

Visual Dominance and Auditory Challenges: Optimizing Quranic Memorization Learning Based on Students' Learning Styles

Popon Masriah*, Fajar Syarip

Institut Ilmu Al-Qur'an Jakarta, Indonesia

Email Corresponding : popon.masriah@mhs.iiq.ac.id

Abstract

This study aims to describe the implementation of Tahfiz Al-Qur'an learning and analyze the audio-visual learning styles of students at SMAIT Darul Quran Putri Bogor. Employing a qualitative descriptive approach with a case study design, data were collected through in-depth interviews, observations, and documentation involving the principal, Tahfiz coordinators, instructors, and senior students. The findings reveal that the Tahfiz program is systematically implemented through daily, weekly, and annual activities integrating Tahsin, Tahfiz, and Tafhim. The study highlights a significant impact of learning styles on memorization progress; visual learners complete their memorization faster due to the alignment of current methods with their cognitive preferences. Conversely, auditory learners experience delayed progress primarily due to restricted access to audio facilities and electronic devices. While strong institutional support and student motivation act as key supporting factors, challenges persist, including fluctuating student discipline, inflexible instructional approaches, and inadequate facilities for diverse learning modalities. Consequently, the institution is planning to integrate digital learning devices to optimize the memorization process for all students.

How to Cite:

Masriah, P., & Syarip, F. (2025). Visual Dominance and Auditory Challenges: Optimizing Quranic Memorization Learning Based on Students' Learning Styles. *Educazione: Journal of Education and Learning*, 3(1), 86–97.

Article History

Received : 12 July 2025
Revised : 10 September 2025
Accepted : 27 November 2025

Keywords:

Tahfiz Al-Qur'an, Audio-Visual Learning Styles, Integrated Islamic School

INTRODUCTION

Qur'anic education, particularly the *Tahfiz* (memorization) program, has undergone a significant transformation from traditional *pesantren* environments to modern formal schooling in Indonesia. This phenomenon is driven by strong societal enthusiasm to cultivate a *rabbani* (spiritually grounded) generation that excels not only academically but also possesses profound spiritual depth and *mutqin* (flawless) Qur'anic memorization (Harahap, 2024; Wafi et al., 2023). Integrated Islamic Schools (*Sekolah Islam Terpadu* or SIT) have been at the forefront of integrating the national curriculum with intensive Qur'anic memorization programs. However, the success of these initiatives heavily depends on designing adaptive learning processes that cater to the diverse needs of contemporary students.

Despite the proliferation of *Tahfiz* programs, their implementation often remains trapped in conventional, monotonous methods, such as repetitive recitation (*tikrar*) without sufficient variation (Abdullah et al., 2021; Awang et al., 2025; Ismail et al., 2024). This "one-size-fits-all" approach frequently overlooks the diverse cognitive and sensory characteristics of students, ultimately triggering boredom, declining motivation, and suboptimal achievement of memorization targets (Hidayatullah et al., 2025; Javier & Dartim, 2026; Latifah & Holid, 2025). Consequently, there is a pressing need for more personalized and varied learning strategies to maintain the consistency and quality of students' memorization in the long term.

A crucial variable often overlooked in *Tahfiz* learning is the students' learning style. Learning style refers to an individual's natural tendency to absorb, organize, and process information, commonly categorized into visual, auditory, and kinesthetic modalities (Febriyanti et

al., 2022; Zulkifli & Ismail, 2024). For visual learners, the use of colored *mushaf* (Qur'anic scripts), diagrams, or structured text significantly aids memory retention. Conversely, auditory learners optimize information absorption through listening, such as listening to *murattal* (recitations) or direct instruction (*talaqqi*). Simultaneously accommodating these styles presents both a challenge and an opportunity for optimizing memorization outcomes.

SMAIT Darul Quran Putri Bogor is an educational institution that implements an integrated curriculum with a target of 30 *juz* memorization for all its students. Based on preliminary observations, the implementation of *Tahfiz* learning at this institution has been well-structured through daily, weekly, and semester-based activities. However, a gap exists in fulfilling diverse learning style needs; the current methods predominantly accommodate visual learners. Meanwhile, students with dominant auditory learning styles still face obstacles, primarily due to limited audio-supporting facilities and restrictions on gadget usage in the dormitory environment, although the institution is planning to integrate digital devices, such as tablets, to address this issue (Nurazizah, 2025).

Based on this background, this article aims to comprehensively describe the implementation of audio-visual-based *Tahfiz* Al-Qur'an learning at SMAIT Darul Quran Putri Bogor. This study not only maps how these two learning styles are manifested by students during the memorization process but also identifies the supporting and inhibiting factors involved. The findings of this research are expected to provide theoretical and practical contributions to the development of a more inclusive, effective, and Generation Z-appropriate *Tahfiz* learning model within integrated Islamic education environments.

RESEARCH METHOD

This study employed a qualitative descriptive approach with a case study design to investigate the implementation of *Tahfiz* Al-Qur'an learning and the audio-visual learning styles of students at SMAIT Darul Quran Putri Bogor. The research subjects were selected through purposive sampling, comprising the school principal, the vice principal of the *Tahsin* and *Tahfiz* department, *Tahfiz* instructors (*musyrifah*), and twelfth-grade students who had successfully completed the memorization of 30 *juz*. These informants were chosen based on their direct involvement and comprehensive understanding of the institution's *Tahfiz* curriculum, as well as their ability to provide in-depth insights into the diverse learning modalities utilized by the students during the memorization process.

Data were gathered through in-depth semi-structured interviews, participant and non-participant observations, and documentation to capture the natural context of the learning environment. To ensure the trustworthiness of the findings, the researcher applied data triangulation, confirmability for objectivity, and prolonged engagement in the field. The qualitative data were then analyzed using the interactive model developed by Miles and Huberman, which encompasses three concurrent stages: data reduction, data display, and conclusion drawing or verification. This systematic analytical procedure facilitated the rigorous identification of how audio and visual learning styles influence the students' *Tahfiz* achievements, alongside the underlying supporting and inhibiting factors.

RESULT AND DISCUSSION

Result

Implementation of Tahfiz Al-Qur'an Learning Program

The implementation of Tahfiz Al-Qur'an learning at SMAIT Darul Quran Putri Bogor represents a comprehensive and structured educational program that has been systematically developed since the institution's establishment. The program operates through multiple temporal frameworks including daily, weekly, monthly, semester, and annual activities, creating a holistic approach to Qur'an memorization. This multi-layered structure ensures that students receive consistent guidance and evaluation throughout their learning journey. The institution has

Audio-Based Learning Styles and Challenges

Students with auditory learning styles demonstrate distinct characteristics in their approach to Qur'an memorization, primarily relying on listening and verbal repetition as their primary learning mechanisms. These students typically memorize more effectively when they can hear the verses recited repeatedly, either through direct instruction from teachers, peer interaction, or electronic media such as murattal recordings. They often move their lips while reading, prefer loud recitation, and demonstrate better retention when they can discuss or verbalize the material with others. However, these learners face significant challenges within the institutional context, particularly regarding restrictions on electronic devices that could facilitate their preferred learning modality.

The institution recognizes the existence of auditory learners but has not yet fully developed infrastructure to accommodate their specific needs effectively. While some efforts have been made, such as establishing a Qur'an laboratory where students can listen to renowned qari recitations, these facilities remain limited in scope and accessibility. Students with auditory preferences must adapt to the predominantly visual learning environment, relying primarily on reading and repetition rather than listening-based methods. This adaptation requirement can slow their progress compared to visual learners who find the standard methodology more naturally aligned with their learning preferences. Some students attempt to compensate by engaging in partner muraja'ah where they listen to peers' recitations, though this practice is not consistently implemented due to students' tendency to work individually.

Table 2. Characteristics of Auditory Learners in Tahfiz

Characteristic	Manifestation	Impact on Learning
Preference for listening	Needs murattal or teacher recitation	Slower progress without audio support
Verbal repetition	Reads aloud while memorizing	Effective but restricted by noise concerns
Sensitivity to sound	Requires quiet environment	Limited suitable memorization spaces
Difficulty with silent reading	Struggles with visual-only methods	Requires adaptation period
Movement needs	Cannot sit still for extended periods	May appear restless during halaqah

The characteristics outlined in Table 2 reveal the specific challenges faced by auditory learners within the current educational framework. Their need for auditory input conflicts with institutional policies limiting electronic device usage, creating a significant barrier to optimal learning. The requirement for quiet environments further complicates their situation, as they must locate appropriate spaces that may not always be available within the boarding school setting. Additionally, their tendency toward movement and verbal expression can be misinterpreted as lack of discipline rather than recognized as a legitimate learning style requirement. These factors collectively contribute to slower memorization rates among auditory learners compared to their visual-learning counterparts.

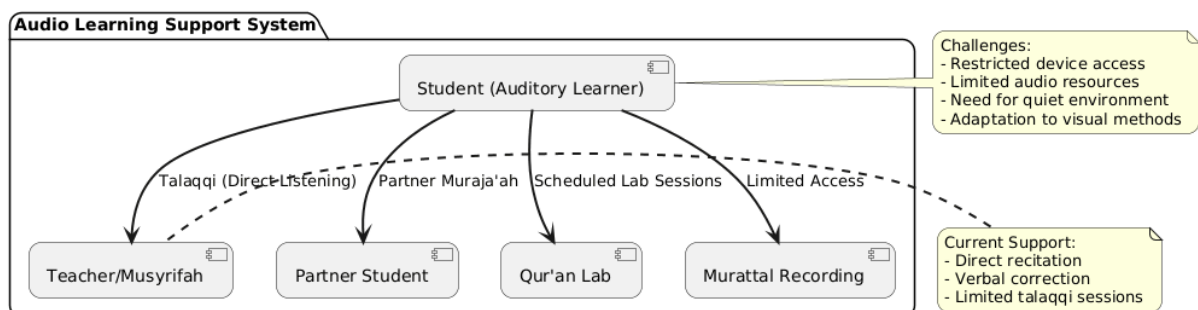


Figure 2. Audio Learning Support System Diagram

The diagram above illustrates the current support system available for auditory learners, revealing both existing resources and significant gaps in provision. The visual representation demonstrates how students must navigate multiple channels to obtain the auditory input they

require, often with limited success due to institutional constraints. The notes highlight the specific challenges these learners face, emphasizing the need for systematic improvement in audio learning support. This visualization serves as a foundation for understanding where institutional resources should be directed to better accommodate diverse learning styles.

Visual Learning Style Dominance and Effectiveness

Visual learners constitute the majority of students at SMAIT Darul Quran Bogor and demonstrate remarkable alignment with the institution's predominant teaching methodologies. These students excel through reading, observing written text, and visualizing the Qur'anic verses in their memory, often employing techniques such as looking upward while recalling memorized content. They typically prefer colored Qur'an texts, benefit from written translations, and demonstrate the ability to sit quietly for extended periods without distraction. The institutional emphasis on reading repetition, written mutaba'ah (tracking), and visual review materials naturally accommodates this learning style, resulting in faster memorization completion rates among visual learners.

The effectiveness of visual learning methods within this context is evident in the achievement data showing that students with visual preferences typically complete their thirty juz memorization more rapidly than those with other learning style preferences. These students often employ strategies such as repeated reading until fluency is achieved, followed by memorization with eyes closed or looking upward to visualize the text. They frequently utilize colored tajwid Qur'ans and pay careful attention to translations before memorizing, creating multiple visual anchors for retention. The institutional practice of requiring students to maintain written records of their progress and use specific Qur'an editions with consistent page layouts further supports visual learning preferences.

Table 3. Visual Learner Memorization Strategies

Strategy	Implementation	Effectiveness
Repeated reading	Read 3-5 times before memorizing	High retention rate
Visual positioning	Look upward while recalling	Enhanced visualization
Color utilization	Use tajwid-colored Qur'an	Improved recognition
Translation review	Study meaning before memorizing	Deeper understanding
Written tracking	Maintain mutaba'ah records	Better progress monitoring

The strategies presented in Table 3 demonstrate how visual learners naturally gravitate toward methods that maximize their learning potential within the existing framework. The repeated reading approach creates strong visual memory patterns, while the physical act of looking upward during recall helps students access their visualized memory of the text. The use of colored Qur'ans provides additional visual cues that aid in recognition and retention, particularly for tajwid rules. Translation review before memorization creates semantic connections that strengthen memory, and written tracking provides visual confirmation of progress that motivates continued effort. These strategies collectively explain why visual learners achieve faster completion rates within the current system.

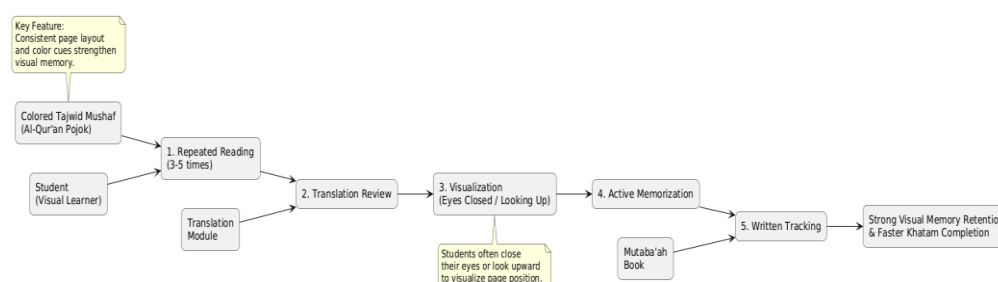


Figure 3. Visual Learning Process Model

The specific Qur'an edition shown in the referenced figure represents a critical tool for visual learners, featuring consistent page layouts, clear typography, and colored tajwid markers that facilitate visual memory formation. Students develop strong associations between the physical location of verses on the page and their content, enabling them to recall verses by visualizing the page layout. This phenomenon, often called "photographic memory" of the mushaf, allows students to recall not just the text but also its visual presentation, creating multiple retrieval pathways. The institutional requirement that all students use the same edition ensures consistency in visual memory development and prevents confusion that might arise from different page layouts.

Supporting Factors for Tahfiz Program Success

The Tahfiz program at SMAIT Darul Quran Bogor benefits from multiple supporting factors that contribute to its relative success in producing hafiz and hafizah graduates. The program enjoys full institutional support as one of the school's flagship initiatives, receiving prioritized resources, dedicated time slots, and administrative backing at all organizational levels. This strong institutional commitment creates an environment where Qur'an memorization is valued and celebrated, motivating students to invest serious effort in their memorization goals. The integration of four distinct curricula (national, pesantren, tarbiyah, and Qur'an) provides a comprehensive educational framework that appeals to parents seeking both religious and general education for their children.

Student motivation emerges as another critical supporting factor, with many students entering the program with clear goals such as becoming hafiz/hafizah, gaining university admission through tahfiz pathways, or fulfilling parental expectations. These motivations provide the internal drive necessary to persist through the challenges inherent in memorizing thirty juz while managing other academic responsibilities. The presence of tangible rewards including monthly recognition for top performers, umrah opportunities for MHQ winners, and graduation ceremonies for those completing thirty juz further reinforces student commitment. Additionally, the structured support system including regular motivational talks from founders, weekly kajian sessions, and personalized guidance from musyrifah helps students maintain focus during difficult periods.

Table 4. Supporting Factors Analysis

Factor Category	Specific Elements	Impact Level
Institutional	Full administrative support, dedicated resources, flagship program status	Very High
Motivational	Clear goals, rewards system, recognition ceremonies	High
Methodological	Tahsin foundation, tafhim integration, structured evaluation	High
Familial	Parental support, family expectations, home environment	Moderate to High

The analysis presented in Table 4 reveals the multi-dimensional nature of support systems that enable program success, with institutional factors carrying the greatest weight. The combination of administrative commitment, adequate resources, and program prioritization creates the foundational conditions necessary for effective implementation. Motivational elements including clear goal-setting, reward mechanisms, and public recognition sustain student engagement over the extended period required for complete memorization. The methodological rigor including mandatory tahsin before memorization, integrated tafhim sessions, and systematic evaluation ensures quality outcomes rather than merely quantitative achievement. Familial and peer support, while less directly controlled by the institution, significantly influence individual student persistence and success rates.

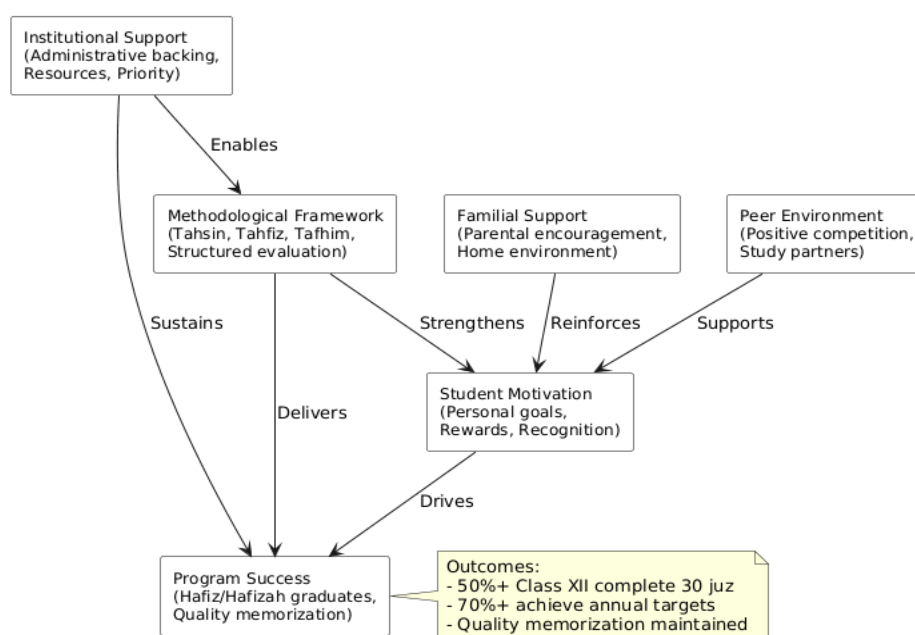


Figure 4. Supporting Factors Interconnection Model

The interconnection model illustrated above demonstrates how various supporting factors interact synergistically to produce program success rather than operating in isolation. Institutional support enables methodological rigor, which in turn strengthens student motivation through clear structure and achievable milestones. Familial and peer support reinforce individual motivation, creating multiple layers of encouragement that help students persist through challenges. The ultimate outcome of quality graduates who have successfully memorized thirty juz validates the effectiveness of this interconnected support system and justifies continued institutional investment in the program.

Inhibiting Factors and Implementation Challenges

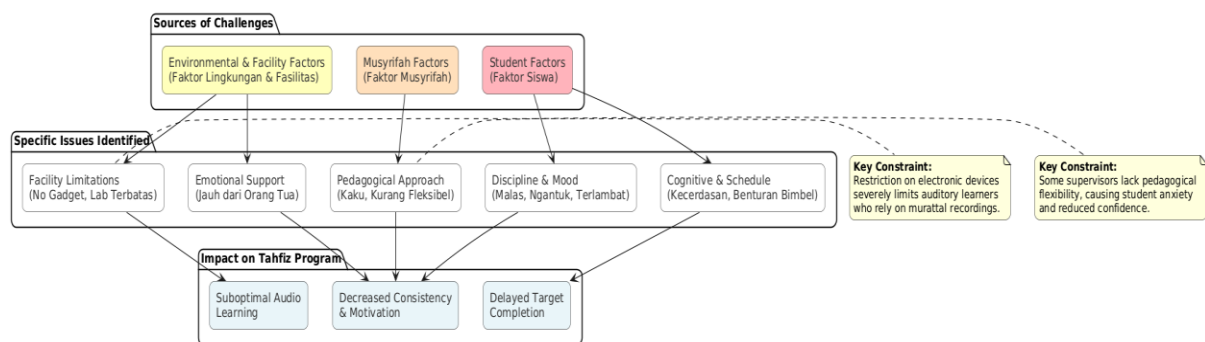
Despite the program's overall success, several inhibiting factors present ongoing challenges that affect optimal implementation and individual student achievement. Student-related obstacles include varying levels of intelligence and memorization capacity, disciplinary issues such as tardiness or absence from halaqah sessions, and psychological factors including sleepiness particularly during early morning sessions, laziness, and mood fluctuations. The demanding schedule requiring students to balance regular academic coursework with intensive memorization activities creates time pressure that can lead to inadequate preparation for daily setoran (memorization submission). These challenges are particularly pronounced among Class XII students who face additional pressure from university entrance preparation and national examinations while maintaining their memorization commitments.

Musyrifah-related challenges emerge from varying levels of pedagogical competence and interpersonal skills among supervisors, with some struggling to balance firmness with compassion or failing to provide adequate individual attention to students experiencing difficulties. Some musyrifah demonstrate rigidity in their approach, becoming easily frustrated when students make mistakes or fail to meet targets, which can damage student confidence and motivation. The lack of comprehensive educational training among some musyrifah, many of whom are still undergraduate students themselves, limits their ability to recognize and accommodate diverse learning styles or implement differentiated instruction strategies. Additionally, inconsistent monitoring and follow-up on students who fall behind allows problems to compound rather than being addressed promptly.

Table 5. Inhibiting Factors Classification

Source	Specific Factors	Severity	Frequency
Student	Intelligence variation, sleepiness, laziness, indiscipline	High	Daily
Student	Heavy workload, time management issues	High	Daily
Musyrifah	Inadequate pedagogical skills, rigidity, lack of attention	Moderate	Weekly
Facility	Limited audio resources, restricted device access	High	Constant

The classification in Table 5 reveals that inhibiting factors originate from multiple sources with varying degrees of impact and frequency, requiring differentiated intervention strategies. Student-related factors occur most frequently and carry the highest severity, suggesting that individual support systems and counseling services require strengthening. Musyrifah-related challenges, while less frequent, significantly affect student morale and progress when they occur, indicating the need for ongoing professional development and supervision. Facility limitations, particularly regarding audio learning resources, create systemic barriers for auditory learners that cannot be overcome through individual effort alone. External factors including family separation and peer dynamics fluctuate based on individual circumstances but can profoundly impact vulnerable students during critical periods.

**Figure 5.** Challenge Impact Analysis Diagram

The halaqah setting depicted in the referenced figure represents the primary arena where many inhibiting factors manifest and must be addressed in real-time by musyrifah. The group learning environment, while beneficial for creating accountability and peer support, can also amplify challenges such as student sleepiness, inattentiveness, or embarrassment about slow progress. The physical setting in the mosque, while spiritually appropriate, may present comfort challenges during extended sessions, particularly during early morning hours when sleepiness is most prevalent. Musyrifah must simultaneously manage multiple students with varying needs, learning speeds, and motivational levels within this setting, requiring sophisticated classroom management skills that not all supervisors possess. The visual evidence of students gathered in halaqah underscores both the strengths of the communal learning approach and the complexities of addressing individual challenges within a group context.

The institution has begun addressing some of these challenges through planned initiatives including the introduction of tablet devices for the 2021/2022 academic year cohort, which should improve access to audio learning resources and accommodate diverse learning styles more effectively. However, comprehensive solutions will require sustained investment in musyrifah professional development, enhanced student support services including counseling and time management training, and continued refinement of the balance between academic and tahfiz demands. Recognition of these inhibiting factors represents the first step toward systematic improvement, and the institution's willingness to acknowledge challenges while maintaining program quality demonstrates commitment to continuous enhancement rather than complacency with current outcomes.

Discussion

The findings of this study strongly align with prior research emphasizing the critical role of learning styles in Qur'anic memorization. Astuti et al (2024) and Ichsan (2020) demonstrated that students' memorization speed and retention are significantly influenced by their dominant learning modalities, particularly visual and auditory preferences. Similarly, this research confirms that senior high school students at SMAIT Darul Quran Putri Bogor exhibit distinct audio-visual learning patterns that directly impact their *Tahfiz* progress. Visual learners naturally thrive within the existing framework due to their reliance on colored *mushaf*, consistent page layouts, and written *mutaba'ah* tracking, which facilitate strong photographic memory. In contrast, auditory learners experience slower progression when deprived of consistent audio input, corroborating Ichsan's assertion that mismatched instructional delivery can hinder optimal memorization outcomes. This convergence underscores that learning style accommodation is not merely a pedagogical preference but a fundamental requirement for effective *Tahfiz* implementation at the secondary level.

Furthermore, the observed differentiation in learning strategies resonates with Fatmawati (2020), Ramadani & Inayati (2024), and Sinaga (2025), who investigated how learning styles vary among students and influence academic and religious learning outcomes. While their study focused on gender-based differences in learning preferences, the underlying principle remains consistent: students process and retain information more effectively when instructional methods align with their cognitive tendencies. In the present context, female students at the institution demonstrate a clear preference for visual structuring and silent repetition, yet a notable subset relies heavily on auditory reinforcement through *talaqqi* and peer *muraja'ah*. The current findings extend Fatmawati et al.'s work by highlighting that within a single-gender educational environment, intra-group learning style diversity still necessitates differentiated instructional approaches. This reinforces the argument that uniform teaching methods, regardless of student homogeneity in other demographic aspects, are insufficient for maximizing *Tahfiz* achievement.

The challenges identified in this study, particularly regarding student boredom and the need for varied memorization techniques, are strongly supported by Fahrurrozi (2020), who compared the Master and Yadin methods to identify more engaging and effective *Tahfiz* models. Fahrurrozi concluded that rigid, repetitive memorization routines often lead to cognitive fatigue and decreased motivation, especially among adolescents. This aligns with the current observation that students balancing heavy academic coursework with intensive memorization struggle to maintain consistency in their daily *ziyadah* and *muraja'ah*. The institution's planned integration of tablet devices for the 2021/2022 cohort directly addresses this gap by introducing multimedia-based repetition and interactive audio-visual feedback, mirroring Fahrurrozi's recommendation for dynamic, student-centered memorization strategies. By diversifying instructional delivery, the program can mitigate the monotony that traditionally plagues conventional *Tahfiz* routines and sustain long-term student engagement.

Another critical dimension highlighted in this research is the pivotal role of *musyri'ah* in mediating learning style disparities, which finds both support and contrast in existing literature. While prior studies often emphasize curriculum design and methodological comparison, this study reveals that educator flexibility and emotional responsiveness significantly determine whether students overcome memorization plateaus. Some *musyri'ah* demonstrate rigid supervisory styles that inadvertently discourage auditory learners or students experiencing psychological fatigue, a phenomenon less documented in earlier methodological comparisons. However, this finding contrasts with more traditional perspectives that prioritize standardized recitation correction over adaptive pedagogy. The data suggest that effective *Tahfiz* supervision requires a balance between *tajwid* precision and psychological scaffolding, particularly when addressing diverse cognitive preferences. This underscores the need for targeted professional development that equips educators with differentiated instruction techniques tailored to adolescent memorizers.

Collectively, these comparisons demonstrate that the present study both validates and expands upon contemporary research on *Tahfiẓ* education between 2020 and 2026. While Badrun (2024) and Wibowo (2025) established the foundational importance of learning style recognition, this research operationalizes those concepts within a structured Islamic boarding high school context, revealing systemic gaps in facility provision and educator training. Similarly, Fahrurrozi's (2020) emphasis on methodological innovation is practically realized through the institution's planned technological integration and schedule optimization. Unlike previous studies that primarily focused on elementary levels or comparative methodological frameworks, this investigation provides a granular analysis of how audio-visual learning dynamics interact with institutional policies, peer environments, and motivational structures at the senior high school level. Consequently, the findings offer a scalable, evidence-based model for integrated *Tahfiẓ* programs that prioritize cognitive diversity, technological adaptation, and holistic student support.

CONCLUSION

The *Tahfiẓ* Al-Qur'an program at SMAIT Darul Quran Bogor integrates three components: *Tabsin* (recitation correction), *Tahfiẓ* (memorization), and *Tafhim* (comprehension), delivered through daily, weekly, and semester activities toward an annual target of five *juẓ* per student, employing nearly every memorization method except *kitabab* (writing). Completion rates depend heavily on students' dominant learning style: visual learners finish sooner because the program's emphasis on repeated visual reading and textual engagement suits their cognitive preferences, whereas auditory learners progress more slowly, due to insufficient audio facilities; students with mixed styles typically finish by eleventh grade. Although the program enjoys institutional support, it faces obstacles on several fronts: students struggle with inconsistent discipline, sleepiness, and low motivation; some *musyriḥ* remain inflexible or give limited individual attention; and external pressures such as heavy academic workloads, facilities poorly suited to non-visual learners, distance from family, and negative peer influence compound the difficulty. To address the gap in auditory accommodation, the institution plans to introduce digital devices such as tablets from the 2021/2022 academic year, expected to make *Tahfiẓ* learning more inclusive and better matched to students' diverse cognitive styles.

ACKNOWLEDGMENT

The authors thank the principal, Tahfiz coordinators, instructors, and students of SMAIT Darul Quran Putri Bogor for their openness during data collection. Special appreciation goes to the *musyriḥ* who shared their daily teaching experiences and to the twelfth-grade students who had completed thirty *juẓ* of memorization for their willingness to be interviewed despite demanding academic schedules. The authors also acknowledge Institut Ilmu Al-Qur'an Jakarta for institutional support throughout this research. Any errors or shortcomings in this article remain solely the responsibility of the authors.

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