

The Transformation of Qur'an Literacy Through the Tahfidz Method: An Experimental Study on Elementary School Students

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Abstract: *The Tahfidz method strategically improves students' Qur'an literacy, especially in tajwid, fluency, and memorization. This study aims to evaluate the effectiveness of the Tahfidz method in increasing the memorization capacity of the Qur'an of grade 6 students of SDN Jatimekar through a pseudo-experimental approach with a Nonequivalent Control Group Design. 72 students were divided into an experimental group (Tahfidz method, n=36) and a control group (conventional method, n=36). The results of the t-test showed a significant difference between the average final test score of the experimental group (82) and the control group (78), with $t(70) = 4.094$, $p < 0.05$. The Tahfidz method has been proven to significantly increase the memorization capacity of the Qur'an, especially in the application of Tajwid and fluency in reading. The study offered novelty through the correlation of the intensity of the Tahfidz method with the improvement of students' abilities, showing a significant positive relationship ($r = 0.917$, $p < 0.05$). The implications of this research include integrating the Tahfidz method in the curriculum, teacher training for the effective application of methods, and using technology such as gamification to overcome time constraints and student motivation. This research makes an important contribution to the development of national Qur'an literacy and becomes a practical reference for educators and policymakers to improve the quality of Islamic religious education.*

Keywords: *Tahfidz method, Al-Quran memorization capacity, Tadjwid, Al-Quran literacy, Elementary School*

Abstrak: *Metode Tahfidz secara strategis meningkatkan literasi Al-Qur'an siswa, terutama dalam hal tajwid, kefasihan, dan hafalan. Penelitian ini bertujuan untuk mengevaluasi efektivitas metode Tahfidz dalam meningkatkan kapasitas hafalan Al-Qur'an siswa kelas 6 SDN Jatimekar melalui pendekatan eksperimen semu dengan desain Nonequivalent Control Group Design. Sebanyak 72 siswa dibagi menjadi kelompok eksperimen (metode Tahfidz, n=36) dan kelompok kontrol (metode konvensional, n=36). Hasil uji-t menunjukkan perbedaan yang signifikan antara rata-rata nilai tes akhir kelompok eksperimen (82) dan kelompok kontrol (78), dengan $t(70) = 4,094$, $p < 0,05$. Metode Tahfidz telah terbukti secara signifikan meningkatkan*

kapasitas hafalan Al-Qur'an, terutama dalam penerapan tajwid dan kefasihan membaca. Penelitian ini menawarkan kebaruan melalui korelasi intensitas metode Tahfidz dengan peningkatan kemampuan siswa, yang menunjukkan hubungan positif yang signifikan ($r = 0,917$, $p < 0,05$). Implikasi dari penelitian ini antara lain mengintegrasikan metode Tahfidz dalam kurikulum, pelatihan guru untuk penerapan metode yang efektif, dan penggunaan teknologi seperti gamifikasi untuk mengatasi keterbatasan waktu dan motivasi siswa. Penelitian ini memberikan kontribusi penting dalam pengembangan literasi Al-Qur'an nasional dan menjadi referensi praktis bagi para pendidik dan pengambil kebijakan untuk meningkatkan kualitas pendidikan agama Islam.

Kata Kunci: *Metode Tahfidz, kapasitas hafalan Al-Quran, Tadjwid, literasi Al-Quran, Sekolah Dasar*

Introduction

Reading and memorizing the Qur'an is essential in Islamic religious education and supports forming spiritual and moral values (Hamka & Alim, 2024). Although religious learning has become an integral part of the elementary school curriculum in Indonesia, challenges in mastering the aspects of *tajwid*, fluency, and fluency in reading the Qur'an are still often found in students (Gafur et al., 2023). Based on the results of the survey, the Indonesian Muslim community who can read the Qur'an smoothly according to the rules of *tajwid* only reaches 44.57%, while those who do not have literacy in reading the Qur'an reach 38.49% (Khoeron, 2023). This data shows the need for a more effective and measurable learning approach to improve students' Qur'an literacy early on. Qur'an literacy refers to the ability of individuals to read, understand, and memorize the Qur'an properly and correctly by the rules of *tajwid*. In general, Qur'an literacy includes several main aspects, namely the ability to read Arabic letters fluently, the proper application of *tajwid* law, and fluency in reading the verses of the Qur'an. In elementary education, Qur'an literacy is the main foundation of Islamic religious learning, which aims to form the habit of reading the Qur'an from an early age and build spiritual awareness in students (Mulyani et al., 2018; Irlina, 2019).

The tahfidz method has long been known as a systematic approach that emphasizes repetition and memorization, thus providing benefits not only in memorization but also in applying *tajwid* and fluency in reading the Qur'an (Rusadi, 2020). Previous research has shown that this method significantly increases students' competence in reading the Qur'an (Rizki, 2023). However, studies that explore the relationship between the intensity of applying the tahfidz method and students' memorization capacity, especially at the elementary school level, are still limited. This gap shows the need for further research on how variations in frequency, duration, and approaches in the tahfidz method affect students' ability to memorize and understand the Qur'an effectively. This study can provide valuable insights into optimizing the Qur'an's memorization strategy at the basic education level (Satriyawan et al., 2022; Suryana et al., 2024).

This study aims to evaluate the extent to which the tahfidz method can improve students' Qur'an literacy, especially in the aspects of *tajwid*, fluency, and fluency in reading, with an emphasis on the intensity of its application. Using a pseudo-experimental design, this study seeks to fill the literature gap by measuring the direct influence of the tahfidz method on the memorization capacity of grade 6 elementary school students.

In this study, the main focus is on improving the skills of reading and memorizing the Qur'an with the tahfidz method, without covering the aspect of a deep understanding of the meaning of the verses or the implementation of its values in daily life. Although understanding the content of the Qur'an is an important aspect of Islamic education, this study limits the scope of study to only the technical aspects of Qur'an literacy, namely *tajwid*, fluency in reading, and memorization. This aims to ensure that the measurement of variables in the study is more focused and objective, using instruments that can quantitatively evaluate the extent to which the tahfidz method contributes to improving reading and memorization skills of the Qur'an at the primary school level.

This study also offers novelty with a correlational approach that explores the relationship between the frequency of application of the tahfidz method and the improvement of student learning outcomes. Using structured instruments, such as memorization capacity tests and intensity questionnaires, ensures the data obtained is relevant and accountable.

The results of this research are expected to make a practical contribution to educators and policymakers and support the development of national Qur'an literacy by integrating the tahfidz method into the elementary school curriculum. This study hypothesizes that the intensity of the use of the tahfidz method has a significant positive correlation with the increase in students' Qur'an memorization capacity.

Method

This study uses a quasi-experimental design with the Nonequivalent Control Group Design approach, which was chosen because it is suitable for evaluating the effects of interventions in the context of pre-established classes (Sugiyono, 2023). Although it does not allow random group division, this design can still provide valid results by controlling certain variables. The main limitation of this design is the potential for bias due to the difference in initial characteristics between the experimental and control groups. The initial test measures students' basic abilities so that the analysis results can be adjusted based on the initial score. The population is 72 students, divided into two groups: class A as an experimental group (n=36) applying the Tahfidz method, and class B as a control group (n=36) using the standard learning method.

The intervention in this study was to apply the Tahfidz method for 12 weeks, with a frequency of three times per week and a duration of 60 minutes per session. This method is designed in three stages: preparation, memorization, and reinforcement. In preparation, students are given the repetition of short verses to strengthen the *makharijul* of letters and the application of *tajwid* law. The talaqqi method, or one-on-one guidance, carries out the memorization stage to help students memorize new verses intensively. Furthermore, the reinforcement stage involves repeating memorization with teachers and peers to ensure consistency in memorization. In its implementation, students are assisted with various resources, such as memorization modules, audio applications to hear the correct *tajwid* reading, and a whiteboard to record daily memorization targets.

To control potential biases, several steps are taken. First, the results of the initial test are used to ensure that the basic abilities of the experimental and control groups are equal before the intervention begins. Second, consistency in teaching is maintained by using the same teacher for both groups. Third, learning conditions are standardized, where both groups study in the same classroom with equal time allocation. The research instrument used was a test of the memorization capacity of the Qur'an, which included fluent reading, the application of *Tajwid* law, and

makharijul letters (Giyanti et al., 2022). This instrument is validated through item correlation analysis based on Cronbach's Alpha values, which indicate its reliability.

An independent statistical test t-test was used to analyze the data obtained to compare the final test results of the experimental and control groups. This study focuses on determining whether there are significant differences between the two groups, especially in increasing the memorization capacity and memorization of the Quran. This study will also use a t-pair sample test to compare the results of the initial test and the final test of the experimental class before and after using the Tahfidz method. This approach is designed to produce valid and relevant empirical evidence regarding the Tahfidz method's effectiveness in improving Qur'an literacy in primary school students.

Table 1. Assessment Aspects

It	Assessment Aspects	Assessment Indicators	Weight	Range
1	Fluency Reading	<ul style="list-style-type: none"> a. There is no error in continuing or connecting the verse. b. Read at a steady pace (not too fast or slow). c. There are no unnecessary long pauses in the middle of the reading. d. Memorization is done without the help of a musyir or mushaf. e. Remember the order of verses and surahs correctly. 	40%	0 - 100
2	Application of <i>Tajwid</i>	<ul style="list-style-type: none"> a. Use the laws of <i>tajwid</i> correctly (<i>idgham, ikhfa, izhar, qalqalah</i>, etc.). b. Applying of short length (<i>mad</i>) according to the rules (<i>mad thabi'i, mad mandatory muttashil</i>, etc.). c. Reciting <i>waqaf</i> in the right place according to the rules of <i>waqaf</i> and <i>ibtida'</i>. d. To waiver of <i>tajwid</i> law changes the meaning of the verse. 	30%	0 - 100
3	<i>Makhras</i>	<ul style="list-style-type: none"> a. The hijaiyah letters are pronounced according to the correct <i>makhras</i> (such as ح from the middle throat, ض from the side of the tongue, etc.). b. There is no mixing between letters and similar <i>makhrajs</i> (such as ث and ظ, س and ذ). c. The sound of the letters is clear without hindrance (not too loud or soft). d. There is no change in the sound of the letters due to an articulation error. 	30%	0 - 100

Table 2. Assessment Score

Value Range	Information	Category
0 – 39	Memorize partially, many mistakes.	Not Smooth
40 – 59	Memorize mostly, some mistakes.	Less Smooth
60 – 79	Memorization is full of a few mistakes.	Quite Smooth
80 – 100	Full memorization without errors.	Fluent

Source: Research and Development Center of the Ministry of Religion (RI, 2022)

In assessing students' abilities in tahfidz, an assessment method that includes several important aspects, such as memorization ability and the application of *tajwid* and *makhroj*, is needed. This assessment is carried out by providing a score for each aspect, which is then multiplied by the weight of each according to its level of importance. As an illustration, here is an example of calculating a student's total score based on the score obtained in each aspect:

Table 3. Final Score Calculation

Assessment Aspects	Shoes	Weight (%)	Final Score (Score × Weight)
a. Fluency Reading	80	40% (0.4)	$80 \times 0.4 = 32$
b. Application of <i>Tajwid</i>	70	30% (0.3)	$70 \times 0.3 = 21$
c. <i>Makhraj</i>	90	30% (0.3)	$90 \times 0.3 = 27$
Total Score (Final Grade)		100%	$32 + 21 + 27 = 80$

Results and Discussion

Results

Description of Initial Test Results and Final Test

The initial and final tests of the control class and the experiment were analyzed to evaluate changes in students' abilities and the effectiveness of the learning methods. As the following description:

Pre-test and Post-test Results

The data of the pre-test and post-test results of the control class and the experimental class are presented in the following table:

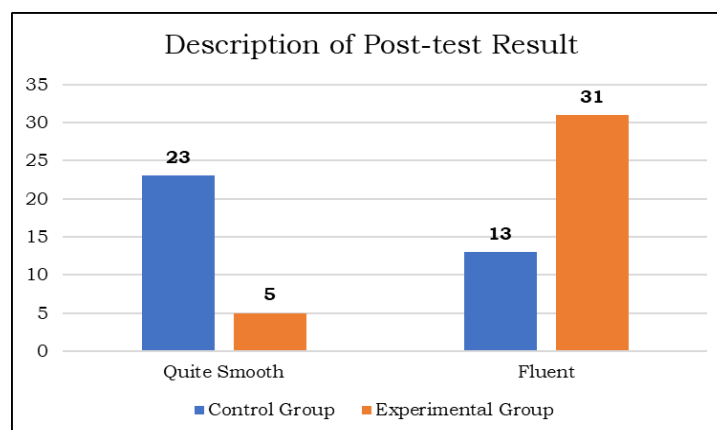


Figure 1. Description of Post-test Results

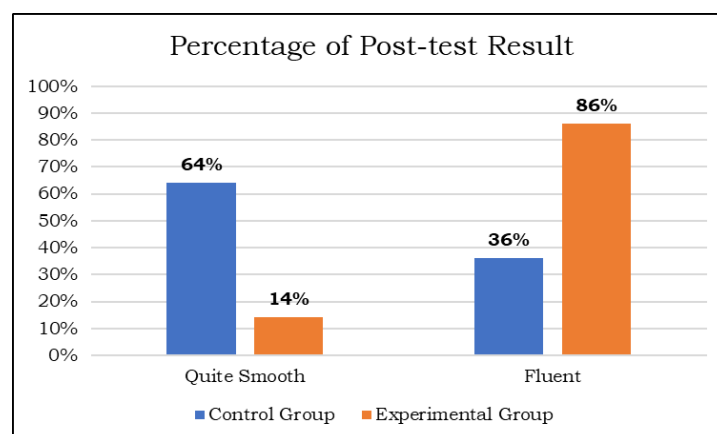


Figure 2. Percentage of Post-test Results

Based on data from both tables and diagrams, there was a significant difference in the increase in scores between the control group and the experimental group. In the control group, out of 36 respondents, 20 people (55.56%) experienced an increase in post-test scores compared to pre-test, while 7 people (19.44%) experienced a decrease, and 9 people (25%) remained with the same score. The average score increase in this group was only 1.06 points, with a total score increase of 38 points. Regarding changes in the fluent category, the number of participants in the Fluent category increased from 9 people (25%) to 10 people (27.78%). In contrast, the Quite Smooth category remained dominant, with a slight decrease in percentage from 75% to 72.22%. In addition, several participants experienced a decrease in scores, indicating that the learning methods in the control group were less consistent in improving learning outcomes.

On the other hand, the experimental group showed better and more consistent results in score improvement. Of the 36 respondents, 26 people (72.22%) experienced an increase in score, 3 people (8.33%) decreased, and 7 people (19.44%) remained with the same score. The average score increase in the experimental group reached 2.94 points with a total score increase of 106 points, much higher than the control group. In terms of category changes, the number of participants in the Fluent category increased more significantly, from 24 people (66.67%) to 30 people (83.33%), while the Quite Smooth category decreased from 12 people (33.33%) to 6 people (16.67%). This data shows that the learning methods applied in the experimental group are more effective in improving participants' understanding than those used in the control group. Thus, the results of this study indicate that the approach applied in the experimental group has a more positive impact on the reading and memorization of the Qur'an.

Analysis of Pre-test and Post-test Data Description

Based on the data of the pre-test and post-test scores of the control class and the experimental class, the description can be presented in the following table:

Table 4 Description of the Results of the Initial Test Score Analysis

No.	Statistics	Experiment Group	Control Group
1	N (number of Students)	36	36
2	Total Value	2820	2768
3	Average	78	77
4	Standard Junction	4,7	4,7
5	Variance	22,97	21,7
6	Highest score	89	87
7	Lowest score	70	70
8	Range	19	17

Source: *Research Results Data (2025)*

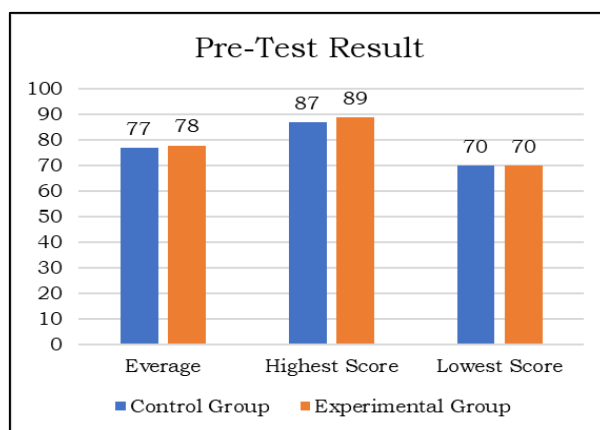


Figure 4. Graph of Initial Test Results

The preliminary test results showed that the student's average abilities in both groups, the experiment (78) and the control (77), were relatively similar before the Tahfidz method intervention began. This suggests that both groups have similar basic abilities, so differences in results at the final test can be attributed to the interventions given.

Table 5. Description of the Results of the Final Test Score Analysis

No.	Statistics	Experiment Group	Control Group
1	N (number of Students)	36	36
2	Total Value	2957	2810
3	Average	82	78
4	Standard Junction	3,5	4,7
5	Variance	12,46	22,39
6	Highest score	92	88
7	Lowest score	73	69
8	Range	19	19

Source: *Research Results Data (2025)*

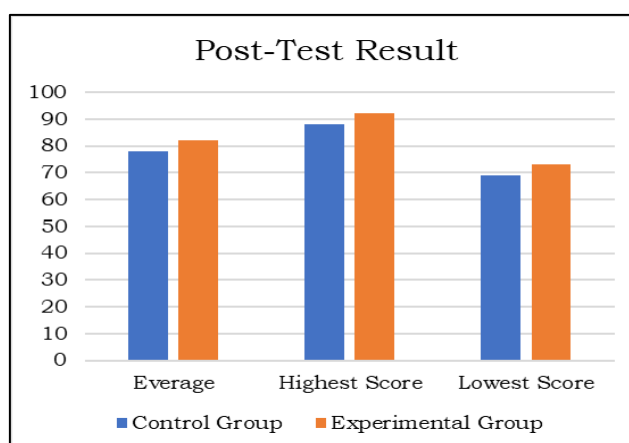


Figure 5. Graph of Final Test Result

After 12 weeks, the average final test score of the students in the experimental group increased significantly to 82, while the control group only reached 78. These results indicate that the Tahfidz method is more effective than conventional learning

methods in increasing students' Al-Quran memorization capacity. A significant increase in the experimental group indicates that the structured repetition applied in the Tahfidz method improves students' memorization and fluency. This shows that this method can be integrated into the Qur'an learning curriculum in elementary schools. Teachers can also take advantage of this method to provide a more effective learning experience, especially in *tajwid* and fluency in reading.

Test Research Instruments

As a solution to the existing problem based on the problem formulation, the researcher tested the data of the research findings. The goal is to know and prove the hypothesis proposed. The data from the research results can be used as analysis material if the research instruments can also be accounted for their validity. Therefore, before the researcher conducts a hypothesis test, the researcher first tests the instrument to find out whether the instrument used is valid and reliable so that the data produced can also be used as material for further tests.

The validity test intends to ensure that the research instrument can precisely measure what should be measured. In this study, the validity of the memorization and memorization capacity test instruments of Al Quran was tested using item correlation analysis on the total score with the help of SPSS 27 software, where the table was 0.329 (n=36 and Significance 0.05). The results of the validity test are the basis for determining the reliability of the research instrument, as follows:

Table 6. SPSS Validity Test Output

		Correlations			
		Fluency Reading	<i>Tajwidz</i>	<i>Mahkroj</i>	Tahfidz Capabilities
Fluency Reading	Pearson Correlation	1	,624**	,655**	,917**
	Sig. (2-Tailed)		,000	,000	,000
	N	36	36	36	36
<i>Tajwidz</i>	Pearson Correlation	,624**	1	,220	,590**
	Sig. (2-Tailed)	,000		,197	,000
	N	36	36	36	36
Mahkroj	Pearson Correlation	,655**	,220	1	,880**
	Sig. (2-Tailed)	,000	,197		,000
	N	36	36	36	36
Tahfidz Capabilities	Pearson Correlation	,917**	,590**	,880**	1
	Sig. (2-Tailed)	,000	,000	,000	
	N	36	36	36	36

Source: *Research Results Data (2025)*

Table 7. Results of Validity Test Analysis

Indicators	r calculate	r table	Information
Fluency Reading	0.917	0.329	Valid
Application of <i>Tajwid</i>	0,590	0.329	Valid
<i>Mahkrijul</i> letter	0,880	0.329	Valid

Source: *Research Results Data (2025)*

Table 5 shows that all research instrument items are valid for reliable and relevant measurement tools for research objectives. A validity test is needed in this study to ensure that the assessment instrument used can accurately and precisely measure what is intended to be measured. Thus, the results of the research produced are reliable and relevant to the purpose of the study. In the context of Tahfidz's research,

validity ensures that assessing reading, *tajwid*, and *makharijul* letter skills reflects students' abilities comprehensively. Fluency in reading, *tajwid* application, and letter pronunciation was chosen because every aspect is a significant component in the tahfidzul of the Qur'an. These three are important indicators in measuring the success of applying the Tahfidz method in learning the Qur'an.

Reliability tests are needed to determine the consistency of the measurement results of the research instrument. In this study, the reliability of the memorization capacity test instrument and memorization of the Al Quran was tested using Cronbach's Alpha method. The results of the reliability analysis with SPSS are as follows:

Table 8. SPSS Reliability Test Output

Reliability Statistics	
Cronbach's Alpha	N of Items
,702	3

Source: *Research Results Data (2025)*

Based on the table above, Cronbach's Alpha value is 0.702. Thus, reliability is reliable. Acceptable reliability ensures reliable measurements of aspects such as reading fluency, *tajwid* application, and *makharijul* letters. With reliable instruments, results such as the correlation between the intensity of applying the Tahfidz method and improving students' abilities have more substantial validity. This is important in supporting the conclusion that the Tahfidz method is effective.

One requirement for parametric statistical tests is to conduct a normality test to ensure that the data generated from the research is normally distributed. The initial and final test data were tested for normality in this study using the Kolmogorov-Smirnov or Shapiro-Wilk method. The normality test results are the basis for choosing the proper data analysis method. According to the decision-making principle, the two-axis Asymp-sig signifier value is more significant than 0.05, and the Asymp-sig signifier value is lower than 0.05, indicating that the data is normally distributed. Conversely, the two-axis Asymp-sig signification value is lower than 0.05, indicating that the data is abnormally distributed.

Table 9. SPSS Normality Test Output

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		36
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,70835080
Most Extreme Differences	Absolute	,084
	Positive	,084
	Negative	-,080
Test Statistic		,084
Asymp. Sig. (2-tailed) ^c		,200d

Source: *Research Results Data (2025)*

The Kolmogorov-Smirnov value is calculated to be smaller than the Kolmogorov-Smirnov value of the table, as indicated by the Asymp significance value. Sig. (2-tailed) 0.200 is more significant than 0.050, meaning this data is normally distributed and eligible for follow-up testing. This is important because most parametric statistical analysis techniques, such as t-tests, require normally distributed data to produce valid results. The analysis results may be biased or inaccurate if the data is not distributed normally. The normality test helps ensure that the experimental and control groups' initial and final scores (pre-test and post-test) are compared, and the

relationship between the variables is analyzed with data that meets statistical assumptions. This supports the conclusion's validity that the Tahfidz method effectively improves students' Qur'an memorization ability.

To determine if there was a significant difference between the average final test results of the experimental group using the Tahfidz method and the control group using the standard method, a hypothesis test using an independent t-test was conducted. The average final test results of the experimental and control groups did not differ significantly, according to the Zero Hypothesis (H_0) and the Alternative Hypothesis (H_a). Furthermore, the data from the t-test calculation is compared with the t-table with a significance level of 5% (0.05), $dk = (n_1 + n_2 - 2)$. The basis for this decision-making was whether the t-count was more significant than the t-table or the significance value of Asymp-sig (2-tailed) was less than 0.05. H_0 is rejected, and H_a is accepted, which means that the use of the Tahfidz method impacts the ability of grade 6 students of SDN.

Table 10. The output of the Independent Sample Test SPSS Hypothesis Test

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Result	Equal variances assumed	5,007	,028	4,094	70	,000
	Equal variances not assumed			4,094	64,824	,000

Source: *Research Results Data (2025)*

As a basis for decision-making, the results of the above test show that: 1) The significance value of 0.019 is less than 0.00, so H_0 is rejected, and H_a is accepted, showing that there is an influence of the use of the Tahfidz method on the ability of SDN Jatimekar grade 6 students to read and memorize the Qur'an. 2) The value of t-count = 4.094, while the t-table has a significant level of 5% (0.05) with df (70) = 1.66691, so H_0 is rejected, and accepted H_a means that there is an influence of the use of the Tahfidz method in improving the ability to read and memorize the Qur'an for grade 6 students of SDN Jatimekar

The Paired t-test Sample Test was also carried out to determine whether the Tahfidz method helped 6th-grade students of SDN Jatimekar read and memorize the Qur'an. This is done by looking at the results of the experimental class's pre-and post-test tests. The student team achievement division (STAD) type cooperative learning model applied in the experimental classroom showed an increase in learning outcomes. The students' Tahfidz ability was tested with a pair of t samples, and the results were as follows:

Table 11. Paired Sample t-Test Results

Sample Data	Sum	Average	t count	Signification
Pre – Test	36	79,1389	4,309	0,000
Post-Test	36	82,2062		

Source: *Research Results Data (2025)*

Based on the double t-sample test results, we found data on the significance value (Asymp-sig (2-tailed), which is 0.000, which shows that the significance value is smaller than the significance level of 0.05. In addition, the count value is 6.232, and the table with $df = 35$ ($n-1$) = 1.68957, and the count value is greater than the table, which is 4.309, which is more significant than 1.68957. Thus, it can be concluded that the pre-and post-learning values increase or change according to the basis of hypothesis decision-making. The ability of SDN Jatimekar grade 6 students to read and memorize the Qur'an has improved due to the Tahfidz method. The paired sample t-test was used in this study because the study's primary purpose was to evaluate changes or differences in results before and after the intervention (Tahfidz method) in the same group, namely the experimental group. This test is relevant in the research context because it compares the pre-test (before the Tahfidz method is applied) and post-test (after the Tahfidz method is applied) scores of the same students.

Discussion

Effectiveness of the Tahfidz Method

The study results show that the Tahfidz method significantly impacts the capacity to memorize the Quran, especially in terms of *tajwid*, fluency, and fluency in reading Quran. This can be proven through the difference in the average final test score between the experimental group using the Tahfidz method (82) and the control group using the standard learning method (78). This difference is emphasized by the statistical test results, which show a calculated t-value of 4.094, which is significantly larger than the t-value of the table of 1.66691. These results provide empirical evidence of the effectiveness of the Tahfidz method but also reinforce the argument that memorization-based learning methods can facilitate a deep understanding of the material being studied, especially in the context of learning the Quran.

The Tahfidz method is important in helping students internalize *tajwid* rules effectively (Markhabi et al., 2024). With a rote-based approach and intensive repetition, students can memorize the verses of the Quran and master the practical application of *tajwid* law. In this process, repetition strengthens long-term memory (Musfeld et al., 2024), where students gradually build fluent and rule-abiding reading skills. These findings align with the theory of memorization-based learning, which emphasizes that repetitive repetition can improve retention and fluency. A study supports this view, highlighting that repeating material in rote-based learning can create strong connections in students' memory so that they can more easily remember and understand the material in depth (Mahmud Yusuf Zulfikar et al., 2024).

Furthermore, the Tahfidz method offers a systematic approach that allows students to practice the capacity to memorize the Quran gradually (Ismael et al., 2023). This process often begins with learning the correct pronunciation of Hijaiyah letters, followed by intensive practice reading short words and sentences before finally memorizing long verses. Each stage is designed to ensure that students memorize verbally and understand the meaning and rules of reading. In this context, the Tahfidz method improves memorization and a comprehensive pedagogical approach to building the foundation of Quranic literacy.

This study also shows that the Tahfidz method is significantly superior to the standard learning method. The standard method, which is more oriented towards learning to read without a memorization strategy, tends to be less effective in helping students understand the rules of *tajwid* and *makharijul* letters in depth. This may be due to the nature of the standard method, which is less interactive and involves

students less actively in the learning process. In contrast, the Tahfidz method encourages students to actively participate through memorization, repetition, and direct supervision by the teacher (Rahman et al., 2020). This process creates a learning environment that supports the mastery of *tajwid* and fluency in reading.

One of the interesting aspects of the Tahfidz method is its impact on students' confidence in reading the Quran. By memorizing and reciting the verses of the Quran repeatedly, students improve their technical abilities and build greater confidence. This confidence is essential in the learning process, as it allows students to more actively participate in learning and dare to try public reading without fear of making mistakes. This provides long-term benefits to their religious life, including worship and da'wah activities. In addition, this study found a significant relationship between the intensity of using the Tahfidz method and the students' Al-Quran memorization capacity. The positive correlation found in this study shows that the more intensively the Tahfidz method is applied, the better the results achieved by students. This result has practical implications for teachers and educational institutions, namely the importance of consistency and quality in applying the Tahfidz method. This intensity can be increased through adequate time in the lesson schedule, stricter supervision by teachers, and learning aids such as audio and video to make it easier for students to learn *tajwid* and practice reading fluency.

The results of this study also make an important contribution to the context of Islamic religious education in elementary schools. In the modern era, where Quranic literacy is becoming increasingly important as the foundation of religious life, the Tahfidz method offers a practical solution to increase students' Quranic memorization capacity from an early age (Fatmawati et al., 2023). This approach not only helps students master the skills of reading the Quran but also provides added value in developing their character, such as discipline, patience, and commitment to learning. However, this study also notes that the success of the Tahfidz method cannot be separated from the existing challenges. One of the main challenges is the limited time available for learning in primary school. With so many subjects to be taught, the time allocation for the Tahfidz method often becomes limited (Aprilia, 2024). Innovations are needed in curriculum design, such as integrating the Tahfidz method into extracurricular activities or technology-based learning programs.

In addition to time limitations, student motivation is an important factor affecting the effectiveness of the Tahfidz method. Some students may struggle to stay motivated despite challenges with memorization and repetition. In this case, teachers are motivators who can create a fun and supportive learning atmosphere. Strategies such as awarding, memorization competitions, or gamification approaches can increase student motivation (Supriadi et al., 2023).

One solution that can be applied to overcome the time limitation in elementary school learning is integrating the Tahfidz method into extracurricular activities. These extracurricular programs can be designed flexibly, for example, in the afternoon or on weekends, so they do not interfere with the main lesson schedule. In addition, using digital-based technology such as Al-Quran memorization applications is also an effective alternative. With this app, students can practice memorization outside of school hours, allowing continuous learning without being limited by space and time. The technology can also have interactive features such as audio guides for correct *tajwid* reading, memorization recordings for self-evaluation, and level-based memorization challenges to motivate students.

A more innovative and engaging learning approach is necessary to tackle the challenge of student motivation. Educators can utilize gamification techniques, such

as granting points, badges, or certificates, to reward students for each memorization milestone they achieve. Memorization competitions between students can also be a fun means to encourage their enthusiasm for learning. In addition, teachers need to create a conducive learning environment by providing positive encouragement, appreciation for student efforts, and a supportive classroom atmosphere. A personal approach is also important to help students with difficulty, for example, through individual or small group tutoring sessions. In addition, parental involvement in the learning process is also significant. Parents can be encouraged to help their children memorize at home, for example, by setting a regular schedule to repeat memorization with the family. Collaboration between schools, teachers, and parents needs to be strengthened. With these steps, the challenges of time limitations and student motivation can be overcome so that the Tahfidz method can be applied effectively and sustainably in elementary schools.

This study provides in-depth insight into the effectiveness of the Tahfidz method in increasing students' Al-Quran memorization capacity. This study enriches the academic literature on learning the Quran by providing strong empirical evidence and practical recommendations for educators. In Islamic religious education, the Tahfidz method can be one of the leading solutions to build a young generation who profoundly understands the Quran and can practice it daily. Thus, the Tahfidz method is a learning approach and an investment in developing Islamic character and values among the younger generation. The consistent and structured application of these methods can have a significant long-term impact on individual student communities and society at large.

Comparison with Standard Methods

The significant differences between the experimental group using the Tahfidz method and the control group using the standard method show the apparent advantages of this memorization-based approach. Students in the control group, whose learning focused more on the reading method without intensive memorization strategies, struggled to consistently apply *tajwid* and *makharijul* letter rules. The standard method does not involve students actively in the learning process. In contrast, the experimental group students guided by the Tahfidz method showed a consistent increase in the capacity to memorize the Quran. The results of the paired sample t-test corroborated this finding, where the t-count value (4.309) was more significant than the t-table (1.68957), showing a significant improvement in students' abilities after applying the Tahfidz method.

The weakness of the standard method can be attributed to its more passive approach, where students are directed to reading without a strategy that encourages active engagement. This less interactive learning makes it difficult for students to build good reading habits, so mastering *tajwid* and *makharijul* letters becomes less than optimal. In this context, the tahfidz method shows its advantages with a gradual repetition and memorization strategy that not only strengthens the memorization capacity but also helps students understand the reading rules in depth.

Intensive repetition in the Tahfidz method plays an important role in internalizing the rules of *tajwid*. Gradually memorizing the verses of the Quran helps students develop memorization skills and improve reading fluency (Fathah, 2021; Satriyawan et al., 2022). This process involves students actively, where errors in the *tajwid* or *makharijul* letters are immediately corrected, providing immediate feedback that speeds up correction. In the Tahfidz method, the teacher also plays a more intensive role as a facilitator, which ensures that each student receives guidance according to their needs. With this approach, students memorize mechanically and understand the reading rules applied in daily practice.

In addition, the gradual repetition strategy in the Tahfidz method allows students to learn with a more structured rhythm. This stage helps students understand each part of the reading before moving on to the next section, making the learning process more systematic and in-depth. In the standard method, learning is often done as a whole without paying attention to the level of understanding of each student, which can cause them to feel overwhelmed and lack confidence. In contrast, the tahfidz method focuses on every aspect of reading, from the pronunciation of letters and the application of *tajwid* to fluency in reading, all of which are integrated into the learning process.

The success of the Tahfidz method in this study shows that memorization-based learning strategies have great potential in improving Al-Quran literacy (Maria et al., 2023). This approach helps students improve their technical abilities and provides a more engaging and meaningful learning experience. By actively engaging students through repetition and memorization, this method creates a more lively learning atmosphere where students feel more motivated to learn and achieve their goals. This is especially important in learning the Quran, where mastering reading skills requires consistent, repetitive practice. In other words, the Tahfidz method is not only an effective tool to improve the memorization capacity of the Qur'an but also an approach that encourages students' active participation, increases their self-confidence, and provides better overall learning outcomes. These findings provide important recommendations for educators to consider the broader application of the Tahfidz method at different levels of education by adjusting its intensity and approach according to the needs of students.

Relationship with the Intensity of Use of the Tahfidz Method

A significant positive correlation between the intensity of the Tahfidz method and the memorization capacity of the Qur'an ($r = 0.917$, $p < 0.05$) shows a close relationship between the frequency and quality of the Tahfidz method's application and the student's results. The higher the intensity of implementing the Tahfidz method, the greater the ability of students to read the Qur'an well, especially in *tajwid*, fluency, and fluency (Sari & Solfema, 2022). These findings emphasize that a structured and consistent Tahfidz approach is important for building students' competence in Quran reading. This correlation provides an understanding that the success of the Tahfidz method is greatly influenced by how often this method is applied and the quality of its implementation. The intensity of the tahfidz method can include the repetition frequency of verses, the duration of time given to memorize, and the continuity of the program over time. When this method is applied intensively, students have more opportunities to practice, get feedback, and correct mistakes. Thus, the Tahfidz method is not only a teaching tool but also a continuous and adaptive learning process that meets the needs of students.

In addition, the importance of consistency in implementing the Tahfidz method cannot be ignored. This consistency includes an adequate time allocation for learning, which allows students to focus without being distracted by pressure from other subjects. Proper time allocation allows students to learn at a pace that suits their abilities, so the memorization and comprehension process does not feel rushed or burdensome. Consistency in formal education means integrating the Tahfidz method into the school curriculum with a planned and sustainable schedule (Satriyawan et al., 2022; Kurniawan et al., 2024). Adequate teacher supervision is also a key factor in increasing the intensity and quality of implementing the Tahfidz method (Hariadi et al., 2022). Teachers not only act as facilitators but also as mentors who ensure each student gets enough attention. Good supervision involves regular

monitoring of student progress, providing constructive feedback, and helping students overcome the challenges they face during the learning process. In the tahfidz method, direct guidance from the teacher is essential to ensure that students not only memorize the verses of the Quran but also understand how to read them correctly according to *tajwid* and *makharijul* letters.

The Results of This Study Also Highlight The Need To Increase The Intensity of The Tahfidz Method In Educational Practice

Educators and institutions can enhance the effectiveness of the Tahfidz method by incorporating learning aids, such as digital applications and audio-visual materials, to increase engagement and support learning intensity (Candra et al., 2021; Ismail et al., 2024). These tools can help students access study materials anytime and anywhere, expanding their learning opportunities outside school hours (Kurniawan et al., 2024). In addition, using these tools can speed up the learning process, provide variety in teaching methods, and increase student motivation. This finding also provides practical implications for developing learning programs based on the Tahfidz method at various levels of education. The intensity of the Tahfidz method not only impacts individual student learning outcomes but can also contribute to increasing the literacy of the Quran collectively in the community. By instilling the habit of reading and memorizing the Quran from an early age through intensive and consistent Tahfidz methods, the younger generation can build a stronger relationship with the Quran and Islamic values.

The significant positive correlation between the intensity of the Tahfidz method and the memorization capacity of the Qur'an confirms that implementing this method requires consistency and adequate supervision. Teachers, schools, and parents must work together to ensure that the Tahfidz method is implemented in a structured, sustainable, and supported manner with adequate resources. Thus, the Tahfidz method can be an effective learning strategy to improve students' competence in reading the Quran and deeply internalizing religious values.

Educational Implications

1. Practical Implications

In the practical aspect, teachers have a significant role in increasing the intensity and effectiveness of the Tahfidz method (Saragih et al., 2021). This can be achieved by making optimal use of study time, where teachers must be able to arrange a structured learning schedule so that students get enough time to memorize and practice reading the Quran. In addition, providing support resources, such as *tajwid* modules, letter *makharijul* guide materials, and audio-based learning tools, is very necessary. This tool makes it easier for students to understand the rules of *tajwid* and helps them hear and imitate the correct reading of the Quran. Thus, the learning process becomes more interactive and engaging (Pradono et al., 2013).

Teachers can also adopt technology-based approaches (Brocca, 2024), such as using digital applications or online learning platforms explicitly designed for the Tahfidz method. This technology allows students to practice their abilities outside the classroom, providing additional learning flexibility and helping them reach their memorization targets faster. This approach can also overcome the limitations of learning time at school by providing students with access to learning independently.

2. Implications of the National Curriculum

Integrating the Tahfidz method into the national curriculum is a strategic step to improve the quality of Al-Quran learning in elementary schools while supporting the

development of Islamic character from an early age (Mulyani, 2021). The tahini method can be included as part of Islamic Religious Education (PAI) subjects as additional learning modules that include mastery of *tajwid*, *makharijul* letters, gradual memorization, and understanding the meaning of the memorized verses. The memorization target is designed realistically according to the grade level, for example, starting from Juz 30 in the lower class and continuing to other Juz in the high class. This method requires flexible time allocation by adding PAI lesson hours or integrating the Tahfidz method into a regularly scheduled extracurricular program, for example, 2-3 meetings per week.

The curriculum must also be designed holistically, focusing on memorization, learning moral values, and contextualizing Quranic verses (Fatimah & Sumarni, 2024). For example, memorized verses can strengthen students' understanding of Islamic manners, ethics, and history, making learning more prosperous and meaningful. In addition, the use of educational technology can provide significant support, such as the use of audio-video-based memorization applications that allow students to practice *tajwid* reading and memorization independently, as well as a learning management system (LMS) to monitor students' memorization progress digitally.

Teacher training is the key to ensuring the successful integration of the Tahfidz method (Rahayu et al., 2023). Teachers must be trained in *Tajwid* and Tahfidz teaching strategies, memorization supervision techniques, and modern learning aids. Learning outcomes can be evaluated periodically with a competency-based approach, for example, through memorization tests or granting Tahfidz certificates to recognize student achievements. In addition, collaboration with Islamic educational institutions such as Tahfidz Islamic boarding schools can strengthen the implementation of this program, especially in terms of teacher training and the provision of learning modules.

For the Tahfidz method to be implemented comprehensively, government policy support is needed in preparing national standards for Tahfidz learning, allocation of funds, and the provision of facilities such as memorization rooms and learning aids. An inclusive approach must also be considered to ensure that the Tahfidz method is accessible to all students, including those with special needs. With these steps, the Tahfidz method can become an integral part of the national curriculum, creating a young generation that can read and memorize the Quran and understand the noble values of religion to be applied in daily life.

3. Teacher Development

Teachers play a key role in successfully applying the Tahfidz method, so their professional development becomes an aspect that cannot be ignored (Fikri et al., 2024). Teachers need special training designed to improve their understanding of the techniques for applying the effective Tahfidz method. This training can cover various aspects, such as how to teach *tajwid* practically, memorization supervision techniques, and strategies to keep students motivated during the learning process (Suhardi et al., 2023). Teacher training should also include an approach to overcome obstacles during learning, such as time constraints, differences in students' abilities, or low motivation to learn. By equipping teachers with these skills, they will be better prepared to face challenges and create a supportive learning environment for students. In addition to training, teachers must be provided with ongoing support through discussion forums or learning communities, where they can share experiences, learn from best practices, and get constructive feedback. This support improves the quality of teaching and helps build a spirit of collaboration among educators.

This study's implications confirm that applying the Tahfidz method in elementary schools requires a comprehensive approach, including practical aspects, curriculum design, and teacher capacity building. By optimizing learning time, providing relevant resources, designing an adaptive curriculum, and training teachers on an ongoing basis, the Tahfidz method can be an effective strategy to increase students' capacity to memorize the Quran while building a solid religious foundation for the younger generation. These measures not only support the learning of the Quran in primary schools but also contribute to efforts to improve the literacy of the Quran nationally.

Conclusion

This study demonstrates that the Tahfidz method is highly effective in enhancing the Qur'anic memorization capacity of 6th-grade elementary students, particularly in *tajwid*, fluency, and reading accuracy. The findings reveal that the experimental group utilizing the Tahfidz method achieved a significantly higher average post-test score (82) than the control group (78). This confirms that an intensive memorization-based approach with gradual repetition aids students in internalizing *tajwid* rules and consistently improving reading fluency. Furthermore, the analysis indicates a strong positive correlation ($r = 0.917$, $p < 0.05$) between the frequency of the Tahfidz method and students' memorization capacity. The more frequently and consistently the method is applied the more significant the improvement in students' memorization skills. This highlights the importance of effective supervision, adequate time allocation, and the use of technological learning aids.

However, challenges such as limited learning time and student motivation were identified. Integrating the Tahfidz method into extracurricular programs, implementing gamification to increase student interest, and training teachers in more effective strategies are suggested to address these issues. These findings significantly impact the Islamic Religious Education curriculum, particularly enhancing national Qur'anic literacy. The Tahfidz method holds great potential as a continuous learning model that incorporates memorization, *tajwid*, and an understanding of Qur'anic values.

For future research, it is recommended that the Tahfidz approach expand beyond memorization and reading to include comprehension of meaning and context. Integrating basic tafsir methods into the learning process can help students grasp the moral and Islamic values embedded in the Qur'an. Additionally, exploring interactive strategies such as thematic verse discussions, Qur'anic storytelling, and digital tools may enhance contextual understanding. Research can also investigate how integrating Tahfidz with character education fosters behaviour aligned with Islamic teachings. A holistic approach that combines Tahfidz, tafsir, and practical application in daily life can further enrich Islamic education by strengthening students' critical and reflective thinking skills in understanding the Qur'an.

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