

TAHFIDZ PROGRAM METHODS FOR DEVELOPING AL-QUR'AN LITERACY AMONG LOWER-GRADE STUDENTS

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ABSTRACT

This study addresses the issue of low Qur'anic literacy among lower-grade elementary and madrasah students despite the widespread implementation of tahfidz programs in educational institutions. The study aims to analyze and compare various tahfidz program methods in supporting the development of students' Qur'anic literacy, including reading accuracy, tajweed, and pronunciation skills. This study employed a qualitative approach using library research methods. Data were collected from relevant scientific journals and academic literature and analyzed through content analysis techniques. The findings from the reviewed literature indicate that the talaqqi method is associated with improving reading accuracy, while the sima'i method supports early learning through listening and imitation. In addition, the muroja'ah and takrir methods contribute to strengthening memorization through repetition, whereas the tasmi' method is commonly used for evaluation and increasing students' self-confidence. Overall, the reviewed studies suggest that integrating various tahfidz methods may provide broader support for the development of Qur'anic literacy than relying on a single method. This study implies the importance of applying varied and integrated tahfidz learning methods in elementary education.

Keywords: *Al-Quran Literacy, Elementary School, Lower Class, Madrasah Ibtidaiyah, Tahfidz Method*

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INTRODUCTION

Quranic literacy is an essential foundation in basic Islamic education, particularly in developing students' accuracy in reading, pronunciation, and understanding the Quran from an early age (El Iq Bali & Fatah, 2023). In this context, tahfidz (Quran memorization) programs have been widely implemented in elementary schools and Islamic schools as part of the development of Islamic education. Previous studies have shown that tahfidz programs contribute not only to memorization but also to students' cognitive, emotional, spiritual, and character development (Dwi Laksana et al., 2023; Zaharah et al., 2025)

In elementary education, tahfidz programs are implemented through intracurricular and extracurricular activities to strengthen students' religious values and discipline in learning ((Natasyah Ifah Faridhona et al., 2026). Furthermore, these programs have been reported to foster discipline, a sense of responsibility, and a love for the Quran (Utami & Fathoni, 2022).

The success of tahfidz learning is closely related to students' ability to read the Quran, not just memorization. However, lower grade students are still in the early stages of cognitive and language development, which can affect their concentration, pronunciation accuracy, and readiness to participate in structured tahfidz learning activities (Bella Dwi & Daffa Akmal, 2026). Consequently, implementing tahfidz programs in lower grades often faces several challenges, including limited concentration, inadequate Qur'an reading skills, and low learning motivation among students (Mughni et al., 2022).

Qur'anic literacy is not limited to memorization but also includes the ability to read, understand, and correctly recite Qur'anic verses according to the rules of tajweed and proper pronunciation. These skills are crucial for lower grade students as a foundation for further Qur'anic learning. Despite this, previous findings indicate

that many students still experience difficulty recognizing Arabic letters, reciting the Quran fluently, and accurately applying tajweed (Roswandari & Aziz, 2025). This situation suggests that tahfidz programs in many schools still emphasize memorization rather than developing comprehensive Quranic literacy.

One important factor influencing the success of tahfidz learning is the learning method used. Several methods, such as talaqqi, sima'i, muroja'ah, and takrir, have been discussed in previous research as approaches that support memorization and improve students' Quranic reading skills (Putu Muchtar & Amirul Fatoni, 2025). However, research on tahfidz programs in elementary schools generally focuses on memorization achievement, character education, spiritual development, and student motivation (Dwi Laksana et al., 2023; Hidayatulloh & Hilmi, 2024; Zaharah et al., 2025).

Although several other studies have examined the implementation of specific memorization methods in improving memorization quality (Huda & Ulya, 2022), attention to how these methods contribute to the development of broader Quranic literacy, such as reading accuracy, tajweed mastery, and pronunciation, particularly among lower-grade elementary and madrasah students, remains limited. Therefore, this study focuses on analyzing various memorization methods and their contribution to the development of Quranic literacy among lower-grade students through a literature review approach. This study aims to provide a more comprehensive understanding of how integrated memorization methods can support the development of Quranic literacy in elementary-level Islamic religious education.

METHOD

This study employed a qualitative approach using a library research design through a systematic literature review approach. The study focused on analyzing various tahfidz methods and their contribution to the development of Qur'anic literacy among lower-grade elementary and madrasah students.

Data were collected from academic databases such as Google Scholar and other indexed journal sources. The search process used several keywords, including "tahfidz method,"

“Qur'anic literacy,” “Qur'an memorization,” “elementary students,” and “madrasah students.” The literature search focused on articles published between 2020 and 2026. The initial search identified 26 relevant articles, which were then screened and evaluated based on predetermined inclusion and exclusion criteria.

The literature review process was conducted systematically through several stages, including identification, screening, eligibility assessment, and selection of relevant studies. The inclusion criteria included: (1) studies related to tahfidz methods and Qur'anic literacy, (2) articles published within the last 5–10 years, and (3) articles published in accredited or reputable journals. Meanwhile, articles that were duplicated, not relevant to the research focus, or lacked sufficient methodological information were excluded from the analysis. After the screening and eligibility assessment process, 19 articles were selected and included in the final analysis.

The selected data were analyzed using content analysis techniques through several stages: (1) data reduction by selecting relevant literature, (2) categorization based on the types of tahfidz methods, (3) comparison of findings related to the contribution of tahfidz methods to Qur'anic literacy development, and (4) interpretation and systematic conclusion drawing. To ensure data credibility, source triangulation was conducted by comparing findings from different studies, authors, and research contexts to identify consistent patterns and obtain more objective and reliable analysis results.

RESULTS AND DISCUSSION

Tahfidz Program in Elementary Schools/Madrasah Ibtidaiyah

Based on a review of various literature, it was found that many elementary schools and Islamic schools have implemented the memorization program as a flagship program, both intracurricular and extracurricular (Sukinem & Siminto, 2023). This memorization program contributes to building students' character and spirituality (Hidayatulloh & Hilmi, 2024).

Furthermore, the analysis shows that the role of memorization teachers is a key factor in the program's success, particularly in terms of mentoring and motivating students to learn. According to research (Utami & Fathoni, 2022), the importance of

training for memorization teachers focuses not only on memorization skills but also on increasing student motivation and adopting a psychopedagogical approach appropriate to children's developmental stages. However, it was found that without an adequate understanding of pedagogy, teachers tend to prioritize memorization achievement over the quality of Quranic recitation and literacy (Ali & Budiarto, 2025).

Methods frequently applied in Qur'an memorization programs

Research results indicate that various methods in Qur'an memorization programs have related roles and characteristics that support each other in developing students' Quranic literacy, as follows: The talaqqi method, plays a role in increasing reading accuracy, especially in correcting the makhraj recitation, through this learning method, where students take turns conveying their memorization to the teacher to ensure the accuracy of their reading in accordance with the recitation rules and letter pronunciation (Hidayatulloh & Hilmi, 2024).

The sima'i (team) method, in which students are divided into teams to listen to each other's memorization. This method plays a role in the early stages of learning, particularly in introducing sounds and imitating recitations. It is implemented in small group/team learning where students listen to and imitate the recitation of the Quran, thus facilitating the gradual memorization process (Claritaningrum et al., 2026).

The muroja'ah method, is a technique for repeating memorized material that aims to protect and strengthen students' memorization of the Quran so that it is not quickly forgotten. In a study conducted by (Claritaningrum et al., 2026), this method plays a crucial role in maintaining and strengthening memorization through regular repetition, with an emphasis on repeating existing memorization to ensure it is not quickly forgotten and maintains its quality.

The takrir method, is a way to continuously repeat the memorization of the Qur'an, both for those who have not yet memorized it and those who have already memorized it, with the aim of strengthening and maintaining memorization so that it is not easily forgotten (Hafizah & Robiah, 2023). This method plays a role in improving memorization memory, especially for new memorization,

by carrying out intensive and repeated repetition, thus supporting the improvement of students' memory, fluency, and reading accuracy (Afifah Azizatul Fauziah, 2023; Ridiawati et al., 2025).

The Tasmi' method, involves directly memorizing the Quran without looking at the Mushaf, either individually or in a forum, in front of teachers, peers, or parents (Sarkowi et al., 2023). This method serves as an evaluation of memorization while also increasing student self-confidence through the activity of directly memorizing the Quran, either individually or in groups, in front of teachers or peers (Huda & Ulya, 2022). Overall, the analysis revealed that the integrated application of these various methods was more effective in improving students' Quranic literacy than using any single method in isolation.

Research findings reveal a sequence of stages in the implementation of the memorization method, with the sima'i method being used more frequently in the initial phase of teaching to build basic skills through listening and imitation (Claritaningrum et al., 2026). The talaqqi method then plays a role in improving reading accuracy, while the takrir and muroja'ah methods are applied to strengthen memorization (Hidayatulloh & Hilmi, 2024). Furthermore, the tasmi' method serves as an assessment phase and also strengthens students' self-confidence (Putu Muchtar & Amirul Fatoni, 2025). This sequence demonstrates that each method has a specific, complementary role in supporting the overall development of Quranic learning.

Analysis of the Effective Tahfidz Method for Al-Quran Literacy

Research findings (Claritaningrum et al., 2026; Huda & Ulya, 2022) revealed that implementing various memorization program methods is closely related to the characteristics of lower-grade students' cognitive and language development. This is because, in the early stages of development, students tend to learn through listening, imitation, and repetition, making methods such as sima'i, talaqqi, muroja'ah, and takrir relevant. These findings align with previous research that found that learning through repetition and listening is effective in improving Quranic recitation skills in early childhood (Huda & Ulya, 2022). However, this study emphasizes that this effectiveness does not depend solely on a single method, but rather on the integration of several methods simultaneously.

These findings can also be explained using cognitive learning theory, which emphasizes the importance of repetition and reinforcement in the formation of long-term memory. In the context of Quranic learning, the activities of listening, imitating, and repeating repeatedly allow students to strengthen their cognitive connections to the information they learn (Hafizah & Robiah, 2023). Thus, combining various memorization methods is not only relevant from a practical perspective but also has a solid theoretical basis from an educational psychology perspective. From a cognitive perspective, the *takrir* and *muroja'ah* methods play a role in transferring information from short-term memory to long-term memory through structured repetition. This explains why students who regularly repeat memorize more than those who only add new memorization (Hafizah & Robiah, 2023).

However, these results also suggest that the success of a tahfidz program is not solely determined by the method used, but is also influenced by other factors such as initial reading ability, learning motivation, and the student's learning environment (Bella Dwi & Daffa Akmal, 2026). Furthermore, these research findings reinforce the findings of a study (Mughtar & Fatoni, 2025) that found that integrating memorization and reading skills significantly impacts Quranic literacy. Therefore, a learning approach that focuses solely on memorization without considering literacy aspects is less than optimal.

Furthermore, environmental factors such as family support, availability of time for study, and a supportive learning environment also play a significant role in the success of a tahfidz program (Bella Dwi & Daffa Akmal, 2026; Rifqi et al., 2022). This indicates the need for a comprehensive approach, not solely focused on teaching methods but also considering external factors that impact students' learning process. The primary contribution of this research lies in confirming that a combination of memorization methods is a more effective and comprehensive strategy, as it can accommodate students' diverse learning needs. Furthermore, the practical implications of these findings suggest that memorization teachers need to flexibly combine various learning methods and adapt them to students' circumstances and abilities.

CONCLUSION

Based on the reviewed literature, it can be concluded that various methods used in tahfidz programs have complementary roles in supporting the development of Qur'anic literacy among lower-grade elementary and madrasah students, including aspects of reading accuracy, tajweed mastery, and pronunciation skills. The reviewed studies indicate that the talaqqi method may support reading accuracy through direct interaction, while the sima'i method is particularly useful during the early stages of learning through listening and imitation activities. In addition, the muroja'ah and takrir methods contribute to strengthening memorization retention through systematic repetition, whereas the tasmi' method functions as both an evaluation strategy and a means of improving students' self-confidence.

Overall, the findings suggest that the integration of various tahfidz methods may provide broader support for the development of Qur'anic literacy than relying on a single method alone. Therefore, tahfidz learning in elementary education should not focus solely on memorization achievement but also consider the development of students' Qur'anic literacy comprehensively according to their developmental characteristics. These findings also imply that teachers need to apply tahfidz methods flexibly and integrate various learning approaches based on students' needs and learning readiness. However, this study is limited by its reliance on secondary data obtained from previous studies and literature sources. In addition, differences in research contexts and the possibility of bias in source selection may influence the interpretation of the findings. Therefore, further empirical studies are needed to examine the implementation of integrated tahfidz methods in broader educational settings.

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