

Teachers' Strategies for Improving Third-Grade Students' Ability to Memorize Short Surahs of the Qur'an at Al-Kiswah Islamic Elementary School, Bengkulu City

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ABSTRACT

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The ability to memorize short surahs of the Qur'an is an important competency for elementary school students. This study aimed to analyze teachers' strategies for improving the memorization ability of third-grade students at Al-Kiswah Islamic Elementary School, Bengkulu City, and to identify the factors influencing its implementation. Using a descriptive qualitative approach, data were collected through observation, interviews, and documentation involving teachers and 28 students. The findings showed that teachers applied the *talaqqi*, *simai*, and *wahdah* methods, supported by motivation, rewards, and *murojaah* activities. Supporting factors included teacher guidance, parental support, and student discipline, while inhibiting factors consisted of low concentration, limited self-awareness, insufficient memorization time, and students' physical condition. The study concludes that these strategies effectively improved students' ability to memorize short surahs of the Qur'an.

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Introduction

Elementary education plays a strategic role in shaping students' character, faith, and love for the Qur'an from an early age. At the elementary school level, particularly in the lower grades, Qur'anic learning is not only directed toward reading skills but also toward memorizing short surahs as an initial foundation for developing students' religious and spiritual attitudes. Memorization of short surahs is an important competency because it is directly related to daily worship practices, particularly the performance of prayer (Ardean & Mahyani, 2026).

As Muslims, individuals are expected to read and understand the content and meaning of every verse of the Qur'an and apply its teachings in daily life. It is often questioned why Muslims today frequently experience setbacks and unfavorable circumstances. This condition illustrates the importance of instilling religious

education and knowledge, especially Qur'anic learning, in children from an early age so that religious values and motivation become deeply rooted within them. The Qur'an is the word of Allah, revealed as a miracle to Prophet Muhammad (peace be upon him), preserved in written manuscripts, transmitted through mutawatir narration, and regarded as an act of worship when recited. It serves as guidance for achieving success and salvation in both this world and the hereafter (Ridwan, 2025).

Memorization is one of the cognitive abilities categorized at the first level of the six cognitive domains. Furthermore, memorization is classified as a Lower Order Thinking Skill (LOTS). It refers to the ability to recall or reproduce information that has previously been received and stored in memory. Based on this definition, memorization can be understood as an individual's ability to recall and express what has been learned and retained in memory. In relation to the Qur'an, memorizing the Qur'an can be defined as the ability to internalize and preserve Qur'anic verses in one's heart and mind so that they remain firmly retained in memory (Huda, 2025).

The short-surah memorization program is one of the flagship programs implemented in several schools. Each school establishes specific targets for students' Qur'anic memorization achievements. At Madrasah Nurul Falah, for example, students are expected to memorize short surahs of the Qur'an. However, the program has not always been successfully implemented, as evidenced by the failure to achieve the expected memorization targets. Learning to memorize short surahs is an integral component of Islamic religious education applied in various educational institutions, particularly those with Islamic characteristics, including early childhood education, elementary schools, junior high schools, and senior high schools (Nurfitriyani, 2022).

Based on preliminary observations conducted in Grade III at Al-Kiswah Islamic Elementary School, Bengkulu City, it was found that students' abilities to memorize short surahs of the Qur'an varied considerably. Some students had achieved the memorization targets established by the school, while others experienced difficulties in memorizing and retaining the surahs they had learned. Several problems were also identified, including a lack of concentration during learning activities, low awareness of memorization responsibilities, and students engaging in play and conversation with peers during memorization sessions. These conditions resulted in some students being unable to achieve the predetermined memorization targets. Therefore, appropriate instructional strategies are needed to optimize students' abilities to memorize short surahs of the Qur'an.

To address these challenges, teachers implement various instructional strategies tailored to students' characteristics and abilities. The strategies include the talaqqi method, the simai method, and the wahdah method. In addition, teachers provide motivation, rewards, and encourage students to engage in regular murojaah (review and repetition of memorized material) to strengthen their memorization. Through these strategies, students are expected to find it easier to memorize short surahs of the Qur'an, become more motivated to learn, and achieve the memorization targets established by the school.

Research conducted by Ardean and Mahyani (2026) demonstrated that the implementation of the talaqqi method effectively improved elementary school students' abilities to memorize short surahs. The study found that direct guidance from teachers helped students improve their recitation and enhance the quality of their Qur'anic memorization. Furthermore, Wuryani (2022) found that the drill method improved students' memorization abilities through continuous repetition. Meanwhile, research by Mardiyah et al. (2025) revealed that teachers' strategies play a significant

role in improving students' abilities to memorize short surahs and are influenced by both supporting and inhibiting factors encountered during the learning process.

The novelty of this study lies in its examination of teachers' strategies for improving students' abilities to memorize short surahs of the Qur'an through a combination of the talaqqi, simai, and wahdah methods integrated with motivation, rewards, and murojaah activities. This study not only investigates the strategies used by teachers but also describes the supporting and inhibiting factors that influence students' success in memorizing short surahs. Therefore, this research is expected to provide a more comprehensive understanding of the implementation of tahfidz learning in elementary schools.

The focus of this study is teachers' strategies for improving the ability of third-grade students to memorize short surahs of the Qur'an at Al-Kiswah Islamic Elementary School, Bengkulu City. The objective of this research is to describe the strategies employed by teachers in enhancing students' memorization abilities and to identify the supporting and inhibiting factors affecting the implementation of these strategies.

Method

This study employed a qualitative approach with a descriptive research design. The qualitative approach was chosen because the study aimed to describe and gain an in-depth understanding of teachers' strategies in improving the ability of third-grade students to memorize short surahs of the Qur'an at Al-Kiswah Islamic Elementary School, Bengkulu City.

The research was conducted at Al-Kiswah Islamic Elementary School, Bengkulu City. The research participants consisted of a tahfidz teacher and 28 third-grade students. Data were collected through observation, interviews, and documentation. Observation was conducted to directly examine the learning process and students' activities in memorizing short surahs of the Qur'an. Interviews were carried out to obtain deeper information from teachers and students regarding the strategies implemented and the factors influencing students' memorization abilities. Documentation was used to complement the research data in the form of photographs, notes, and documents related to learning activities.

The collected data were analyzed using qualitative data analysis techniques, including data reduction, data display, and conclusion drawing. To ensure the validity and trustworthiness of the data, source triangulation and technique triangulation were employed. These procedures helped ensure that the findings were credible, valid, and accountable.

Results and Discussion

Based on the findings of this study conducted at Al-Kiswah Islamic Elementary School, Bengkulu City, it was found that teachers employed several strategies to improve the ability of third-grade students to memorize short surahs of the Qur'an, namely the talaqqi method, simai method, and wahdah method. These methods were implemented flexibly according to the characteristics and abilities of individual students. Teachers not only served as facilitators in the memorization process but also provided continuous motivation, guidance, and evaluation to help students achieve the predetermined memorization targets.

The findings revealed that the talaqqi method was the most frequently used strategy because it enabled teachers to guide students directly in the pronunciation

and recitation of Qur'anic verses. Furthermore, the simai method assisted students who learned effectively through listening, while the wahdah method helped students memorize gradually through repeated recitation of verses. The implementation of these methods provided students with opportunities to choose memorization techniques that best suited their abilities, thereby making the memorization process more effective.

In addition to instructional strategies, teachers also provided motivation, rewards, and murojaah activities to enhance students' enthusiasm for memorizing the Qur'an. Support from parents, private tutors, and a conducive school environment also served as important factors contributing to students' success in achieving memorization targets. Thus, the strategies implemented by teachers were proven effective in improving students' ability to memorize short surahs of the Qur'an.

To provide a clearer description of the research findings, data obtained from observations, interviews, and documentation were presented in tabular form. This presentation aimed to facilitate readers' understanding of the strategies employed by teachers and the factors influencing the ability of third-grade students at Al-Kiswah Islamic Elementary School, Bengkulu City, to memorize short surahs of the Qur'an.

Table 1. Teachers' Strategies for Improving Students' Ability to Memorize Short Surahs of the Qur'an

Teacher Strategy	Description of Implementation
Talaqqi Method	Students follow the teacher's recitation directly while observing lip movements and pronunciation.
Simai Method	Students listen to Qur'anic recitation through the teacher or audio media and then memorize it.
Wahdah Method	Students memorize verses gradually through repeated recitation until mastery is achieved.
Learning Motivation	Teachers provide advice, inspirational stories, and encouragement to students.
Reward	Teachers provide recognition to students who achieve memorization targets.
Murojaah	Students review previously memorized verses to improve fluency and retention.

Based on the table above, it can be seen that teachers employed various strategies to improve students' ability to memorize short surahs of the Qur'an. These strategies were not only focused on memorization methods but also included motivation, rewards, and the habituation of murojaah activities. The diversity of these strategies

indicates that teachers attempted to adapt the learning process to the varying needs and characteristics of students.

The talaqqi, simai, and wahdah methods served as the primary strategies used during memorization activities. These methods complemented one another, allowing students to choose the approach that best matched their learning abilities. In addition, motivation and rewards provided by teachers increased students' enthusiasm for achieving memorization targets, while murojaah activities helped students maintain and strengthen their memorization.

Table 2. Supporting and Inhibiting Factors Affecting Students' Ability to Memorize

Short Surahs of the Qur'an

Supporting Factors	Inhibiting Factors
Teacher motivation	Lack of student self-awareness
Rewards and recognition	Students playing and making noise during lessons
Regular murojaah	Low concentration during learning
Parental support	Poor time management
Conducive learning environment	Long queues for memorization submission
Intensive teacher-student interaction	Some students do not eat breakfast before school

Based on the table above, students' success in memorizing short surahs of the Qur'an was influenced by various supporting and inhibiting factors. Supporting factors originated from both the school and family environments, including teacher motivation, recognition of students' achievements, regular murojaah activities, and parental assistance in supporting memorization at home. These factors played important roles in enhancing students' enthusiasm and self-confidence throughout the memorization process.

On the other hand, several inhibiting factors caused students difficulties in achieving memorization targets. These included a lack of self-awareness, the habit of playing during lessons, low concentration levels, limited time for memorization submission, and students' less-than-optimal physical condition due to skipping breakfast before school. Such factors negatively affected students' focus and ability to absorb and retain memorized material.

Overall, the findings indicate that teachers' strategies for improving students' ability to memorize short surahs of the Qur'an were implemented systematically and comprehensively. Teachers not only utilized specific memorization methods but also combined them with various forms of motivation, rewards, and habituation that supported students' success. This diverse approach enabled students to learn according to their individual abilities and learning styles.

Furthermore, the findings demonstrate that students' success in memorization is

influenced not only by teachers' strategies but also by internal and external factors. Family support, a conducive learning environment, and student discipline are important factors contributing to successful memorization. Therefore, effective collaboration among teachers, students, and parents is necessary to ensure that the process of memorizing short surahs of the Qur'an becomes more effective and yields optimal results.

Negative Data / Anomalies

Although the findings indicate that the strategies implemented by teachers helped improve students' ability to memorize short surahs of the Qur'an, several conditions were identified that did not fully meet expectations.

One notable finding was that some students had not yet achieved the memorization targets established by the teacher. This occurred because students differed in their abilities, concentration levels, and memory capacities. Some students required more time to memorize and understand Qur'anic recitations, resulting in slower progress compared to their peers.

The study also found that a lack of self-awareness was one of the primary obstacles in the memorization process. Some students had not yet developed a strong sense of responsibility toward memorization tasks. This was reflected in their tendency to postpone memorization, insufficient preparation before lessons, and limited willingness to review memorization independently at home. Consequently, students often encountered difficulties when required to recite their memorization before teachers and classmates.

In addition, observations revealed that some students continued to play, joke, and converse with their peers during learning activities. Such behaviors not only disrupted their own concentration but also affected the focus of other students attempting to memorize. On several occasions, the classroom environment became less conducive to learning, causing the memorization process to be less effective. As a result, some students required additional time to understand and retain the assigned verses.

Another significant finding was that some students were unable to submit their memorization because of limited instructional time. The large number of students wishing to recite their memorization during the same period resulted in long waiting times. Consequently, some students did not have the opportunity to present their memorization before the lesson ended, delaying the evaluation process until the following session.

In addition to academic and environmental factors, the study identified physical conditions as an important factor affecting memorization ability. Several students arrived at school without having breakfast and appeared less energetic, easily fatigued, sleepy, and unable to concentrate effectively during lessons. This condition negatively affected their ability to receive, understand, and retain memorization materials provided by the teacher. Therefore, attention to students' physical well-being is also an important aspect of supporting successful Qur'anic memorization programs.

Analysis of Findings

Based on the findings of this study, it was revealed that teachers' strategies play a crucial role in improving the ability of third-grade students at Al-Kiswah Islamic Elementary School, Bengkulu City, to memorize short surahs of the Qur'an. Teachers implemented several instructional strategies, namely the talaqqi method, simai method, and wahdah method. These methods were applied flexibly according to the needs and abilities of individual students. In addition, teachers provided motivation, rewards, and encouraged students to engage in regular murojaah activities to

strengthen their memorization.

The results indicate that the implementation of these strategies effectively helped students achieve the memorization targets established by the school. Through the talaqqi method, students were able to improve their recitation directly because teachers provided examples and intensive guidance. The simai method helped students memorize through listening, while the wahdah method trained students to memorize by repeatedly reciting verses until they were fully memorized. The combination of these three methods made the memorization process easier and more enjoyable for students.

In addition to the instructional strategies implemented by teachers, students' success in memorization was also supported by several factors, including teacher motivation, parental support, a conducive learning environment, and regular murojaah activities. These factors helped students become more disciplined and responsible in achieving their memorization targets. Conversely, the study also identified several inhibiting factors, such as students' lack of self-awareness, low concentration during learning activities, the habit of playing while studying, limited time for memorization submission, and less-than-optimal physical conditions resulting from skipping breakfast before school.

The findings demonstrate that the success of tahfidz learning is determined not only by students' abilities but also by the strategies implemented by teachers. These findings are consistent with the view of Irma Sari et al. (2021), who argued that teachers' strategies not only support students' abilities in Qur'anic learning but also contribute positively to their overall educational development. Appropriate strategies encourage students to become more active, confident, and enthusiastic in participating in learning activities.

This finding is also in line with Hasviani et al. (2022), who explained that teachers' strategies are an important factor in improving students' abilities in Qur'anic learning. Teachers function not only as transmitters of knowledge but also as mentors who help students overcome difficulties encountered during the memorization process. The strategies implemented in this study were proven effective in enhancing students' ability to memorize short surahs of the Qur'an.

Furthermore, H. Mustofa et al. (2021) stated that effective teaching strategies can create an engaging learning environment and foster students' enthusiasm for learning. The results of this study showed that students appeared more motivated because teachers allowed them to choose memorization methods that they considered easiest and most suitable for their individual abilities. This condition contributed to students' comfort and engagement throughout the learning process.

Pratiwi et al. (2022) also emphasized that providing feedback and motivation can significantly increase students' enthusiasm for learning. This was reflected in the teachers' practice of providing motivation and rewards to students who successfully achieved memorization targets. Such recognition encouraged students to work harder in memorizing and maintaining their memorization.

The findings of this study are further supported by Syamsuddin et al. (2023), who explained that appropriate teaching strategies can significantly improve students' abilities and increase their motivation to study the Qur'an more deeply. The results showed that students who received intensive guidance and regularly engaged in murojaah demonstrated better memorization progress than those who were less active in reviewing their memorization.

Essentially, memorizing the Qur'an is an activity of great significance in Islamic

education. Rahma et al. (2023) explained that memorizing the Qur'an is a highly recommended practice and holds noble value in the life of a Muslim. Therefore, teachers' strategies for improving students' ability to memorize short surahs of the Qur'an are essential efforts in fostering love for the Qur'an from an early age and developing students' religious character.

Literature Comparison

The findings of this study indicate that teachers' strategies involving the talaqqi, simai, and **wahdah** methods effectively improved students' ability to memorize short surahs of the Qur'an. These findings are consistent with the study conducted by Ardean and Mahyani (2026), which found that the talaqqi method effectively enhanced elementary school students' memorization of short surahs. Through direct guidance from teachers, students were able to recite the Qur'an more accurately, making the memorization process easier and more fluent. Similarly, the present study found that the talaqqi method served as one of the primary strategies for improving students' recitation and memorization quality.

The findings are also consistent with Wuryani (2022), who reported that the drill method improved students' ability to memorize short surahs gradually. Although this study did not specifically employ the drill method, the wahdah method applied in this research shares similar principles, namely repeated recitation until memorization is achieved. The findings demonstrate that continuous repetition effectively helps students retain and strengthen their memorization.

Furthermore, this study supports the findings of Mardiyah et al. (2025), who concluded that teachers' strategies play a vital role in improving students' ability to memorize short surahs and are influenced by supporting and inhibiting factors. Similarly, the present study found that students' success in memorization was influenced not only by instructional methods but also by motivation, parental support, the learning environment, and students' discipline in memorization activities.

Based on previous studies, it can be concluded that teachers' strategies are a critical factor in enhancing students' Qur'anic memorization abilities. The uniqueness of this study lies in the combination of the talaqqi, **simai**, and wahdah methods integrated with motivation, rewards, and continuous murojaah activities for elementary school students.

Implications of the Findings

The findings of this study indicate that the use of varied instructional strategies can effectively improve students' ability to memorize short surahs of the Qur'an. Therefore, teachers should implement methods that align with students' characteristics and abilities to enhance the effectiveness of the learning process. The integrated use of the talaqqi, simai, and wahdah methods can serve as an effective alternative for tahfidz learning in elementary schools.

Moreover, this study demonstrates that motivation, rewards, and murojaah activities play significant roles in increasing students' enthusiasm for memorizing the Qur'an. Consequently, teachers should continue to provide support, guidance, and recognition to maintain students' motivation in achieving memorization targets.

The findings also imply that the success of a tahfidz program is not solely the responsibility of teachers but also requires support from parents and the school environment. Strong collaboration among teachers, parents, and students can help create a more conducive learning atmosphere, enabling students' Qur'anic memorization abilities to develop optimally.

Research Limitations

This study has several limitations. First, the research was conducted in only one school, namely Al-Kiswah Islamic Elementary School, Bengkulu City; therefore, the findings may not fully represent all elementary schools implementing Qur'anic memorization programs. Second, the study focused exclusively on third-grade students, meaning that the findings do not encompass all grade levels within the school.

In addition, this study employed a qualitative approach; therefore, the data primarily emphasized observations, interviews, and documentation. As a result, the study was unable to quantitatively measure the extent of improvement in students' memorization abilities following the implementation of specific strategies.

Future studies are expected to involve a larger number of participants, include more schools, and employ different research approaches to obtain a more comprehensive understanding of teachers' strategies in improving elementary school students' ability to memorize the Qur'an.

Conclusion

Based on the findings, it can be concluded that teachers at Al-Kiswah Islamic Elementary School, Bengkulu City, improved third-grade students' ability to memorize short surahs of the Qur'an through the implementation of the *talaqqi*, *simai*, and *wahdah* methods, supported by motivation, rewards, and regular *murojaah* activities. These strategies effectively enhanced students' memorization skills, learning motivation, and confidence in reciting memorized surahs. Students' success was supported by teacher guidance, parental involvement, and disciplined learning habits, while low concentration, limited self-awareness, insufficient memorization time, and physical fatigue served as inhibiting factors. The findings highlight the importance of applying varied and student-centered *tahfidz* learning strategies to improve memorization outcomes. However, because this study was limited to one school and a specific group of students, further research involving broader participants and different research approaches is recommended to obtain more comprehensive findings.

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