



## **THE ROLE OF QURAN READING HABIT STRATEGIES IN FACILITATING MEMORIZATION PROCESS FOR STUDENTS IN THE TAHFIDZ CLASS AT MINU SUNAN AMPEL 1**

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**Abstract:** This study discusses the role of the strategy of habitual reading of the Qur'an in facilitating the memorization process in Tahfidz class students at MINU Sunan Ampel 1. The strategy of habitual reading consistently and repeatedly is believed to form a strong memorization pattern, making it easier for students to remember and repeat the verses of the Qur'an. The habit of reading at MINU Sunan Ampel 1 is implemented routinely as part of students' daily activities, accompanied by supporting methods such as takrir and muroja'ah which increase the focus and accuracy of memorization. The main supporting factors for the success of this strategy include student consistency, teacher guidance, and a conducive learning environment. The results of the study indicate that the habit of reading the Qur'an regularly can improve the quality and fluency of students' memorization, thereby significantly facilitating the tahfidz process. Thus, the strategy of habituating reading the Qur'an is an effective approach in learning tahfidz at MINU Sunan Ampel 1.

**Keywords:** *Strategy of habituating reading, memorization of the Qur'an, tahfidz, MINU Sunan Ampel 1.*

### **INTRODUCTION**

Tahfidz learning has become a major focus in various Islamic educational institutions today, as they compete to improve their achievement in reading and memorizing the Qur'an, including MINU Sunan Ampel 1. The process of memorizing the Qur'an is difficult and easily forgotten, based on the hadith of the Prophet Muhammad SAW which means "Guard (memorize) this Qur'an, by the One in Whose Hand is the soul of Muhammad, indeed (memorizing) the Qur'an is quicker to escape than a camel from its leash." (Narrated by Bukhari no. 5033, Muslim no. 791). Therefore, memorizing the Qur'an requires an effective method so that students can remember the verses correctly and retain them for a long time. One method that is considered effective is the strategy of habitually reading the Qur'an regularly. This habit is believed to be able to improve students' ability to memorize more smoothly and easily, as well as foster a love for the Qur'an, so that the memorization process does not become a burden (Lukman Agung, M. Makbul; 2024).

However, in its implementation, teachers and students still face challenges, such as difficulty maintaining consistency in habituation activities and a lack of accuracy in repeating readings. Therefore, a more in-depth study is

needed to determine how strategies for habituating Quran reading can facilitate memorization in tahfidz classes so that they can be optimally implemented.

This study aims to determine the role of the strategy of habituating reading the Qur'an in increasing the ease of the memorization process for Tahfidz class students at MINU Sunan Ampel 1. Thus, this study is expected to provide a positive contribution to the development of effective and efficient tahfidz learning methods and the application of this strategy can improve the quality of memorization of tahfidz class students.

## **RESEARCH METHODS**

This study used a descriptive qualitative approach to gain an in-depth understanding of Quranic recitation habituation strategies and their impact on the memorization process of students in the MINU Sunan Ampel 1 Tahfidz class. Data were collected through direct observation, interviews with the tahfidz tutor and students, and documentation of Quranic recitation habituation activities implemented at MINU Sunan Ampel 1.

Data collection was conducted continuously throughout the tahfidz program, which was routinely held from Saturday to Thursday. The habituation strategy consisted of group Quran reading, individual and group verse repetition, and memorization evaluation through weekly oral tests and Tashih exams, followed by an annual Tahfidz graduation ceremony. Data analysis was conducted using descriptive qualitative methods to describe and interpret the reading habituation process and its impact on memorization ease.

The reading habituation activities focused on improving the quality of Quranic recitation through tartil (progressive recitation) and student consistency in reading, including deepening tajweed (recitation) and verse comprehension. This habituation method was supported by a conducive learning environment and direct guidance from the tahfidz teacher to ensure effective memorization repetition and evaluation. This method refers to the practice of habituating reading and the tahfidz bil-ghoib and Binnadzor and tasmi' methods that have been implemented in tahfidz programs in various similar institutions, which have been proven effective in improving students' memorization through consistency and repeated stimuli (Eva Apriyanti, Hasan Basri; 2020).

### **A. Research Results**

This research was conducted at MINU Sunan Ampel 1, an elementary Islamic educational institution with a flagship Quran memorization program. The purpose of this study was to determine the role of strategies for habituating Quran reading in facilitating memorization and maintaining memorization in memorization students.

The method used was a descriptive qualitative approach, with data collection techniques through observation, interviews, and documentation. The study respondents included tahfidz teachers, madrasah principals, and tahfidz class students.

Based on the fieldwork, the following data were obtained:

#### **1. Implementation of the Qur'an Reading Habit Strategy**

The Qur'an reading habit strategy is implemented routinely every morning before the start of learning activities. Each student is required to read the Qur'an for 20–30 minutes under the guidance of a tahfidz teacher. The methods used include talaqqi (listening to the teacher's recitation), muroja'ah (reciting memorization), and group tadarus (recitation). These

activities are also supported by a daily schedule, reading targets, and assessments of etiquette and tajweed.

## 2. Student Consistency and Discipline

Observations indicate that students demonstrate high levels of enthusiasm and discipline in participating in the reading habit. This activity has become a fun routine, incorporating a variety of methods, including group reading, listening to each other, group recitation, verse linking tests, and Musabaqoh Hifdzil Qur'an questions. This discipline contributes to students' discipline and preparedness during the memorization process.

## 3. Development of Students' Memorization Skills

According to the tahfidz teacher's notes, students' memorization skills improved significantly after implementing the reading habit. Most students were able to memorize an additional juz (jurisprudence) in one semester, compared to only about half a juz before the program. Students who read regularly every day had stronger and faster memorization than those who were inconsistent.

## 4. Supporting and Inhibiting Factors

- a. Supporting Factors: teacher motivation, the school's religious environment, peer support, and the role of parents at home.
- b. Inhibiting Factors: difficulty with tajweed, insufficient time for memorization at school, insufficient time for muroja'ah (religious study) at home, and distractions such as fatigue and lack of focus.

## B. Discussion

### 1. Reading Habit as a Process of Building Intrinsic Motivation

Based on the theory of habituation (Ngalim Purwanto, 2017), habits are the result of actions carried out continuously and eventually become part of behavior. The strategy of habituating Quran reading implemented at MINU Sunan Ampel 1 fosters students' internal motivation to love the Quran. This is evident in the students' increased enthusiasm and readiness to participate in memorization activities.

### 2. The Relationship between Habituation and Memorization Ability

The process of repeated reading helps strengthen long-term memory. Repetition is an important factor in strengthening memory. In this context, the habit of reading acts as cognitive training that prepares students for easier memorization (Baddeley, 1992). In line with research by Lathifah (2021) in the journal *Tarbawi: Jurnal Pendidikan Islam*, the habit of reading the Quran has a positive effect on improving students' memorization fluency because it increases familiarity and fluency with the text.

### 3. The Role of Teachers in Implementing Habituation Strategies

Tahfidz teachers have a key role in guiding, modeling reading, and fostering a religious and enjoyable learning atmosphere. As explained by Syaiful Bahri Djamarah (2015), teachers not only act as instructors, but also guides and role models for students. At MINU Sunan Ampel 1, teachers use an active and enjoyable learning strategy approach, corrective, and motivational so that students feel comfortable in the process of reading and memorizing.

### 4. In relation to Islamic learning principles, Quranic learning is conducted through the processes of talaqqi (direct transmission) and tikkir (repetition), as exemplified during the time of the Prophet Muhammad (peace be upon him). The strategy of habitually reading the Quran reflects

this principle, where repetition and direct guidance reinforce memorization and improve recitation. This aligns with research findings that found that regular reading habits improve memorization quality and strengthen tajwid skills in tahfidz students (Wahidah, 2020).

Based on observations and evaluations, students who underwent this habituation strategy showed significant improvements in memorization quality, including fluency, tajweed accuracy, and memory. Consistent repetition helps strengthen long-term memory, making memorization more durable and less likely to be forgotten. Habituation also instills a strong love and motivation for the Quran, transforming memorization into a pleasurable act of worship rather than a burden (Asfiatus Sholikhah; 2024).

These results align with research at other tahfidz institutions, which have shown that habituation strategies such as daily recitation, regular repetition, and routine evaluation are effective in improving students' memorization performance. Therefore, the habituation strategy for reading the Quran is a key factor in facilitating the memorization process for tahfidz students at MINU Sunan Ampel 1.

## CONCLUSION

The strategy of habitually reading the Quran plays a crucial role in facilitating the memorization process for students in the Tahfidz class at MINU Sunan Ampel 1. By regularly reading the Quran, students not only become more familiar with the letters and Tajweed, but also develop an emotional connection with the holy verses that form the basis of memorization. This habitualization makes students more familiar with and confident in memorizing verses, making the memorization process more effective and enjoyable. Therefore, consistently implementing the strategy of habitually reading the Quran can be the key to success in improving students' memorization abilities, while simultaneously fostering a deep love for the Quran.

Based on the research and analysis, it can be concluded that the strategy for developing the habit of reading the Quran at MINU Sunan Ampel 1:

1. Builds motivation and positive habits in students;
2. Facilitates the memorization process through memory reinforcement and repetition;
3. Improves discipline and the ability to read correctly;
4. Helps develop religious character and a love of the Quran in students.

Thus, developing the habit of reading the Quran plays a strategic and significant role in supporting the success of the tahfidz program at MINU Sunan Ampel 1.

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