

TIKRAR METHOD IN LEARNING TO MEMORIZE THE QUR'AN AT THE TAHFIZ MAHKOTA SUFFARO QUR'AN HOUSE

Nurul Izzah

Universitas Islam Negeri Sumatera Utara

nurulizzahnst30@gmail.com

ABSTRACT

This research is motivated by the problems faced by students at Rumah Tahfidz Mahkota Suffaro, namely laziness, lack of motivation, and declining quality of memorization over time. To overcome this problem, the TIKRAR method was chosen as the most suitable method in improving student memorization. This study uses a case study approach by collecting data through interviews with key informants, namely students and teachers. Data analysis is carried out through three stages: data reduction, data presentation, and conclusion drawing to ensure the validity of the data. The results of the study show that the selection of the tIKRAR method is the result of an in-depth evaluation of the quality of student memorization. With the application of this method, students showed significant progress in several aspects: memorization became stronger and maintained, the quality of reading increased in accordance with the rules of tajweed and tartil, and the discipline and motivation of students to continue memorizing the Qur'an increased. The tIKRAR method not only helps students in achieving memorization targets, but also accustoms them to interpret and understand the essence of reading the Qur'an. These findings prove that the tIKRAR method is effective as a learning strategy to form quality students who memorize the Qur'an.

Keywords: TIKRAR Method; memorization of the Quran; Student: RT Mahkota Suffaro Al-Qur'an

INTRODUCTION

The tahfidz house is one of the important institutions in giving birth to a generation of Qur'an memorizers who have a commitment to the preservation of Islamic values. However, it is undeniable that the success of the tahfidz program often faces various challenges that have the potential to hinder the achievement of student memorization targets. One of the main challenges that occurred at the Tahfidz House of Mahkota Suffaro Al-Qur'an was the problem of student motivation in memorizing. Students often experience stagnation in memorizing the Qur'an, which is caused by laziness and boredom. This factor is often triggered by the application of memorization methods that are less effective and less varied. Methods that are not in accordance with the needs of students cause the memorization process to become monotonous, so that it not only decreases learning motivation, but also slows down the progress of memorization. The impact is that students are unable to achieve the expected memorization target, and often there is a decrease in the quality of the memorization that they already have.

In addition, the quality of the students' reading of the Qur'an also shows serious problems. Many students are not able to read the Qur'an in accordance with the rules of tajweed. This shows that there are shortcomings in teaching methods that not only include memorization but also integral tajweed learning. The inability to read correctly not only reduces the quality of memorization, but also has the potential to give different meanings and meanings if you misread and pronounce the verses of the Qur'an. This problem is exacerbated by a less conducive learning environment. The support from fellow students, ustaz, and managers is often not optimal in building a competitive and inspiring atmosphere to memorize the Qur'an. A less supportive environment creates an unproductive learning atmosphere and ultimately worsens laziness and boredom among students.

Therefore, the issues of motivation, teaching methods, reading quality, and learning environment at the Tahfidz House of the Crown Suffaro Al-Qur'an must be a serious concern. This problem not only has an impact on the individual achievement of students, but also on the overall quality of tahfidz education. A more innovative, systematic, and integrated approach needs to be formulated to overcome these challenges, so that it can give birth to a generation of Qur'an memorizers who not only have strong memorization but also quality.

Since knowing the problems experienced by many students, the Tahfidz Mahkota Suffaro Al-Qur'an House tried using the Tikrar method. Because this method has been widely implemented by many tahfidz houses and is recognized as successful in not only strengthening the memorization of good readings and increasing the motivation to memorize the students, on the other hand it is also closely related to the spiritual value contained in the process of memorizing the Qur'an. Research on the Tikrar method in learning to memorize the Qur'an at the Tahfiz Mahkota Suffaro Qur'an House is important because it can provide in-depth insights into the effectiveness of this method in improving memorization skills, reading quality and motivation of students.

Several similar studies have been discussed, which show that repetition is an effective technique in the learning process and memory strengthening. Research related to this research includes research conducted by Dwi Ika Mu'minatun concluding that the Tikrar method is very effective in using the Darul Qur'an Modern Islamic Boarding School in Baturraden. Research by Ahmad Qosim explains the processes carried out in the Tikrar method to memorize the Qur'an, including bin nadhar and memorization deposits. Research by Lailatuz Zuhro explains specific steps in memorizing the Qur'an using the Tikrar method, including repetition and storage of memorization. Research by Aryani and Astuti explains the Tikrar method as a systematic and effective way of memorizing the Qur'an. Research by Farida Isroani This research discusses the implementation of the tikrar method in improving the strengthening of students' memorization of the Qur'an at MA As Sathi' Rembang. Research by Iman Saifullah explains the effect of the application of the tikrar method on the memorization of the Qur'an of students at Al-Furqon Muhammadiyah Boarding School Cibiuk, This research by Muhammad Ikhwanuddin describes the tikrar method in learning tahfidz Al-Qur'an and its effectiveness in improving the quality of memorization.

Research by Siti Asma Hafifah This study examines the planning, implementation, and evaluation of the application of the tikrar method in tahfidz learning at the Al-Hidayah Wonopringgo Islamic Boarding School, Pekalongan. Another research was also conducted by Erdani Ahmad to strengthen this paper that the application of the tikrar method in memorizing the Qur'an at the Dzurriyatul Huffazh Qur'an House, Hajimena Village, South Lampung to facilitate the pronunciation of letters. This research has similarities in discussing the tikrar method in memorizing the Qur'an at the Mahkota Suffaro Tahfiz House and what distinguishes it in the aspect of exploring the understanding of students and how this method can contribute to memorizing at the Mahkota Suffaro Tahfiz House which can be evidence of learning methods that can be used from memorization problems faced by students, especially the tikrar method, So that it can be more effective and in accordance with the needs of students.

METHODS

This research is a field research conducted by directly observing the memorization process of students at the Tahfidz Mahkota Suffaro Al-Qur'an House, Central Tapanuli. This research uses a qualitative approach to understand in depth how the Tikrar method is applied, as well as explore the experiences of students and teachers regarding the effectiveness of the method. The data of this study consists of primary data and secondary data. Primary data was obtained through in-depth interviews with key informants, namely teachers and students, as well as through direct observation of documented student memorization activities. Meanwhile, secondary data were collected from various relevant literature, such as journal articles, papers, research reports, websites, and other sources that support the study of the Tikrar method. The validity of the data is maintained by using triangulation techniques, which are comparing information from interviews, observations, and secondary data to ensure the accuracy of the research results. Furthermore, the data that has been collected is analyzed through the data reduction stage, which is categorizing and focusing the data on things that are relevant to the research objectives. After that, the data is presented in an analytical descriptive manner to provide a clear picture of the Tikrar method in helping students memorize the Qur'an. The results of data analysis are then used to draw conclusions that prove that the Tikrar method is effective and has succeeded in becoming a strategy that accelerates student memorization.

RESULT AND DISCUSSION

Brief Review of Tahfidz House Mahkota Suffaro

Rumah Tahfidz (RT) Mahkota Suffaro Al-Qur'an is one of the religion-based educational institutions that has a noble mission in producing a generation of Qur'an memorizers. This institution focuses on fostering students and students, most of whom come from children. The process of guiding children to memorize the Qur'an is a great challenge that requires a high level of patience, dedication, and discipline. Childhood is a period full of the desire to play and explore, so instilling the habit of memorizing the Qur'an at an early age requires a proper pedagogical approach. However, on the other hand, this period is also a golden age for children to absorb information quickly, including in memorizing the Qur'an.

The Tahfidz Mahkota Suffaro Al-Qur'an House is not only a place of guidance for students with diverse socio-economic backgrounds, but also pays special attention to orphans and orphans. These children receive full financing from Rumah Tahfidz, which is a form of social commitment from its founder, Mr. H.M. Syarfi Hutaauruk. As a member of the House of Representatives, he not only carried out his political role, but also took the initiative to support the younger generation through the financing of free tahfidz education for children in need. This policy reflects the spirit of partiality to the poor, especially orphans and orphans, as an effort to realize social justice.

For students who come from families with sufficient income, the charge of fees is given to help the operational needs of the Tahfidz House. This financing model shows the synergy between the social role and sustainability of educational institutions. Children from better economic backgrounds have the opportunity to contribute, both directly and indirectly, to supporting the sustainability of inclusive tahfidz programs. However, the coaching journey at RT Mahkota Suffaro Al-Qur'an cannot be separated from various challenges. In addition to general issues such as children's motivation to memorize, the institution must also ensure a conducive environment, innovative memorization

methods, and Qur'an learning that is in accordance with the rules of tajweed. This challenge is increasingly complex due to the differences in the social, cultural, and economic backgrounds of the students. On the other hand, this diversity also has great potential to create a generation of Qur'an memorizers who are inclusive, empathetic, and have high social awareness.

The Process of Memorizing Using the Mat Method

Memorizing the Qur'an is a process that requires earnestness, patience, and the right approach. One of the key factors in the success of memorization, especially for children, is the selection of methods that are in accordance with the characteristics of the students. Children are in the *golden age* period where the students' memory is very sharp, but students also easily feel bored if the methods used are not varied and fun. Therefore, the method applied must be able to accommodate the needs of students, both cognitively and emotionally. A good method not only focuses on repetition of memorization, but also pays attention to aspects of motivation, understanding of tajweed, and a supportive environment. In addition, the involvement of teachers who are patient and have good pedagogical skills is an important factor in creating a conducive learning atmosphere. This makes the selection of methods the main foundation in fostering memorization at an early age.

The Tahfiz House of Mahkota Suffaro Al-Qur'an is not careless in using or applying methods to memorize and repeat memorization. There are many methods to remember, memorize and sharpen memory. However, in the Mahkota Suffaro Tahfiz House, a method has been applied that is able to make the students qualified in remembering their memorization. This Tahfiz House applies the tikrar method. Defensively, mats come from the Arabic origin of the word (pledge) which means "repeat". Tikrar is the process of doing something regularly in a repetitive way or also called repetition. This method is one of the methods that is widely used and developed according to the cognitive needs of students, because students have different memorization memories. The tikrar method itself is a pattern in repeating memorization or receiving memorization that has been memorized/has been passed on to the tahfidz teacher. Tikrar is intended so that the memorization that has been memorized is well maintained. In addition to the teacher, the tikrar method is also carried out individually with the intention of smoothing out the memorization that has been memorized, so that it is not easy and forgets.

The implementation of the Tikrar method at the Tahfiz House of the Crown of Suffaro Qur'an does not only focus on the quantity of repetition, but also on the quality of the reading. Each student is guided to memorize with correct tajweed and understand the meaning of the verses that the students memorize. This is important to ensure that the students' memorization is not only limited to verbal memory, but also includes a deep understanding of the content and message of the Qur'an. In addition, the Tikrar method is also applied with a flexible approach and adjusted to the abilities of each student, so that each student can achieve optimal results according to their abilities. The process of memorizing students at the Tahfiz House of Mahkota Suffaro Al-Qur'an begins with a structured division of time each day, which focuses on repetition. This is in line with the statement conveyed by the Coach at the Mahkota Suffaro Tahfiz House, Mrs. Riska Ela Nova:

"The process begins by introducing new verses to students. I read the verse tartil, then the students repeat it together and individually. After that, students memorize with independent repetition,

usually 20-40 times, depending on the difficulty of the verse. After memorizing, the students will deposit the memorization to me to check and correct if there are any mistakes."

The tikrar method in learning the Qur'an at the Mahkota Suffaro Tahfiz House has two stages, namely the first stage: Teaching begins by reading the verses to be memorized. After that, the students were asked to repeat it several times with direct supervision from the coach. The verses taught usually consist of 3 to 5 verses every day, depending on the ability of the students. In this stage, repetition is carried out intensively during the learning session. The second stage: after the verses are memorized, the students are asked to repeat them several times outside of the learning time, this repetition takes place at least twice a day, namely before the start of the lesson and after the lesson is finished, with the aim of ensuring that the memorization is really attached to the memory. The tikrar method applied in the memorization process at the Tahfiz House of Mahkota Suffaro. From the results of the interview with the informant, namely Mrs. Riska Ela Nova as a coaching teacher at the Mahkota Suffaro Tahfiz House, stated that:

"We chose the Tikrar method because it is very effective in helping students memorize the Qur'an in depth. Systematic repetition not only strengthens memorization but also helps students understand the rules of tajweed and tartil. In addition, this method has been widely applied in various tahfiz institutions and has been proven to produce quality Qur'an memorizers."

The Tikrar method was chosen because it is recognized that it can help students to quickly memorize the Qur'an. Not only that, the Tikrar method is also an important part in deepening the quality of students' reading quickly and accurately, thereby improving students' memory. This is because the Tikrar method is carried out repeatedly. The Tikrar method is also a method that is widely used by memorizers of the Qur'an in the Prophet's Mosque. Usually, students are asked to repeat their memorization 40 times in each verse, adjusted to the limit of the student's memory ability. This method is one of the quick methods to memorize and measure the ability of students personally. Thus, students can recognize the extent of their ability to memorize the reading of the Qur'an.

In one verse of the Qur'an, there is a variation in the length and brevity of the redaction of the reading. Therefore, the Tikrar method is designed so that repetition is carried out systematically. Students are not only asked to memorize these verses, but also maintain the quality of reading by complying with the rules of tajweed and reciting the verses tartil. This means that the memorization of students is not only remembered, but must also be maintained with good mastery of tajweed and reading according to the rules. At the Tahfidz Mahkota Suffaro House, the Tikrar method is recognized as an effective strategy to be implemented. This method not only makes it easier for students to memorize, but also significantly improves the quality of students' reading. With this approach, students are able to achieve optimal results, both in terms of memorization and understanding of the reading of the Qur'an.

In addition to the memorization capat based on what was conveyed by the coaching teacher related to the benefits of the tikrar method in learning the Qur'an in line with what was conveyed by students who participated in Qur'an learning activities at the house of the Tahfiz Mahkota Suffaro, namely Nur Hafizah Anggraini:

"At first I felt bored because I had to repeat the same verse. But my teacher always motivates and reminds me of the purpose of memorizing the Qur'an. Now I'm actually comfortable with this

method because the results are visible."

The Tikrar method, although it has significant advantages, also has a side of weaknesses that need to be noted. One of the main weaknesses of this method is the potential for boredom experienced by students. The process of repeating the same verse without immediately adding new memorization can make students feel bored. Therefore, the Tikrar method requires strong emotional mastery from students, especially in terms of patience. Students must be able to control themselves to stay focused and consistent in applying this method, even though boredom may arise during the process.

Maintaining the emotional stability of students is a supporting factor for memorization, the role of teachers is very important. Teachers function as the main motivators who provide moral and spiritual support to students. Deep motivation from teachers can help students understand that memorizing the Qur'an is a noble goal and a dream of many people, although not everyone is able to pass the patience test required in the memorization process. Teachers often emphasize to students that the journey of memorizing the Qur'an is not only about achieving memorization targets, but also internalizing the meaning and essence of the verses memorized.

In addition, the students were invited to reflect on the main purpose of memorizing the Qur'an. Students are asked to understand that memorization is not only to be remembered today, but also to be maintained and maintained in the future. It is not uncommon to find that memorization done without patience and appreciation can be easily forgotten. Therefore, teachers play a role in instilling this understanding in students, so that students have a greater enthusiasm in maintaining their memorization. With the motivation given by the teacher, the emotional atmosphere of the students becomes more stable. The students felt calm, comfortable, and excited to continue the memorization process. This significantly improves memorization results, both in terms of quality and quantity. Continuous moral support from teachers ensures that students can undergo the Tikrar method more effectively and without excessive pressure.

The Tikrar method applied at the Mahkota Suffaro Tahfiz House has had a significant impact on improving the memorization ability of students, based on the results that have been applied showing that after a few months of the implementation of the Tikrar method. The level of forgetfulness of students is reduced compared to before the implementation of the method. Most of the students can memorize well even though they have not repeated it for several days. This proves that regular repetition strengthens students' long-term memory. This is supported by the answer of one of the students in the interview process, namely Nur Hafizah Anggraini:

"The main advantage is that memorization is stronger and not easy to forget. In addition, I also feel that my recitation is better because every time I repeat, I also improve the tajweed and tartil."

From the statements delivered by the students, we can know that the tikrar method can bring good benefits to students in learning and memorizing the Qur'an. The application of the tikrar method also has an impact on increasing the motivation and discipline of students in memorizing. The repetition process that is carried out in a structured manner provides a clear sense of achievement and progress for students. Each student can see the progress of the students' memorization and reading of the Qur'an every day, which motivates the students to continue memorizing.

The Effectiveness of Memorizing the Quran Using the Tikrar Method

The success or failure of the application of the Tikrar method in learning the Qur'an at the Mahkota Suffaro Tahfiz House is greatly influenced by several factors that can directly affect the learning process. These factors include internal aspects, such as student motivation and discipline, as well as external factors related to the environment and facilities in the educational institution. On the other hand, the application of the tikrar method at the Mahkota Suffaro Tahfiz House has proven to be very effective in supporting the learning process and memorization of the Qur'an. There are various aspects that show the effectiveness of this method in improving the ability of students to memorize and understand the Qur'an. Some important points related to the effectiveness of the tikrar method are as follows:

1. Improved Concentration and Memory

One of the most prominent results of the application of the Tikrar method is the improvement of students' concentration and memory. Repetition that is carried out regularly and in a structured manner has a significant impact on the ability of students to stay focused during the process of memorizing the Qur'an. This method trains students to absorb and remember the verses of the Qur'an more easily and efficiently. Students who previously faced difficulties in remembering long-term memorization began to show significant positive changes after the application of the tikrar method. Through measured repetition, students are able to build memorization patterns that not only help students memorize quickly, but also maintain the memorization for a longer period of time. This process strengthens the students' memory, so that the verses memorized are not easily forgotten, even when they are not repeated every day.

The mat method shows that after a few weeks of implementation, most students are able to memorize and maintain students' memorization consistently. This proves that systematic repetition at a certain time interval plays a major role in improving long-term memory. This repetition is not only a memorization aid, but also a surefire strategy in ensuring that memorization is firmly attached to the students' memory. Thus, the Tikrar method can be considered the main and most effective approach in optimizing the potential of students to memorize the Qur'an. In addition to improving memory, this method also helps students achieve a stable quality of memorization, so that they not only memorize for the short term, but also maintain it for the future. The role of this method is really crucial in creating students who not only memorize the Qur'an, but are also able to maintain and practice the memorization continuously.

2. Improving the Quality of Reading and Memorization

The continuous application of the tikrar method has been proven to improve the quality of student memorization. Most of the students who apply this method report that they feel more confident in memorizing and repeating the verses of the Qur'an. In addition, the Tikrar method that is carried out systematically and planned also reduces the possibility of errors in memorization. Students gradually become more familiar with the structure and pattern of Qur'anic verses. The results showed that the number of errors in memorization was significantly reduced after the application of this method. This is due to the high intensity of repetition which makes students able to identify parts of verses that are often weak points in student memorization. Thus, the Tikrar method is not only effective in strengthening memorization, but also helps to ensure the overall accuracy of memorization.

Not only that, the application of the tikrar method also makes a great contribution in helping students understand tajweed and tartil. In each repetition, students are instructed to recite the verses of the Qur'an in accordance with the correct rules of tajweed. Teachers or teachers have an important role in ensuring that every letter, harakat, and short reading is pronounced correctly. This process makes the students' memorization more quality because it involves the aspect of tajweed as an integral part of the memorization method. With a focus on tajweed, students are also taught to recite verses with tartil, which is to read slowly and clearly according to the guidance of the rules of reading the Qur'an. Tartil not only makes reading more beautiful with songs, this process also creates the habit of reading with songs so that it becomes a habit not only to memorize but also to read the Qur'an. Through the Tikrar method, students not only memorize the verses of the Qur'an well, but also understand the essence of the importance of reading the Qur'an correctly.

3. Increasing Motivation and Discipline of Students

One of the great advantages of the tikrar method is its impact on the motivation and discipline of students. Repetition that is carried out regularly provides a clear structure for students in learning. With a regular schedule for memorization and repetition, students feel more encouraged to keep trying and not procrastinate memorization. Students can see real results from the efforts of the students, which further increases the motivation to continue memorizing more verses. Motivation is one of the key factors that affect the success of the Tikrar method. Students who have high motivation in memorizing the Qur'an tend to be more disciplined in carrying out memorization repetition (tikrar) and faster in mastering the verses taught. On the other hand, students who are less motivated may feel burdened with repetitive routines and cannot achieve maximum results in student memorization.

The implementation of memorization at the Tahfiz House of Mahkota Suffaro, most of the students showed high motivation to memorize the Qur'an, both because of personal desires and support from the surrounding environment such as parents or teachers. However, for some students who lack intrinsic motivation, the memorization process becomes more difficult, and students are more likely to feel tired or bored quickly with repeated memorization. The discipline and consistency of the students in following the specified schedule, both for memorization and repetition of memorization, greatly affect the success of the tikrar method. Students who are consistent in repeating memorization every day will master memorization faster than students who are irregular in repetition. The Mahkota Suffaro Tahfiz House strongly emphasizes the importance of discipline in implementing the tikrar method. However, some students who have difficulty in undergoing a strict routine sometimes show a decrease in performance in memorization. Fatigue factors or external disturbances can also affect the discipline of students in carrying out student memorization tasks. Therefore, discipline that is applied in a way that does not burden the students is an important key to the success of the tikrar method.

4. Facilities and Infrastructure that Support Santri Memorization

Supportive learning facilities and environment have a significant influence on the success of the implementation of the tikrar method at the Tahfiz House of Mahkota Suffaro. One of the advantages is the existence of a quiet and comfortable study room for students to concentrate on memorizing the Qur'an. This conducive atmosphere is an important factor that helps students reduce distractions and maintain focus during the memorization process. However, some external

challenges, such as the noise around the Tahfiz House or the limited space to repeat memorization together, can be obstacles that hinder the learning process. These factors need to receive more attention so as not to have a negative impact on the consistency of students in undergoing the tiktikrar method. The ideal learning atmosphere is one that can minimize external distractions, so that students feel comfortable and more motivated to memorize.

In addition, the quality of teaching facilities is also an important element that must be considered. The availability of competent teachers in providing guidance on memorization and correction of tajweed is the main key to the success of the tiktikrar method. Teachers who understand the rules of tajweed and effective memorization techniques can help students correct mistakes directly, so that the memorization process becomes more directed. Intensive guidance from the teacher ensures that students not only memorize the verses of the Qur'an, but also recite them with correct and tartil tajweed. In addition to the role of teachers, learning aids such as audio devices, supplementary teaching materials, and memorization manuals also strongly support the success of the tiktikrar method. This tool can be used to provide variation in learning methods, so that the process of repeating verses becomes more interesting and not monotonous. With adequate supporting facilities, students can more easily master memorization and improve the quality of student reading. Therefore, ensuring adequate facilities and creating a conducive learning environment must be a top priority in supporting the successful implementation of the tiktikrar method at the Mahkota Suffaro Tahfiz House. Thus, the combination of a comfortable learning space, competent teachers, and effective tools, the memorization process can run more optimally and produce students who excel in memorization and the quality of Qur'an reading.

CONCLUSION

In conclusion, the Tiktikrar method was chosen because it is proven to be an effective and tested way to help students memorize the Qur'an quickly and with quality. This method is designed based on an in-depth analysis of the challenges faced by students, so that it is able to produce significant memorization, strengthen memory, improve reading according to tajweed rules, improve discipline, and motivate students to continue to be consistent. The success of the implementation of this method is inseparable from the support of adequate infrastructure facilities and the vital role of competent teachers in accompanying the memorization process, identifying weaknesses, and developing the potential of students. With this synergy, the Tiktikrar method has become the right and strategic solution in forming superior students who memorize the Qur'an.

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