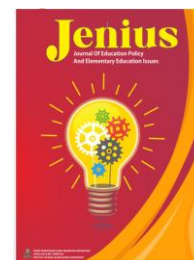




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The Habituation Approach of Memorising Short Al-Qur'an Letters and Their Daily Practice in Elementary School Students

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ABSTRACT

The background of this research is that memorising the Al-Qur'an, especially the short letters Juz 30, is increasingly being applied in Islamic educational institutions. However, phenomena in the field are still found to be low enthusiasm for memorising short surahs in the Al-Qur'an and the lack of practising the Al-Qur'an in students' daily lives, such as the misalignment of what students say and do, including at MI Muhammadiyah Ngadirejo. Therefore, a teacher needs to be able to choose and use the right approach to improve the memorisation of short surahs in the Al-Qur'an and practice them in everyday life. The aims of this study were (1) to find out how important the approach to memorising short surahs in the Al-Qur'an is essential and its practice in daily life, (2) to find the implementation of the habituation approach by memorising short surahs and their practice in daily life, (3) found the results of the habituation approach by memorising short letters and practising them in everyday life. The type of research is field research. Collecting data through observation, interviews and documentation. The results of this study are that students can be more confident in practising the contents of the Al-Qur'an, as seen from student behaviour and student recognition that their hearts become calmer, besides that students memorise and read short letters more smoothly.

INTRODUCTION

The primary education that is important for parents to teach their children from an early age is the education of the Al-Qur'an. Al-Qur'an education believes that the true purpose of education is to give birth to people of faith and knowledge so that a person has commendable behaviour (*akhlakul karimah*) (Juwariyah, 2010). Al-Qur'an education aims to develop students' potential to become noble, intelligent, independent, skilled, and have religious characters (Hakim, 2014; Anwar, 2021). The initial stage of Al-Qur'an education is reading. This activity follows the first revelation in the Al-Quran, which was conveyed to the Prophet Muhammad

SAW. The first verse of Al-Alaq means “Read in the name of your Lord who has created” Therefore, it is important to teach reading Al Quran early in children. This education aims to give students basic skills in reading and writing, getting used to liking the Qur’an and instilling understanding, appreciation, and content in the verses of the Al-Qur’an and practising it in everyday life.

The Al-Qur’an is the word of Allah, which has the value of miracles, revealed to the final prophets and messengers through the Jibril, narrated to humankind in mutawatir, reading it is counted as worship, and the truth will not be rejected. Al-Qur’an as a miracle of the Prophet Muhammad SAW, which is preserved (its purity and authenticity) until the end of time, was sent down to complete and perfect the teachings of Islam in the previous books, and Allah SWT will not send down any books or messengers afterwards (Hadi, 2014).

Based on the features of the Al-Qur’an, Muslims are encouraged to memorise the Al-Qur’an. Memorisation is the effort the mind makes always to remember the subject matter received. Memorisation is “material that the mind manages to remember from memorising, the results of memorising (good Al-Qur’an)” (Qodratillah, 2011). What short letters mean is a number of letters contained in juz amma (chapter 30). Another opinion of memorising is “Trying always to remember something, but not yet included as a learning activity. Memorising based on need and awareness to achieve further learning goals” (Soemanto, 2012). Attention skills are needed to memorise the Al-Quran. The ability to focus attention is not a child’s talent from birth but can be trained through habit. Focusing skills affect one’s ability to remember (Sari, 2017). Memorising the Al-Qur’an as a form of worship has great and noble meaning because it is the initial process to understand its contents (Mubarokah, 2019; Pohan & Sudarmansyah, 2020; Al-Hafidz, 2008). In line with this statement, memorising the Al-Qur’an has a strategic role in memory processing to increase religiosity and memory quality (Agustina, Yusro, & Bahri, 2020).

There are several studies related to the issues raised in the discussion or topic of this research. Therefore, the author will describe the development of several scientific works related to the author’s discussion, including the thesis made by Heni Afriza Sari, a Postgraduate Student at IAIN Metro Lampung in 2017, entitled: “The role of the method of memorising short letters in the Al-Qur’an to improve the learning outcomes of Islamic Religious Education at SMPN 3 Metro” (Sari, 2017). This thesis discusses implementing the method of memorising short letters in the Al-Qur’an. In conclusion, she said that by memorising short letters in the Al-Qur’an, students could hone their memory, train their concentration, learn to understand and grow self-confidence. The similarity of this research is that the subject discusses the habit of memorising.

However, what is different is the object, where the object of this research is Madrasah Ibtidaiyah, and this research does not apply the practice in everyday life.

Another study by Syaifi Rohmatilah (2019) entitled “Efforts to improve the ability to memorise the Al-Qur’an short letters through the habituation method of reading class IV students of MI Salafiyah Asyafi’iyah Belik Village” (Rohmatilah, 2019). In his research, he concluded that reading the Al-Qur’an in short letters is a habitual activity in the morning before learning begins. The difference with this research is that there are no examples of its practice in everyday life. Research conducted by Ayu Rizka Sylvia in 2020, entitled “The habit of reading in memorising the Al-Qur’an for students of SDN Ragatunjung 05 Paguyangan Brebes” (Sylvia, 2020). In conclusion, she said that the habit of reading in memorising the Al-Qur’an in Juz 30 could be made with a special strategy. The difference between this research and the research that researchers will conduct lies in the object of research and its application in everyday life. The previous study was carried out at SDN Ragatunjung Brebes while the researchers conducted the research at MIM Ngadirejo.

Observations showed that students in Class V MI Muhammadiyah Ngadirejo experienced a decreased motivation to memorise short letters juz 30 and still lacked practice in everyday life. There are still many students who are not fluent in reading the Al-Qur’an. Some children can write Arabic but cannot read their writing or the writing written by their teacher. Instead, they prefer to read Indonesian writing, usually in Juz amma books or other books. It doesn’t stop there that; the researcher also observes these activities. The researcher listens to students reading the Al-Qur’an. There are still many who are not in accordance with recitation or the law of recitation, and the accuracy of makhroj is still not following the rules. In class V MI Muhammadiyah Ngadirejo the teachers, especially the PAI Subject teachers and class teachers, do it using a habituation approach. The habit of memorising the Al-Quran is carried out every day for 20 minutes before learning using the copy-remember method. Thus it is expected that students can get used to reading the Al-Qur’an in everyday life and practice it.

The habituation approach with the method of imitating memory among the general public is synonymous with being carried out or applied daily to improve memorisation. This method among the general public has proven its effectiveness. However, there are still deficiencies in this habituation method. The weakness of this method is that it requires teachers who can truly serve as role models in instilling values in students. Therefore, educators need to apply this habituation approach as educators of choice who can harmonise words and actions, so there is no impression that educators are only able to give values but are unable to practice

the values they convey to their students.

This study intends to examine using a habituation approach to Class V students at MI Muhammadiyah Ngadirejo. In connection with the problems above, the teacher's efforts are needed in memorising, learning, and getting used to it for children, so that the results are effective for students' abilities to memorise the Al-Qur'an and are used to practising it in everyday life so that behaviour is automatically created according to the teachings of Al-Qur'an. Based on the background above, the researcher took the title "A habituation approach by memorising short letters and their practice in everyday life at MI Muhammadiyah Ngadirejo, Watubonang, Tawang Sari, Sukoharjo".

METHOD

This research is field research with a qualitative approach. Field research is research whose object is about symptoms or events that occur in community groups. So this research can also be called case research or case study. The qualitative approach is intended to understand the phenomenon of the research subject and present the required data in a descriptive form so that the collected data does not need to be quantified. This research was conducted in class V MIM Ngadirejo, Watubonang, Tawang Sari, Sukoharjo. For this research in March - May 2022. The subjects in this study involved 25 students and school principals and teachers as informants. The technique of collecting data in this study was 1) Observation to find out the routine activities carried out by students in the habit of memorising short letters and their practice, 2) Structured interviews on interview guidelines, 3) Documentation in the form of school documents relevant to the research objectives such as documents school activities, learning planning documents, organisational structure, school profile documents. This research refers to the Al-Qur'an and Hadith. The instrument used was an attitude/observation checklist. Analysis of research results using a qualitative descriptive approach.

RESULTS AND DISCUSSION

After the research data has been collected through observation, interviews, and documentation, the next step is data analysis. The data analysis used by the author in this study is critical analysis. The following are the results of the study:

The Importance of the Habituation Approach with Memorisation of Short Letters and Their Practice in Everyday Life

Based on research that the habituation approach to memorising short letters and practising them in everyday life is important for students because it can improve brain performance. The results prove that some students whose memorisation is good tend to have high responsiveness in learning compared to students whose memorisation is not good. This result is supported by Kusrinah (2013) research that children's brain development and intelligence can be stimulated by reciting verses from the Al-Qur'an.

Memorising the Al-Qur'an is an effective way of instilling positive values in children, both in cognitive, affective and psychomotor aspects. In addition, habituation is also considered an efficient way to change negative habits into positive habits in daily activities. Repeating the recitation of short surahs in the Al-Qur'an opens knowledge and veils the universe, memorising it and then exploring the meaning of the contents of the Al-Qur'an and practising it will always add new interpretations, develop ideas and do things according to the guidelines. Anyone can have the opportunity to memorise the Al-Qur'an well if he pays attention to the prerequisites, namely having a strong desire to repeat the recitation of the Al-Qur'an (Mubarokah, 2019).

Method of Implementation of the Habituation Approach by Memorising Short Letters and Their Practice in Everyday Life

The learning used by the MIM Ngadirejo teacher at this time is to implement a habituation approach by imitating memory and assessing the ability to practice memorising short letters in these fifth-grade students. Short letters using the memorisation method are limited to memorising four letters: Q.S Al-'Adiyat, Q.S-At-Tin, Q.S Al-Humazah and Q.S Al-Bayyinah.

Based on the results of observations using the emulation method by MI Ngadirejo, activities were carried out with morning habits, starting when entering the gate of MIM Ngadirejo and shaking hands with the teacher. The activity continued with memorising the Al-Qur'an (short letters) starting at 07.00 WIB-07.20 WIB. These activities are carried out daily and during tahfidz and Al-Qur'an hadith subject hours. In the Al-Qur'an hadith subject is specifically emphasised by the teacher, the content and meaning of the content of each verse in the short letter. It is hoped that students will understand the contents of the Al-Qur'an, and the teacher invites students to memorise these surahs in front of the class in turn and gives a tahfidz score. The teacher gives guidance so that students get used to repeatedly reading during prayers and

after so that students will automatically memorise because they are used to it.

When the memorisation process takes place, the teacher reads the entire letter to be memorised, with stages of reading per verse. The following student imitates the pronunciation together. If there are students who pronounce it wrong, the teacher will justify the student's reading. From the method of imitating memory that is carried out, it is hoped that students can easily remember and memorise it. The reason or purpose for using the copy-remember method is that if students cannot read the Al-Qur'an at all, by imitating students, it will be easy to remember so that students can memorise the recitation of the Al-Qur'an. The teacher can evaluate students by advancing one by one to memorise the letters that have been memorised and their short lengths. In learning to achieve predetermined competencies, maximum success can be achieved, and existing competencies can also be achieved. Students who cannot read very easy to follow their friends who can already read the Al-Qur'an.

Table 1. List of Memorization Rating Scales for Short Letters During Research

| Respondent Number | GENDER | LETTER | | | |
|-------------------|--------|-----------|---------|------------|-------------|
| | | Al Adiyat | At Tiin | Al Humazah | Al Bayyinah |
| 1 | L | 1 | 1 | 2 | 2 |
| 2 | L | 2 | 2 | 3 | 3 |
| 3 | L | 4 | 4 | 4 | 4 |
| 4 | L | 1 | 2 | 2 | 2 |
| 5 | L | 2 | 2 | 2 | 2 |
| 6 | P | 3 | 4 | 4 | 4 |
| 7 | P | 4 | 4 | 4 | 4 |
| 8 | P | 3 | 4 | 4 | 4 |
| 9 | L | 2 | 2 | 2 | 2 |
| 10 | P | 4 | 4 | 4 | 4 |
| 11 | L | 3 | 4 | 4 | 4 |
| 12 | L | 1 | 2 | 2 | 2 |
| 13 | L | 1 | 2 | 2 | 1 |
| 14 | L | 1 | 2 | 2 | 2 |
| 15 | L | 1 | 1 | 1 | 1 |
| 16 | P | 1 | 1 | 1 | 1 |
| 17 | L | 1 | 2 | 2 | 2 |
| 18 | P | 3 | 3 | 4 | 4 |
| 19 | P | 4 | 4 | 4 | 4 |
| 20 | P | 4 | 4 | 4 | 4 |
| 21 | P | 3 | 4 | 4 | 4 |
| 22 | L | 2 | 3 | 4 | 3 |
| 23 | P | 4 | 4 | 4 | 4 |
| 24 | P | 4 | 4 | 4 | 4 |
| 25 | L | 2 | 2 | 3 | 2 |

Assessment description:

- 1 = Deficient
- 2 = Enough
- 3 = Good
- 4 = Very good

Table 1 shows that not all students memorised the four short letters. Only seven students memorised all of these letters well, and from the researchers' observations, seven students who memorised them perfectly had cognitive abilities above the average compared to other students. Of the 25 students, two students lacked memorisation due to several factors, namely: 1) The student could not read the Al-Qur'an fluently, 2) Lack of motivation to memorise from within students, 3) Parents tended to give guidance in reading Al-Quran to teachers at school, but teachers cannot thoroughly guide them because they have to share their time with other students. In the ability to read the Al-Qur'an, these students are still in the stage of recognising letters (*iqra*) and are still not fluent in distinguishing letters because of the rare repetition at home. Therefore the teacher at school provides more guidance through extracurricular tahfidz every Friday afternoon at school and motivates them to learn to read hijaiyah letters until they can finally read the Al-Qur'an.

Table 2. Al-Qur'an Practice Activities in Daily Life

| Respondent Number | Al Adiyat | | | | | At Tiin | | | | |
|-------------------|-----------|-----|-----|-----|-----|---------|-----|-----|-----|-----|
| | PA1 | PA2 | PA3 | PA4 | PA5 | PT1 | PT2 | PT3 | PT4 | PT5 |
| 1 | - | - | - | - | - | V | - | V | - | V |
| 2 | V | - | V | V | V | V | V | V | - | V |
| 3 | V | - | V | - | V | V | - | V | - | V |
| 4 | V | - | V | V | V | V | V | V | - | - |
| 5 | V | V | V | V | V | V | - | V | V | V |
| 6 | V | - | V | V | V | V | V | V | - | - |
| 7 | V | - | V | V | V | V | V | V | - | V |
| 8 | V | - | V | V | V | V | V | V | - | - |
| 9 | - | - | - | - | V | V | V | V | - | - |
| 10 | V | - | V | V | V | V | V | V | - | - |
| 11 | V | - | V | V | V | V | V | V | - | - |
| 12 | V | - | V | V | V | V | V | V | - | - |
| 13 | - | - | V | - | - | V | - | - | V | V |
| 14 | V | - | V | V | V | V | V | V | - | V |
| 15 | - | V | V | - | - | - | - | - | V | V |
| 16 | V | - | - | V | V | V | - | V | - | - |
| 17 | V | - | V | V | V | V | V | V | - | - |
| 18 | V | - | V | V | V | V | V | V | - | - |
| 19 | - | - | V | V | V | V | - | V | - | V |
| 20 | V | - | V | V | V | V | V | V | - | - |
| 21 | V | - | V | V | V | V | V | V | - | - |
| 22 | V | - | V | V | V | V | V | V | - | V |
| 23 | V | - | V | V | V | V | V | V | - | - |
| 24 | V | - | V | V | V | V | V | V | - | - |
| 25 | V | - | V | - | V | V | - | V | V | - |

| Respondent Number | Al Humazah | | | | | Al Bayyinah | | | | |
|-------------------|------------|-----|-----|-----|-----|-------------|-----|-----|-----|-----|
| | PH1 | PH2 | PH3 | PH4 | PH5 | PB1 | PB2 | PB3 | PB4 | PB5 |
| 1 | - | V | - | V | V | - | - | V | V | V |
| 2 | V | V | V | V | V | V | V | V | V | V |
| 3 | - | - | V | - | V | V | V | V | - | - |

| | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|---|
| 4 | V | V | V | V | V | V | V | - | V | V |
| 5 | - | V | - | V | V | V | V | - | V | - |
| 6 | - | V | - | V | V | V | V | - | V | V |
| 7 | V | V | - | V | - | V | V | V | V | V |
| 8 | V | V | V | V | - | V | V | - | V | V |
| 9 | - | V | V | V | V | - | V | V | V | V |
| 10 | V | - | V | V | V | V | V | V | V | V |
| 11 | - | V | V | V | V | V | V | V | V | V |
| 12 | V | V | - | V | V | V | V | V | V | V |
| 13 | - | - | - | - | V | V | - | V | V | V |
| 14 | V | V | V | V | V | V | V | V | V | V |
| 15 | - | - | V | V | V | - | - | V | - | V |
| 16 | - | - | - | - | - | V | V | V | V | V |
| 17 | V | - | V | V | V | V | V | V | V | V |
| 18 | - | V | - | V | V | V | V | - | V | V |
| 19 | V | V | V | V | - | V | V | V | V | V |
| 20 | V | V | V | V | V | V | V | V | V | V |
| 21 | - | V | V | V | V | V | V | V | - | V |
| 22 | V | V | V | V | V | V | V | V | V | V |
| 23 | V | V | V | V | V | V | V | V | V | V |
| 24 | V | V | V | V | V | V | V | V | V | V |
| 25 | V | V | V | V | V | V | V | V | - | V |

Note:

- PA1 : When given an assignment, the teacher does it right away
PA2 : Even though it's not a class picket schedule, students are still diligent in coming early/not late
PA3 : When the call to prayer resounded, the students immediately rushed to take ablution water and pray
PA4 : As a student, always study every day even though there is no assignment
PA5 : When the trash is scattered around, students pick it up and throw it in the trash.
PT1 : Take a shower twice a day to keep your body clean
PT2 : Study at home without having to be told by your parents
PT3 : Always listen to parents' advice
PT4 : After finishing eating, wash the dirty dishes
PT5 : Always cleans up the class during the picket schedule
PH1 : When a friend insults you, don't reply
PH2 : Likes to advise friends who say harshly
PH3 : Never make fun of friends
PH4 : Always speak kindly and politely to friends
PH5 : Don't like to talk bad about other people or slander
PB1 : Say *hamdalah* after finishing the assignment from the teacher
PB2 : Likes to share food with friends
PB3 : Do not force parents to buy toys
PB4 : Pray for the healing of a sick neighbour
PB5 : Say hello and kiss hands when meeting with the teacher

Table 2 shows the activities of the four short letters in the Al-Qur'an, which can be used as examples for students to practice in everyday life, both at home, at school and in the environment around students. Based on the facts in the field and the actual situation, it was found that some students were not following activities that reflected the values of practice in everyday life. So, children who are not following the reflection of the letter's contents will be followed up by the teacher so that they understand the contents of the sura and can improve

their way of life.

Some student activities are reflected in Q.S Al-Adiyat, which can be practised in everyday life, for example, at school, by filling in teacher assignments on time. Five students were not disciplined in doing assignments by the teacher. It turned out that these students were indeed lazy to finish them immediately for several reasons. According to researchers' observations, the reasons are reluctance, wanting to play and being sleepy. One of the reflections in Q.S At-Tin is the aspect that after finishing eating and leaving the plates on the dining table, it is still found that four students are not independent according to the reflection of the letter. The reason is that they are not used to being at home to do it alone, so bad habits are carried over at school. In other student activities in Q.S Al-humazah, such as advising friends who say rude/dirty words, 19 students have been able to practice it well. For one example of Q.S Al-Bayyinah's reflection activity, namely not forcing parents to buy toys at home, 19 children gave information that they were big, so they didn't need expensive toys, but six children still had behaviours that made parents worry if they didn't buy the toy, it will be angry and raging. In addition, in Q.S Al-Humazah, 22 students showed good and polite attitudes to friends as a form of respect for others. According to Mustika & Kustiarini (2022), the attitude of respect for others is one form of children's emotional intelligence.

Results of Applying the Habituation Approach to Memorization of Short Letters in Everyday Life

Based on the observations, it was found that the result of applying the habituation approach by memorising short letters in everyday life was that students were able to hone their memory, train their concentration, learn to understand, be more creative, foster self-confidence, and be more sensitive to things around them. The results of subsequent interviews and observations made it clear that by applying the habituation approach every day by using the imitate-remember method by imitating the teacher, students will quickly memorise and be able to improve learning outcomes seen from daily value data. For students whose memorisation is good, it can be seen from how they can hone their memory, focus more on learning in class, understand life's meaning, and grow self-confidence. However, this depends on the ability of students. Facts in the field also found that some students lacked confidence because they could not memorise fluently compared to their friends. This condition is where the teacher's role in accompanying was more intense. Lack of self-confidence in students can be caused by not having confidence in their abilities (Lestari et al., 2022; Assingkily & Hardiyati, 2019). Some

students have memorised a few letters but can practice the aspects contained in the letters they memorise, seen from how they speak/speak, good morals with teachers, friends and parents at home, socialisation in relationships and many more.

CONCLUSION

The approach to getting used to memorising short letters and practising them in the daily lives of students at MIM Ngadirejo is essential for improving brain performance through educational or learning and extracurricular activities. Students can hone their memory, train concentration, learn to understand, and grow self-confidence by memorising short surahs in the Al-Qur'an. After doing it by observation, it was found that the approach to memorising short letters and practising them in everyday life for students at MIM Ngadirejo using the emulation method will produce students' memory, train concentration, learn to understand and grow self-confidence. The memorisation of short letters in the Al-Qur'an uses the emulation method, which follows the plural memorisation method. Students listen to the verses recited by the teacher and then imitate and memorise them together. The process of getting used to memorising short surahs in the Al-Qur'an is carried out every day at 07.0-07.20 WIB before the learning activities begin. There are still several students at MIM Ngadirejo whose activities do not reflect in Q.s Al-'Adiyat, Q.S At-Tin, Q.S. Al-Humazah and Q.S. Al-Bayyinah, so the need for appropriate learning methods in the daily habituation approach. The results of the habituation approach and its practice in everyday life for MIM students will be more confident in practising/practising it seen from student behaviour, the heart feels calm, it is easy to memorise, and the reading is smoother.

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