



THE INFLUENCE OF POND AND GENERAL GRADUATES ON THE LEVEL OF QUR'AN MEMORATION AND ACADEMIC ACHIEVEMENT OF HAFIDZPRENEUR STUDENTS

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Article History:

Received: March 2024

Accepted: May 2024

Published: June 2024

Keywords:

Boarding School and General Graduate, Qur'an Memorizing Achievement, Hafidzpreneur

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Abstrack: The study aimed to assess the impact of graduates from Islamic boarding schools and general schools on Quran memorization levels and academic grades of Hafidzpreneur students. The method used was a dummy variable regression with data processing using Microsoft Excel 2016. The primary data used were collected through questionnaires distributed to Hafidzpreneur students via Google Forms. The data were analyzed using regression analysis, partial F-test, and simultaneous F-test. The R-squared value in this study was 0.416, indicating that the dependent variable (Quran memorization) can be explained by the independent variables (graduates from Islamic boarding schools and general schools, and academic performance) to the extent of 41.6%. The remaining 58.4% can be explained by other variables. The study found that graduates from both Islamic boarding schools and general schools negatively affected Quran memorization, as indicated by a probability of $0.34 > \alpha = 0.05$. Additionally, academic performance negatively influenced Quran memorization, with a probability of $7.52 > \alpha = 0.05$. The study concluded that students from both Islamic boarding schools and general schools, as well as academic performance, do not significantly affect the level of Quran memorization among Hafidzpreneur students. The study has significant implications in increasing understanding about the relationship between graduates from general and Islamic boarding schools on Quran memorization and academic levels. The study's results can help educational institutions develop new programs that combined religious and general education, particularly for students interested in becoming Hafidzpreneur.

INTRODUCTION

Education has a crucial role in shaping society and increasing individual capacity. Based on the National Education System Law Number 20 of 2003, the education system is divided into three main categories: pathway, level and type. Educational pathways include formal, non-formal and informal. Education levels include primary, secondary and higher education. Meanwhile, types of

education cover various focuses such as general, vocational, academic, professional, vocational, religious and special (Rokhim & Rusydiyah, 2021).

General and religious education plays an important role in shaping personality and preparing quality individuals, an aspect that has become a focus in the development of Indonesian society. Among the various types of education, both Islamic boarding schools and general education institutions have an important role in forming individual character. Islamic boarding schools as Islamic educational institutions, which have long been an inseparable part of the education system in Indonesia, have a significant role (Sabil & Diantoro, 2021). According to the Director General of Small, Medium and Miscellaneous Industries of the Ministry of Industry, Reni Yanita, based on data from the Ministry of Religion until the second semester of 2023, it is estimated that the number of Islamic boarding schools in Indonesia will reach 39,167 units spread across all provinces, with the total number of students reaching around 4.85 million people (Hasbullah et al., 2019).

Isbah (2020) revealed that Islamic boarding schools, as the oldest Islamic educational institutions in Indonesia, have made a significant contribution to efforts to improve the level of education and morality of society. The existence of many Islamic boarding schools in Indonesia, along with the large number of students in each Islamic boarding school, means that this institution has a very important role in the nation-building process, especially in the fields of education and the formation of moral character.

Islamic boarding schools have a regulated position in the Indonesian education system in accordance with the National Education System Law no. 20 of 2003, especially in the context of religious education, Article 30. Based on this article, Islamic boarding schools are recognized as a form of religious education that can be provided either by the government or by community groups who adhere to certain religions, in accordance with applicable legal provisions. Furthermore, Islamic boarding schools can be run through various channels, both formal, non-formal and informal. One of the main differences between the Islamic boarding school education system compared to other educational institutions is that it is mandatory for students or santri to live in the dormitory 24 hours a day. Apart from that, this Islamic boarding school also adopts and integrates aspects of the modern education system that are relevant to current developments and in accordance with the needs to face future challenges (Halil Hermanto, 2022).

On the other hand, if Islamic boarding schools are accustomed to learning classical books (*Kitab Kuning*) and learning the Al-Qur'an, then it is also different from students who study in general education such as Senior High Schools, Vocational High Schools and Madrasah Aliyah. In accordance with the Merdeka curriculum or K13 curriculum used in Indonesia, public schools such as Senior High Schools, Vocational High Schools learning the Al-Qur'an and hadith, fiqh, and other religious learning are combined into one subject, namely Islamic religious education, which is taught for 2 hours. in a week. This is very inversely proportional to Islamic boarding schools, if Islamic boarding schools have every

subject filled with religious learning, then public schools such as Senior High Schools, Vocational High Schools and Madrasah Aliyah have their learning subjects filled with general learning. Such as natural sciences, mathematics, languages, and so on. One of the reasons for the differences in public school subjects such as Senior High Schools, Vocational High Schools, Madrasah Aliyah and Islamic boarding schools is the use of different curricula.

The curriculum for public schools such as Senior High Schools, Vocational High Schools and Madrasah Aliyah is regulated by the Ministry of Education, Culture, Research and Technology, which is adapted to the needs of each school. Meanwhile, Islamic boarding schools have their own curriculum, as per Law Number 18 of 2019 which returns Islamic boarding schools to their core philosophy, namely developing unique programs or curricula without interference from the government. However, alumni or graduates of Islamic boarding schools are still the same as alumni of public schools such as Senior High Schools, Vocational High Schools and Madrasah Aliyah.

General education must equip individuals with basic skills and knowledge while developing the ability to think critically and creatively. Therefore, general education teaches students only general or basic subjects. This is in line with Law Number 20 of 2003 Article 37 which states that general education at the secondary level such as Senior High Schools, Vocational High Schools and Madrasah Aliyah must cover several mandatory subjects, including religious education, citizenship education, language, mathematics, social studies, science, arts and culture, and others. The general education curriculum also refers to the provisions of national education standards as regulated in Law of the Republic of Indonesia Number 20 of 2023 concerning the National Education System. Therefore. In general, general education and Islamic boarding schools have very big differences. However, even so, Islamic boarding schools and general education have their respective roles in the world of education in Indonesia.

Because the general education curriculum and Islamic boarding schools are different, they automatically produce different student graduates. Students who graduate from public schools Senior High Schools, Vocational High Schools and Madrasah Aliyah are more likely to have general skills related to a broad curriculum, such as numeracy, literacy and understanding of science. Meanwhile, Islamic boarding schools develop special skills in the field of Islam, including the ability to read the Koran well, understand Islamic laws, and master Islamic disciplines. General graduates also receive a more general and diversified education, involving a variety of subjects such as science, mathematics, languages, and the arts (Latipah, 2022). Meanwhile, Islamic boarding schools study Islamic religion, with a focus on understanding the Koran, hadith, aqidah and fiqh. And for general science it may be less than for general school graduates. However, public schools and Islamic boarding schools have their own contribution to society (Hanafi et al., 2019).

In this changing context, the Tazkia Bogor Islamic Institute is the result of the transformation of the Tazkia Islamic Economics College, which was

previously one of the universities with an integrated education system. This higher education institution is known for its boarding system for students in their first year, which is known as the matriculation program (Hadi, 2020). Apart from that, the Tazkia Islamic Institute is one of the institutions that has a Hafidzpreneur undergraduate program in Indonesia. The Hafidzpreneur Bachelor Program is a collaboration between the Tazkia Institute and Wadi Mubarak at the undergraduate education level. Students who take part in this program will live in special dormitories throughout their studies. Apart from deepening their knowledge of sharia economics and business, they will also receive special guidance to memorize 30 Juz of the Qur'an (Cici, 2024). *Hafidzpreneur* is a program that requires students to memorize 30 juz of the Qur'an while also having entrepreneurial skills.

Based on Tazkia Islamic Institute Chancellor's Decree no. 016 of 2021 concerning the Hafidzpreneur Education Model for Undergraduate Programs, it is determined that the competency of graduates of the Tahfidz undergraduate program is 30 Juz of the Al-Qur'an. The Minimum Completeness Criteria according to the decree is 70 (B) which is translated as a minimum mutqin standard of 10 Juz. Following up on this decree, the Tazkia Qur'an Center formulated that the target for achieving Qur'an memorization per semester is 4 Juz with the following details: In the first semester students are required to learn about *Matan Al-Jazary* and *Tuhfathul Atfal* as a requirement before memorizing the Qur'an directly. Students who are declared to have passed the *matan al-jazary* and *tuhfathul atfal* exams will only be allowed to memorize the Qur'an. In the first semester until the seventh semester, students have a target of 4 juz starting from juz 30, 29, 28, and 27. Meanwhile, in the eighth semester, Hafidzpreneur students have a target of memorizing 3 juz. In this eighth semester, students are also required to carry out *tasmi bil ghoib* (reading without looking at the Qur'an) 10 juz in one sitting, as a requirement for taking part in the final thesis session. And a deposit of 30 Juz is a requirement for students to take a diploma (Shariq, 2020).

Based on the researcher's initial observations, there was a problem that not all students are able to memorize 4 juz during one semester. So the IAI Tazkia hafidpreneur program provides relief to students who have not reached their semester targets. For students who had not reached the final semester (4th juz), these students were required to take part in the Qur'an camp program. The Qur'an camp program is a program carried out by Hafidzpreneur students to catch up with their target of memorizing the Qur'an. Meanwhile, students who have achieved the semester memorization target are given relaxation time (memorization deposit holiday) during the Al-Qur'an camp. Apart from the problem of memorizing things that have not been achieved, Hafidzpreneur students also experience problems in terms of academics, some students who have good memorization, sometimes have problems in terms of academics, and vice versa.

In this phenomenon there is something interesting, which could be a factor in why this phenomenon occurs. After further investigation, many

students achieved their target of memorizing the Qur'an without any problems. This is because he graduated from a boarding school, so he is familiar with the verses of the Qur'an which he memorized. However, on the other hand, students who are general graduates have great difficulty memorizing the Qur'an, and it is not uncommon for Hafidzpreneur students to only learn how to recite the Koran properly when they enter the Tazkia Islamic Institute for the Hafidzpreneur program. So achieving the targets set by Tazkia is very difficult. Not only that, the influence of boarding school graduates and general graduates is also visible in the students' academic results. Students who are general graduates tend to easily understand and follow general courses compared to boarding school graduates. Based on this phenomenon, the question arises whether there is an influence of boarding school graduates and the general public on the level of achievement of memorizing the Qur'an? And does academics also affect the level of achievement of memorizing the Qur'an?

Memorizing the Qur'an at the same time as (academic) lectures is certainly not easy. The Qur'an is not just a religious book that must be read, but the Qur'an is more than that word. The Qur'an acts as a guide to life for humans and as a law for all living creatures which contains many instructions for humans in living life in this world and in the afterlife (Purba & Maturidi, 2019). Therefore, the process of memorizing the Qur'an requires an adequate level of intelligence, and sincere will and intention are also important requirements in this process. (Hasanah, 2022). Apart from that, memorizing the Qur'an also requires strong dedication, physical and mental readiness, willingness, and disciplined and consistent self-regulation before memorizing the Qur'an. (Oktapiani, 2020).

Based on research conducted by Fai et al., (2020), revealed that there was a positive and significant correlation between the level of memorization of the Al-Qur'an and students' academic achievement. The results of statistical analysis showed a significance value of 0.000, which confirms the existence of this positive and significant correlation. This was in line with research conducted by Sholeha & Rabbanie (2021) that there was a significant correlation between the level of memorization of the Al-Qur'an and the academic achievement of tahfidz class students. This means that the better someone memorizes the Qur'an, the higher the possibility of the student's academic achievement increasing. What differentiates this research from previous research was the variables used. If the previous research variables only used academic achievement and Qur'an memorization achievements, then in this variable there are the variables of boarding school graduates and general as independent variables. Apart from that, what differentiates this research from previous research was its object, namely hafidzpreneur students, where previously there had been no previous research discussing hafidzpreneurs.

Through this research, it is hoped that this research will contribute to increasing understanding of concepts and theories regarding the relationship between public school graduates and Islamic boarding school graduates on the level of achievement of memorizing the Qur'an and academics. This research

also provides information and inspiration for educational institutions to develop new study programs that combine religious and general education, especially for students who are interested in becoming Hafidzpreneurs. However, if we look at the specific benefits of this research, it can help Tazkia Qur'am Center to make the right decision or strategy in resolving the inequality in students' levels of Qur'an memorization and academic achievement by taking into account the student's school background. This research has the potential to be further explored regarding the factors that influence the level of achievement in memorizing the Qur'an and student academic achievement.

RESEARCH METHOD

This research used Multiple Linear Regression with Dummy Variables. Multiple linear regression analysis was used to investigate and measure the extent to which the independent variable influences the dependent variable. This method helped in determining the direction of the relationship between variables and measuring how big their impact is. In this research, the dependent variable was the achievement of memorizing the Qur'an which is symbolized as Y. Meanwhile, the independent variables were boarding school graduates and general graduates which are symbolized as X1. And academic as X2. The dummy variable used in this research is located at X1 (cottage graduates and general graduates). Pondok graduates were rated as "1" while general graduates are rated as "0".

This research was conducted at the Tazkia Matriculation Institute Campus, Jalan Raya Dramaga No. 7, Dramaga District, Bogor District, West Java Province. The research was conducted in December 2023 - February 2024. The population in this study was 293 Hafidzpreneur students. This research used a random sampling technique. The data in this research consists of primary data. Primary data refers to information collected directly by researchers from original sources that have never been recorded before (Priadana dan sunarsi, 2021). In the context of this research, primary data was collected by filling out questionnaires regarding boarding school graduates, general graduates, Qur'an memorization and academic achievements. This technique was chosen to obtain information that is relevant to the research objective, namely to examine the influence of boarding school and general education graduates on the level of Qur'an memorization and academic achievement of Hafidzpreneur students.

In the context of this research, the Likert scale is used as an instrument to measure attitudes, opinions and perceptions of individuals or groups regarding a social phenomenon (Suhirman dan Yusuf, 2019). The data in this research was processed using the Microsoft Excel 2016 application as the main media for processing the data. These research variables will be processed using appropriate Excel functions to support dummy multiple linear regression (RLB) analysis. Data analysis will be carried out by looking for the R-squared value to achieve the optimal coefficient. Next, a multiple linear regression model will be created to reflect the correlation between each variable. The next process will

involve two tests, namely a partial test (t test) and a simultaneous significance test (F test).

RESULT AND DISCUSSION

This research used 2 variables from the many variables that can influence a person's achievement of memorizing the Qur'an. The variables in question were boarding school graduates and general as dummy variables or X1 and academics as X2.

Table 1. Correlation and Determination Coefficient

<i>Regression Statistics</i>	
Multiple R	0,645455547
R Square	0,416612863
Adjusted R Square	0,402028185
Standard Error	24,01878537
Observations	83

Based on the results of the data processing carried out (Table 1), it showed that the R value (correlation) is 0.645, which means there is a strong relationship between the variables of boarding school graduates and general, and academic. The R Square value of this data was 0.416 which was a percentage of 41.6%. The value of 41.6% shows that the variation in the dependent value of Qur'an memorization achievement can be explained jointly by the two dependent variables, namely boarding school graduates and general and academic. Meanwhile, the remaining 58.4% was influenced by external variables other than boarding school and general and academic graduates.

Multiple Linear Regression Analysis

This research used multiple linear analysis to find out how big or small the influence of the independent variables (graduates of boarding school and general and academics) had on the dependent variable (achievement of memorizing the Qur'an). In this research, a multiple linear regression model was identified, which is represented by the following equation: $Y = 66.92 + 5.23 (X1) + 1.40 (X2)$. This regression equation showed the relationship between the dependent variable Y (achievement of memorizing the Qur'an) and the independent variables X1 (college graduates and general) and X2 (academic).

Table 2. Results of Multiple Linear Regression Analysis (RLB)

	<i>Coefficients</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	66,99960909	3,21884392	0,001860042
X Variable 1	5,233422199	0,953220482	0,343349688
X Variable 2	1,40445942	7,523623475	6,88805E-11

In this regression equation, the regression coefficient for boarding and general education graduates (X1) is 66.92, which is the value found when This shows that if there is an increase in boarding school and general graduates (X1) it will lead to an increase in Qur'an memorization achievements (Y) by 5.23. So the

increasing level of boarding school and general graduates will help Hafidzpreneur students memorize the Qur'an.

The academic regression coefficient (X_2) was 66.92, which was the value found when X_2 is 0. Meanwhile, the regression coefficient of 1.40 is the value found when academic (X_2) increases by 1. This showed that if there is an academic increase (X_2) it will lead to an increase in the achievement of memorizing the Qur'an (Y) by 5.23. So an increased academic level will help Hafidzpreneur students memorize the Qur'an.

T-Test Results (Partial Test)

In this research, a hypothesis test was carried out using the results of the t test, which evaluates the relative influence of the independent variables (college graduates and general education, as well as academics) on the dependent variable (achievement of memorizing the Qur'an) individually. The t test compares the significance probability values listed in Table 2 with a significance level of 5% ($\alpha = 0.05$). Here are the results:

The results of the first hypothesis test showed that the significance level of the two-sided t test for the boarding school graduate and general variables is 0.343, while the significance level value is $\alpha = 0.05$. This means portability sig $0.34 > \alpha = 0.05$. So the results of H_01 can be accepted, which meant that the variables of boarding school graduates and general (independent) have a significant negative effect on the achievement of memorizing the Qur'an (dependent). And H_{a1} was rejected.

The results of the second hypothesis test showed that the significance value of the two-sided t test for the academic variable is 7.52, which is higher than the previous variable. The significance value of the two-sided t test for academic variables, namely 7.52, exceeds the significance level of $\alpha = 0.05$. These findings supported the null hypothesis H_02 , which states that academic grades do not have a significant influence on the level of achievement of memorizing the Qur'an. Therefore, the alternative hypothesis H_{a2} was automatically rejected.

F-Test Results (Simultaneous Significant Test)

The F test is used in multiple linear regression to evaluate whether the independent variables as a whole have an effect on the dependent variable. The independent variables evaluated include boarding school and general graduate status, as well as academic variables. The decision-making process involved a comparison between the F value calculated from the data (F_{count}) with the F value listed in the reference table (F_{table}) at the significance level α , while considering the special degrees of freedom ($v_1 = k-1$ and $v_2 = n - k-1$).

Table 3. Anova Analysis

	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	Hypothesis
Regression	2	32958,53474	16479,26737	28,56510451	H0 = Fhitung < Ftabel
Residual	80	46152,16406	576,9020507		H1 = Fhitung > Ftabel
Total	82	79110,6988			Nilai Fhitung = 28,5 > 3,96

The F test results showed that the probability value (sig.) is 0.000, which is lower than the significance level $\alpha = 0.05$. Fcount has a value of 28.5, while the Ftabel value for $\alpha = 0.05$ with degrees of freedom ($v_1=2$ and $v_2 = 80$) is 3.96. Because Fcount (28.5) exceeds the F-table value (3.96), the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. Thus, it can be concluded that the independent variables (college graduates and general, academic) together have a significant effect on the dependent variable (achievement of memorizing the Qur'an). This conclusion strengthened the validity of the regression model used in this study and shows that the model is suitable for forecasting purposes.

The data that has been presented concludes that boarding school and general education graduates have no influence on the Qur'an memorization achievements of hafidpreneur students. The test results show that hafidpreneur students do not think that the level of achievement in memorizing the Qur'an depends on boarding school graduates and the general public. This research also shows that boarding school and general education graduates are not an obstacle for hafidzpreneur students in achieving memorization of the Qur'an. This is inversely proportional to research conducted by Yunita Evi (2020) which stated that there were differences between boarding school graduates and MA graduates in their ability to read the Koran."

Arini & Widawarsih, (2022) revealed that the factors that hinder memorizing the Qur'an are a lack of mastery of the makharijul letters, rarely doing muraja'ah memorization and not being able to divide time between school and memorizing, feeling lazy, and lack of concentration. This theory really supports the data and facts that happened to hafidzpreneur students. Hafidzpreneur students find it very difficult to divide their time between lecture assignments and memorizing the Qur'an, so it is not uncommon for hafidzpreneur students not to make good use of the memorization they have. Apart from that, there are still students who neglect their obligations as Hafidzpreneur students who have the obligation to memorize 30 juz of the Qur'an, attend lectures and become entrepreneurs, so there are still students who are lazy in carrying out their obligations. This is in line with research conducted by Arini & Widawarsih (2022) that one of the supporting factors for memorizing the Qur'an is self-awareness of responsibility, ideals and motivation.

Based on the analysis data above, academic grades do not affect the level of achievement in memorizing the Qur'an. This shows that hafidzpreneur

students do not use academic grades as a supporting factor in achieving memorization of the Qur'an. According to Oktapiani (2020) said that one of the supporting factors for memorizing the Qur'an is spiritual intelligence. This can be interpreted as saying that a memorizer of the Qur'an must have a good relationship with Allah SWT because if a memorizer of the Qur'an has a good relationship with Allah SWT then he will gain spiritual peace, so that his memorization will run smoothly and his memorization target will be achieved. This is in line with research conducted by Rifki et al., (2023) who said that one of the supporting factors for memorizing the Qur'an is performing night prayers, the method used in memorizing, and istiqamah. The two studies above indirectly support the results of this study that academic grades did not affect the level of achievement in memorizing the Qur'an. This was in accordance with field conditions that the average academic score of hafidzpreneur per semester (IP) students is above 3.0.

The results of the F test carried out by researchers on the two independent variables, namely boarding school graduates and general education, and academics, show that overall, the regression model has a significant impact on the achievement of memorizing the Qur'an. This was because the acceptance of the H1 hypothesis and the rejection of the H0 hypothesis means that there are at least some students who have a statistically significant average that is different from the others. From these results, the background of boarding school and general graduates, as well as the size of their academic grades, was proof that these variables (boarding school and general graduates, and academics) did not constitute an obstacle for hafidzpreneur students in increasing their Qur'an memorization achievements. Although there were several students with this background who can help improve their achievement in memorizing the Qur'an.

Gita Silvia et al., (2023) revealed that in applying the talaqqi method in rote learning, students showed more intense involvement and good concentration. They are more motivated to memorize because they carry out reading activities in groups, and also because they pay more attention to techniques for pronouncing verses correctly according to the rules of recitation learned from the teacher. This theory is in line with field conditions that the halaqah group (memorization group) and students who still apply the talaqqi method have a fairly high level of memorization achievement and have a stronger enthusiasm for increasing their achievement in memorizing the Qur'an. Karya Hsb, (2022) revealed that one strategy to increase the achievement of memorizing the Qur'an is to involve parents, by continuously reporting the progress of Hafidzpreneur students to their respective parents. And this theory has been implemented in the field, that once a month the muhafidzah (teachers who receive memorization) will routinely report the progress of each student to parents online via a media group on the WhatsApp application.

CONCLUSION

Based on the results and explanation above, this research showed that boarding school and general education graduates have a negative effect on the

level of Qur'an memorization achievement of hafidzpreneur students. The results of the research above also explained that academics have a negative effect on the hafidzpreneur's level of memorization of the Qur'an. The data above showed that together the variables of boarding school graduates and general education and academics have a significant influence in a positive direction on the level of Qur'an memorization achievement of Hafidzpreneur students. Based on the Rsquare value of 0.416 or 41.6%, it can be interpreted that the dependent variable (achievement of memorizing the Qur'an) can be explained by the independent variable (college graduates and general, and academics) worth 41.6%. The remaining 58.4%, namely 58.4%, of the dependent variable (achievement of memorizing the Qur'an) can be explained by other variables.

This research had significant implications in increasing understanding of the relationship between public and Islamic boarding school graduates on the level of achievement of memorizing the Qur'an and academics. The results of this research can help educational institutions to develop new study programs that combine religious and general education, especially for students who are interested in becoming Hafidzpreneurs. Apart from that, this research can also help Tazkia Qur'an Center to make the right decisions in resolving disparities in students' levels of Qur'an memorization and academic achievement by considering the students' school background. For further research, can add variables. other than the variables in this research, for example strategies for memorizing the Qur'a, interest in memorizing the Qur'an, methods for memorizing the Qur'an such as Talaqi, takhsin, and tasm'i.

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