic boarding school, the At-Tiqrar method was selected because it has been proven to strengthen memorization through systematic and structured repetition. R1 emphasized that before its implementation, many students experienced difficulties in maintaining long-term memorization. After the implementation of the At-Tiqrar method, a more consistent stability of memorization was observed. This indicates that repetition-based reinforcement has a direct impact on memorization quality. In addition, R2, the tahfidz teacher, stated that students using this method showed faster progress in mastering new memorization compared to conventional methods. Thus, the At-Tiqrar method not only enhances the quantity of memorization but also strengthens the internalization of Qur'anic verses in students' memory.

Furthermore, interviews with R4 and R5 as students support the finding that the At-Tiqrar method has a positive impact on memorization ability. R4 stated that continuous repetition makes memorized verses more firmly embedded and easier to recall during recitation sessions. He also added that this method helps reduce recitation errors. Meanwhile, R5 explained that although the method initially felt challenging, after becoming accustomed to it, he experienced a significant improvement in memorization fluency. According to him, the At-Tiqrar method makes the memorization process more structured and less likely to be forgotten. These statements indicate that students' direct experiences support the effectiveness of the At-Tiqrar method in improving memorization quality. Through consistent repetition, students do not merely memorize mechanically but also develop a stronger cognitive understanding of the verses being memorized (Salsabila, 2024).

In addition, R3 as the musyrif (supervisor) explained that the effectiveness of the At-Tiqrar method is also reflected in the improvement of students' independent *muraja'ah* (revision) practices. Students become more accustomed to repeating memorization independently without constant supervision. This

indicates the internalization of the method into students' learning habits. R3 added that students who consistently apply the At-Tiqrar method tend to have lower forgetting rates compared to before. This finding suggests that the At-Tiqrar method does not only affect final memorization outcomes but also contributes to the formation of sustainable learning habits. Thus, based on the interviews with all respondents, it can be concluded that the At-Tiqrar method is effective in improving students' memorization quality both cognitively and practically.

### **The Importance of Mentoring and a Structured Learning System**

The findings indicate that the successful implementation of the At-Tiqrar method is strongly influenced by a structured learning system at Pondok Pesantren Nurul Qur'an. R1 explained that the existence of a systematic schedule is a key factor supporting the effectiveness of the tahfidz program. Each student is assigned specific time slots for memorization, repetition, and recitation submission. This structure is designed to ensure consistency and prevent overlap with other activities. R1 emphasized that without a well-organized system, the At-Tiqrar method cannot function optimally due to its high demand for discipline. This shows that the success of the method is determined not only by instructional techniques but also by strong institutional management. With a clear system in place, students are able to focus more effectively on structured repetition activities.

In addition to the learning system, intensive mentoring from teachers and musyrif plays a crucial role in the success of the At-Tiqrar method. R2 explained that the tahfidz teacher not only acts as an instructor but also as a mentor who continuously monitors students' memorization progress. Any recitation errors are immediately corrected to prevent habitual mistakes. R2 also added that guidance is conducted both individually and in groups depending on students' abilities. Meanwhile, R3 emphasized that daily mentoring is essential to maintain students' consistency in memorization (Usman et al., 2024). He noted that students often experience fluctuations in motivation, making the role of supervisors essential in providing encouragement and regular evaluation. Thus, mentoring becomes a key element in ensuring that the At-Tiqrar method is implemented effectively.

Interviews with students R4 and R5 also indicate that a structured system and intensive mentoring provide a sense of direction and security in the memorization process. R4 stated that with a clear schedule and teacher guidance, he finds it easier to manage his study time. R5 added that mentoring from the musyrif increases his motivation because he is consistently reminded and evaluated. These responses show that external support plays an important role in maintaining students' consistency. Therefore, the success of the At-Tiqrar method cannot be separated from a structured learning system and continuous mentoring.

### **Supporting and Inhibiting Factors in the Implementation of the At-Tiqrar Method**

The findings show that the implementation of the At-Tiqrar method is influenced by several supporting factors that strengthen its success at Pondok Pesantren Nurul Qur'an. R1 explained that the main supporting factor is the

pesantren's policy, which explicitly supports a repetition-based tahfidz program. In addition, a religious and conducive environment also plays an important role in supporting the learning process. R2 added that students' strong internal motivation to memorize the Qur'an is a key asset for the success of this method. These internal and external factors complement each other in enhancing the effectiveness of tahfidz learning. Thus, a supportive institutional and environmental context is essential for optimal implementation.

However, the study also identified several inhibiting factors in the implementation of the At-Tiqrar method. R4 and R5 reported that boredom is a major challenge due to the intensive repetition process. Continuous repetition sometimes leads to monotony, especially without variation in learning methods. In addition, limited time due to the dense schedule of pesantren activities also becomes an obstacle to effective *muraja'ah*. R3 added that individual differences in students' memorization abilities also present challenges, as not all students learn at the same pace. This indicates that the implementation of the At-Tiqrar method requires adaptation to students' psychological and cognitive differences. To address these challenges, the pesantren implemented several adaptive strategies. R2 explained that variations in learning methods were introduced, such as combining At-Tiqrar with talaqqi and group learning to reduce boredom (Brentjes, 2024). R3 added that personalized motivational approaches were used to maintain students' enthusiasm. Meanwhile, R1 emphasized that regular evaluation is continuously conducted to improve the effectiveness of the tahfidz program. Through these efforts, the inhibiting factors in the implementation of the At-Tiqrar method can be gradually minimized. Therefore, the success of the At-Tiqrar method depends greatly on the institution's ability to manage supporting factors and effectively address challenges in a sustainable manner.

## DISCUSSION

The findings of this study indicate that the At-Tiqrar method is effective in improving the quality of students' Qur'an memorization, as reflected in increased fluency, accuracy of recitation, and memorization durability. These findings are consistent with behaviorism theory, which emphasizes repetition as a fundamental principle in habit formation and memory reinforcement (Asfiati et al., 2023). From Thorndike's perspective, the law of exercise states that the more frequently a stimulus is repeated, the stronger the associative bond formed in an individual's memory. This is supported by interviews with R1 and R2, who stated that systematic repetition in the At-Tiqrar method significantly strengthens students' memorization compared to conventional approaches. Thus, the implementation of this method not only enhances the quantity of memorization but also strengthens the internalization of Qur'anic verses in students' long-term memory.

The effectiveness of the At-Tiqrar method can also be explained through cognitive psychology theory, particularly the concepts of memory retention and spaced repetition. According to Ebbinghaus, structured repetition can slow down the forgetting curve, allowing information to be stored longer in long-term memory. This aligns with the findings of R4 and R5, who reported that continuous repetition makes memorized verses more firmly retained and easier to recall during recitation sessions. Students' experiences show that this method is not

merely mechanical but also fosters more stable cognitive reinforcement (Mastiyah et al., 2024). Therefore, the At-Tiqrar method can be viewed as an effective memory-based learning strategy within the context of Qur'an memorization in Islamic boarding schools.

In addition, the findings indicate that the At-Tiqrar method encourages the development of students' independent learning habits, particularly in muraja'ah (revision activities). This finding is aligned with Zimmerman's theory of self-regulated learning, which emphasizes self-control, motivation, and independent learning strategies as essential components of academic achievement. R3, as a musyrif, stated that students who consistently apply the At-Tiqrar method tend to become more independent in repeating their memorization without constant supervision (Chen, 2024). This demonstrates the internalization of learning strategies within students' habits. Thus, the At-Tiqrar method not only affects memorization outcomes but also contributes to the development of disciplined, independent, and consistent learning character.

From a pedagogical perspective, the success of implementing the At-Tiqrar method is strongly influenced by a structured learning system. This aligns with Gagné's instructional design theory, which states that effective learning must be systematically designed with clear stages. R1 emphasized that a well-structured schedule in the tahfidz program is a key factor in the success of this method. Without proper time management, the repetition process cannot be implemented optimally. This indicates that the effectiveness of the method is determined not only by instructional techniques but also by supportive educational system design. Therefore, the At-Tiqrar method requires integration between pedagogical strategies and strong institutional management.

In addition to the system, teacher mentoring is also a crucial factor in the success of the At-Tiqrar method. This is in line with Vygotsky's scaffolding theory, which states that learners need assistance from more competent individuals to achieve optimal development within the Zone of Proximal Development (ZPD). R2 and R3 emphasized that intensive guidance from teachers and musyrif helps students correct recitation errors and maintain memorization consistency (Brentjes, 2024). This mentoring is not only academic but also motivational in nature. With appropriate scaffolding, students are able to achieve higher levels of memorization compared to independent learning without guidance (Abd Elfattah, 2025).

However, this study also identifies several inhibiting factors such as boredom, time constraints, and differences in students' abilities. This can be explained through the theory of individual differences in educational psychology, which states that each learner has different abilities, motivations, and learning styles. R4 and R5 reported that boredom caused by repetitive learning is a major challenge in the learning process (Wang et al., 2025). Therefore, adaptive strategies such as method variation and motivational approaches are needed to maintain learning effectiveness. Thus, the success of the At-Tiqrar method does not only depend on the superiority of the method itself, but also on the institution's ability to manage individual differences and create an adaptive and sustainable learning environment.



Figure 2. Foundations of At-Tiqrar Method

## CONCLUSION

Based on the entire series of research conducted, it can be concluded that the implementation of the At-Tiqrar method in the Qur'an memorization (tahfidz al-Qur'an) program at Pondok Pesantren Nurul Qur'an is proven to be effective in significantly improving students' memorization quality, particularly in terms of fluency, accuracy of recitation, and long-term memorization retention. This finding is consistent with the initial objectives of the study, which were grounded in the problem of low memorization consistency and weak retention among students caused by the use of conventional, less structured learning methods. Interviews with all respondents (R1–R5) indicate that the At-Tiqrar method, which is based on systematic repetition, is able to strengthen students' long-term memory and help reduce errors in reciting and recalling Qur'anic verses. In addition, this method also promotes the development of more disciplined and independent learning habits, particularly in *muraja'ah* activities, so that students are not merely engaged in mechanical memorization but also experience stronger cognitive reinforcement. The success of its implementation is also closely related to a structured learning system, supportive institutional policies, and the active role of teachers and musyrif in providing intensive mentoring. This indicates that the synergy between instructional methods, institutional management, and pedagogical support is the main factor in the success of the tahfidz program. However, the study also identified several challenges, such as student boredom, individual differences in learning ability, and time constraints, which may affect memorization consistency. Nevertheless, the pesantren has attempted to address these challenges through adaptive strategies such as variation in learning methods, motivational approaches, and periodic evaluation. Thus, it can be asserted that the At-Tiqrar method functions not only as a memorization technique but also as a holistic, integrative, and contextual learning model for improving Qur'anic education quality within Islamic boarding schools. This study is expected to contribute theoretically to the development of repetition-based tahfidz learning models and practically to assist Islamic educational institutions in optimizing Qur'an memorization programs in the increasingly complex challenges of the modern era.

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