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Repetition, Melody, and Retention: Evidence from Tilawati-Based Qur'anic Learning at SDIS Al-Azami Cianjur

Pengulangan, Irama, dan Retensi: Bukti dari Pembelajaran Al-Qur'an Berbasis Tilawati di SDIS Al-Azami Cianjur

Ajeng Zahra Haroki*¹ Diansyah Permana² Cecep Hilman³

Sekolah Tinggi Ilmu Tarbiyah (STIT) Al-Azami Cianjur, Cianjur, Indonesia ^{1 2 3}

*Corresponding Author: email@gmail.com

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Abstract

The limited retention of Qur'anic memorization among elementary students remains a persistent challenge in Qur'anic education, as many learners can memorize verses but struggle to retain them over time. This study examines how the Tilawati Method contributes to strengthening memorization retention among third-grade students at SD Islam Sains Al-Azami Cianjur. Using a descriptive qualitative design, data were collected through observations, semi-structured interviews, and documentation involving eleven purposively selected informants, including teachers, school leaders, students, and parents. The findings reveal that the Tilawati Method promotes memorization retention through structured muroja'ah, repetitive learning, the use of the rost melody, individualized guidance, periodic evaluation, and parental involvement. These practices contributed to improvements in memorization fluency, recall of previously learned verses, learning concentration, self-confidence, and sustainable review habits. The study argues that the Tilawati Method functions not only as a Qur'anic reading approach but also as a pedagogical strategy that integrates cognitive, psychological, and social dimensions to support long-term memorization retention among elementary students.

Keywords: Tilawati Method; Qur'anic Education; Memorization Retention; Muroja'ah; Elementary Students

Abstrak

Rendahnya retensi hafalan Al-Qur'an pada peserta didik sekolah dasar masih menjadi tantangan dalam pendidikan Al-Qur'an karena banyak peserta didik mampu menghafal ayat, tetapi kesulitan mempertahankannya dalam jangka panjang. Penelitian ini mengkaji bagaimana Metode Tilawati berkontribusi dalam memperkuat retensi hafalan pada peserta didik kelas III SD Islam Sains Al-Azami Cianjur. Penelitian menggunakan pendekatan kualitatif deskriptif dengan pengumpulan data melalui observasi, wawancara semi-terstruktur, dan dokumentasi terhadap sebelas informan yang terdiri atas guru, pimpinan sekolah, peserta didik, dan orang tua. Hasil penelitian menunjukkan bahwa Metode Tilawati memperkuat retensi hafalan melalui muroja'ah yang terstruktur, pembelajaran berbasis pengulangan, penggunaan irama rost, pendampingan individual, evaluasi berkala, dan keterlibatan orang tua. Praktik tersebut berkontribusi pada peningkatan kelancaran hafalan, kemampuan mengingat kembali ayat yang telah dipelajari, konsentrasi belajar, kepercayaan diri, serta kebiasaan muroja'ah yang berkelanjutan. Penelitian ini menegaskan bahwa Metode Tilawati tidak hanya berfungsi sebagai metode membaca Al-Qur'an, tetapi juga sebagai strategi pedagogis yang mengintegrasikan dimensi kognitif, psikologis, dan sosial untuk mendukung retensi hafalan jangka panjang pada peserta didik sekolah dasar.

Kata Kunci: Metode Tilawati; Pendidikan Al-Qur'an; Retensi Hafalan; Muroja'ah; Peserta Didik Sekolah Dasar



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INTRODUCTION

The limited retention of Qur'anic memorization among elementary school students remains a significant challenge in Islamic education. Many students are able to memorize verses or short chapters during classroom instruction but struggle to retain them over time. This condition indicates that memorized material has not yet been effectively consolidated into long-term memory. At the elementary level, students are in a stage of cognitive development that requires engaging, structured, and continuous learning stimulation. Sander et al. argue that the success of Qur'anic learning is determined not only by students' reading proficiency but also by the establishment of learning habits that sustain their interaction with previously learned material.¹ Therefore, Qur'anic instruction should not merely focus on achieving memorization targets but should also facilitate the long-term retention of memorized passages through effective and sustainable learning strategies.

Memory retention refers to an individual's ability to receive, store, and retrieve previously learned information. In the context of Qur'anic learning, memorization is not solely reflected in students' ability to acquire new verses but also in their capacity to maintain and accurately recall previously memorized passages. Learning processes involving active student participation contribute to deeper understanding and stronger information retention.² Similarly, Karisma et al. found that the consistent implementation of *talqin*, *tikrar*, and *muraja'ah* significantly supports students' ability to maintain Qur'anic memorization over extended periods.³ Furthermore, Tilawati et al. emphasize that repeated and structured practice plays a crucial role in strengthening students' ability to comprehend and remember Qur'anic material.⁴ These findings suggest that memorization retention is strongly influenced by instructional approaches that provide systematic and sustained repetition throughout the learning process.

One of the instructional approaches widely implemented in Qur'anic education is the Tilawati Method. This method integrates classical and individual learning through *baca-simak* (listen-and-read), *talaqqi*, *musyafahah*, the use of the *rost* melody, and periodic evaluation. According to Acim, the use of the *rost* melody in Tilawati serves not merely as a means of beautifying recitation but also as a tool for helping learners recognize the auditory patterns of Qur'anic verses more systematically.⁵ This argument is supported by Tricahyudin and Astutik, who found that the *rost* melody enhances student engagement because repetitive sound patterns are easier to follow and remember.⁶ Moreover, Abdurrahman et al. explain that the Tilawati framework combines

- 1 Alek Sander, Martin Kustati, and Gusmirawati Gusmirawati, "Pendampingan Al-Qur'an Dengan Metode Tilawati Sebagai Upaya Meningkatkan Kemampuan Baca Tulis Al-Qur'an," *ABDISOSHUM: Jurnal Pengabdian Masyarakat Bidang Sosial Dan Humaniora* 4, no. 4 (December 15, 2025): 563–74, <https://doi.org/10.55123/abdisoshum.v4i4.6680>.
- 2 Rita Silva, Cláudio Farias, and Isabel Mesquita, "Cooperative Learning Contribution to Student Social Learning and Active Role in the Class," *Sustainability* 13, no. 15 (August 3, 2021): 8644, <https://doi.org/10.3390/su13158644>.
- 3 Diana Karisma, La Jusu, and Basri Basri, "Improving Students' Ability in Memorizing Quran through Talqin, Tikrar, and Muraja'ah Method at Grade 4 of State Elementary School 2 Bataraguru," *Journal of English Language and Education* 10, no. 3 (2025): 152–59, <https://doi.org/10.31004/jele.v10i3.879>.
- 4 Ayu Tilawati, Lilis Qolbi Nada, and Prasetyo Laksono, "Pembinaan Tahsin Dengan Metode Qur'ani Sidogiri Di TPQ Fattahul Mu'minin Desa Darungan, Kademangan Blitar," *Israfil: Jurnal Pengabdian Kepada Masyarakat* 1, no. 1 (2025): 1–11, <https://ojs.unublitar.ac.id/index.php/israfil/article/view/1872>.
- 5 Subhan Abdullah Acim, *Metode Pembelajaran Dan Menghafal Qur'an* (Bantul: Lembaga Ladang Kata, 2022).
- 6 Agus Tricahyudin and Anita Puji Astutik, "Penerapan Lagu Rost Untuk Pembelajaran Membaca Al-Qur'an Metode Tilawati Di Pondok Pesantren," *MODELING: Jurnal Program Studi PGMI* 11, no. 1 (March 31, 2024): 866–79, <https://doi.org/10.69896/modeling.v11i1.2434>.

talaqqi, *musyafahah*, listen-and-read activities, and periodic assessment in a way that continuously reinforces both reading accuracy and memorization.⁷ These characteristics indicate that the Tilawati Method possesses pedagogical features that are potentially effective in strengthening students' memorization retention through structured and continuous repetition.

Previous studies have examined the implementation of the Tilawati Method in various contexts of Qur'anic learning. Anggraini and Amirudin found that the method improved Qur'anic memorization among students at Madrasah Diniyah Darussalam Gresik through systematic *talaqqi* and *muraja'ah* practices.⁸ However, their study primarily focused on memorization achievement and did not explain how the implementation process contributed to the development of long-term memorization retention. Rifaat et al. reported that the Tilawati Method positively influenced students' fluency and accuracy in Qur'anic reading.⁹ Nevertheless, their research concentrated on reading proficiency and did not investigate the relationship between Tilawati's instructional characteristics and students' ability to retain memorized material. Likewise, Ajhuri and Hafidhoh demonstrated that the method improved the quality of Qur'anic reading through a combination of classical and individual instruction.¹⁰ Yet their study emphasized reading accuracy and did not explore how elements such as repetition, the *rost* melody, and periodic evaluation contribute to strengthening memorization retention. These studies indicate that existing research on the Tilawati Method has largely focused on reading competence and memorization outcomes, while investigations specifically examining its contribution to strengthening memorization retention among elementary school students remain limited.

Based on this gap, the present study offers a novel perspective by examining the relationship between the implementation of the Tilawati Method and the enhancement of memorization retention among elementary school students through an analysis of instructional practices, students' memorization development, and the supporting and inhibiting factors influencing its implementation. This study was conducted with third-grade students at SD Islam Sains Al-Azami Cianjur and aims to describe the implementation of the Tilawati Method in Qur'anic learning, analyze students' memorization retention through its application, and identify the factors that support and hinder its effectiveness. The findings are expected to contribute to the development of Qur'anic learning scholarship while providing practical insights for teachers and educational institutions seeking to strengthen students' memorization retention through systematic and sustainable instructional approaches.

7 Abdurrahman, Afiful Ikhwan, and Syamsul Arifin, "The Tilawati Method in Qur'an Reading Learning to Enhance the Quality of Memorizing the Qur'an in Islamic Boarding Schools," *Al-Hayat: Journal of Islamic Education* 9, no. 3 (2025): 720–33, <https://ejournal.alhayat.or.id/index.php/ajie/article/view/223>.

8 Novita Anggraini and Noor Amirudin, "Implementasi Metode Tilawati Dalam Meningkatkan Kemampuan Menghafal Al-Qur'an Santri Madrasah Diniyah Darussalam Gresik," *Jurnal Pendidikan Islam* 9, no. 2 (November 3, 2023): 1–7, <https://doi.org/10.37286/ojs.v9i2.193>.

9 Hafid Rifaat, Abdul Qodir, and Zainap Hartati, "Penerapan Metode Tilawati Dalam Meningkatkan Kefasihan Dan Kelancaran Membaca Al-Qur'an Siswa Sekolah Dasar Islam Terpadu," *SITTAFH: Journal of Primary Education* 6, no. 1 (April 30, 2025): 73–84, <https://doi.org/10.30762/sittah.v6i1.5187>.

10 Kayyis Fithri Ajhuri and Khoiril Hafidhoh, "Implementasi Metode Tilawati Dalam Meningkatkan Bacaan Al-Qur'an Di Madrasah Diniyah Al-Fattah Desa Tambang, Puduk, Ponorogo," *Kodifikasia: Jurnal Penelitian Islam* 18, no. 2 (2024): 211–28, <https://doi.org/10.21154/kodifikasia.v18i2.9749>.

Method

This study employed a descriptive qualitative approach with a field research design to gain an in-depth understanding of the implementation of the Tilawati Method in Qur'anic learning and its contribution to the memorization retention of third-grade students. This approach was selected because the study focused on naturally occurring instructional processes within the school setting, allowing the researcher to obtain a comprehensive understanding of classroom practices, student responses, and the factors influencing memorization outcomes.¹¹ The research was conducted at SD Islam Sains Al-Azami Cianjur, located on KH. Ahmad Munawar Street, Cibenda Hamlet, Cikaroya Village, Warungkondang District, Cianjur Regency, West Java, Indonesia. Informants were selected through purposive sampling based on their relevance to the research focus. The participants consisted of one Tilawati teacher for Grade III, one school principal, one coordinator of religious affairs, six third-grade students representing high, moderate, and low levels of memorization ability, and two parents actively involved in supporting their children's memorization activities at home, resulting in a total of eleven informants. In qualitative inquiry, the researcher served as the primary research instrument and was directly involved in data collection, data processing, and data interpretation.

The study utilized both primary and secondary data sources. Primary data were collected through non-participant observation, semi-structured interviews, and documentation. Observations were conducted to examine the implementation of the Tilawati Method in classroom instruction, including opening activities, *muraja'ah* (review sessions), classical learning, individual learning, memorization recitation, and evaluation activities. Semi-structured interviews were conducted with teachers, school administrators, students, and parents to obtain detailed information regarding the implementation of the method, students' memorization development, instructional strategies, and the supporting and inhibiting factors encountered during the learning process. Documentation was used to complement the data through school profiles, instructional documents, memorization monitoring books, student progress records, and photographs of learning activities. Students' memorization retention was analyzed using several indicators, namely memorization fluency, the ability to recall previously learned verses, confidence in reciting memorized passages, and consistency in conducting *muraja'ah* both at school and at home.

The trustworthiness of the data was ensured through source triangulation, technique triangulation, prolonged observation, and member checking. Source triangulation was conducted by comparing information obtained from teachers, students, parents, and school administrators, while technique triangulation involved comparing findings derived from observations, interviews, and documentation. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data reduction, data display, and conclusion drawing. During the data reduction stage, information was selected and categorized according to the main themes of the study, namely the implementation of the Tilawati Method, students' memorization retention, supporting factors, and inhibiting factors. The data were subsequently presented in narrative descriptions and thematic matrices to facilitate interpretation. Conclusions were drawn gradually and continuously verified throughout the research process to ensure credibility and consistency with field conditions. Through these procedures, the study sought to provide an empirical and comprehensive understanding of the contribution of the Tilawati Method to strengthening memorization retention among elementary school students.

¹¹ John W. Creswell, *Research Design: Qualitative, Muantitative, and Mixed Methods Approaches* (4th Ed.), Sage Publications, 2014.

RESULTS AND DISCUSSION

Implementation of the Tilawati Method in Qur'anic Learning

The success of Qur'anic learning is often measured by students' ability to read and memorize verses correctly. However, the findings of this study indicate that the success of the Tilawati Method in Grade III at SD Islam Sains Al-Azami Cianjur lies not only in improving students' reading abilities but also in its capacity to establish structured and sustainable learning habits. Based on observations, interviews, and document analysis, the Tilawati Method has become an integral component of the school's instructional system, implemented consistently through scheduled learning sessions, clearly defined memorization targets, monitoring books, and periodic evaluations. According to GT, Qur'anic learning is not solely directed toward achieving memorization targets but also toward cultivating students' ability to maintain previously acquired memorization. These findings suggest that the primary strength of the Tilawati Method is not the quantity of memorization achieved but its ability to foster a continuous culture of *muraja'ah* (review). This finding is consistent with research demonstrating that sustained learning habits play an important role in preserving students' memorization retention.¹²

One of the most prominent findings of this study is the presence of a clearly structured learning process that is consistently implemented in every session. Observational data revealed that instruction always begins with greetings, collective prayer, and the review of previously memorized passages before proceeding to the main learning activities. During the core session, GT models the recitation using the *rost* melody, which students then imitate collectively before continuing with individual reading activities. Students subsequently receive direct feedback on *tajwid*, pronunciation (*makharij al-huruf*), and reading fluency. The lesson concludes with memorization recitation and the introduction of learning targets for the next session. According to KS, this instructional pattern is deliberately maintained to ensure that students interact with the Qur'an on a daily basis. These findings indicate that the success of the Tilawati Method does not occur spontaneously but is built through a systematic and disciplined learning process. This study reinforces research suggesting that clearly structured instruction enhances student engagement and contributes to more effective learning experiences.¹³

Another important finding is that teachers play the most decisive role in the successful implementation of the Tilawati Method. Interviews with GT and KK revealed that teachers function not only as instructors but also as recitation models, mentors, evaluators, and motivators. During classroom observations, teachers actively corrected students' recitation errors, repeated inaccurate passages, and encouraged students who were hesitant to recite their memorization. Several students, including SN and RA, acknowledged that they felt more confident in reading and memorizing the Qur'an when receiving direct feedback from their teachers. These findings demonstrate that the effectiveness of the Tilawati Method depends heavily on the quality of instructional guidance provided throughout the learning process. Without active teacher involvement, the repetition and habituation that constitute the core strengths of the method would be difficult to implement effectively. This finding aligns with

12 Syaiful Anam et al., "Impact of Learning Discipline on Students' Qur'an Memorization Achievement," *AL-ISHLAH: Jurnal Pendidikan* 17, no. 1 (February 28, 2025), <https://doi.org/10.35445/alishlah.v17i1.6069>.

13 Géraldine Heilporn, Sawsen Lakhal, and Marilou Bélisle, "An Examination of Teachers' Strategies to Foster Student Engagement in Blended Learning in Higher Education," *International Journal of Educational Technology in Higher Education* 18, no. 1 (December 10, 2021): 25, <https://doi.org/10.1186/s41239-021-00260-3>.

research indicating that teacher guidance significantly contributes to the development of students' Qur'anic reading and memorization abilities.¹⁴

In addition to teacher involvement, active student participation emerged as another important characteristic of Tilawati-based instruction. Observations showed that students were not merely passive recipients of information but actively engaged in collective reading, listening to peers' recitations, repeating verses, and individually reciting memorized passages. According to FR and MF, the use of the *rust* melody made learning more engaging and easier to follow. Likewise, AD and NK reported that they found it easier to remember verses when they were repeatedly recited together before individual memorization recitation. These findings indicate that the Tilawati Method successfully creates an active and participatory learning environment. Students are positioned not as recipients of knowledge but as active participants in the learning process. This study reinforces research emphasizing that active student engagement is a crucial factor in creating meaningful learning experiences and improving educational outcomes.¹⁵

Another critical aspect of the Tilawati Method is repetition. Based on observations and interviews, repetition occurs throughout nearly every stage of instruction, including *muraja'ah*, classical reading, individual reading, memorization recitation, and home practice through memorization monitoring books. According to OR and DN, these monitoring books enable parents to supervise and assist their children's memorization activities at home. These findings indicate that repetition is not merely one component of the method but rather the foundation of the entire instructional process. The more frequently students interact with the same verses, the stronger their memorization becomes. In other words, the strength of the Tilawati Method lies in its ability to transform memorization from a temporary activity into a sustained learning habit. This finding is consistent with research demonstrating that repetition intensity is strongly associated with improved retention and long-term memorization.¹⁶

Table 1. Summary of Findings on the Implementation of the Tilawati Method in Grade III at SDIS Al-Azami Cianjur

Findings Aspect	Form of Implementation	Meaning of the Findings
Learning structure	Opening activities, <i>muraja'ah</i> , classical learning, individual learning, memorization recitation, evaluation	Establishes a systematic and continuous learning process
Teacher role	Recitation model, mentor, evaluator, motivator	Serves as the primary factor in maintaining learning quality and memorization
Student participation	Collective reading, listening, repetition, memorization recitation	Encourages active participation and meaningful learning experiences

14 Saiful Anwar Hasibuan, Muksana Pasaribu, and Rosmaimunah Rosmaimunah, "Teachers' Efforts to Improve Students' Ability to Read the Qur'an," *Tafkir: Interdisciplinary Journal of Islamic Education* 6, no. 2 (June 9, 2025): 537–49, <https://doi.org/10.31538/tijie.v6i2.1806>.

15 Jian Li and Eryong Xue, "Dynamic Interaction between Student Learning Behaviour and Learning Environment: Meta-Analysis of Student Engagement and Its Influencing Factors," *Behavioral Sciences* 13, no. 1 (January 9, 2023): 59, <https://doi.org/10.3390/bs13010059>.

16 Lexia Zhan et al., "Effects of Repetition Learning on Associative Recognition Over Time: Role of the Hippocampus and Prefrontal Cortex," *Frontiers in Human Neuroscience* 12 (July 11, 2018), <https://doi.org/10.3389/fnhum.2018.00277>.

Repetition	<i>Muraja'ah</i> , listen-and-read activities, individual practice, home practice	Functions as the foundation of memorization reinforcement
Evaluation	Memorization recitation and monitoring books	Facilitates monitoring of student progress
Parental involvement	Supporting memorization activities at home	Extends the learning process into the family environment

Source: Observation, interview, and documentation data (2025)

As illustrated in Table 1, the successful implementation of the Tilawati Method is not the result of a single instructional component but rather the interaction of several mutually reinforcing elements. Structured learning stages, intensive teacher guidance, active student participation, consistent repetition, periodic evaluation, and parental involvement collectively create a learning ecosystem that supports memorization reinforcement. These findings suggest that the effectiveness of the Tilawati Method cannot be attributed solely to the use of the *rost* melody or the listen-and-read technique. Instead, its effectiveness stems from its ability to integrate multiple instructional components into a coherent and sustainable learning process. This study strengthens previous research indicating that the success of an instructional method is strongly influenced by the quality of the learning environment supporting its implementation. Therefore, the Tilawati Method functions not only as a Qur'anic reading method but also as an effective pedagogical strategy for fostering *muraja'ah* habits and sustaining memorization retention among elementary school students.

Students' Memorization Retention through the Implementation of the Tilawati Method

Memorization improvement is often understood merely as an increase in the number of verses that students are able to memorize. However, the findings of this study indicate that improved memorization retention is reflected not only in the quantity of memorized material but also in students' ability to retain previously learned verses, recall earlier memorization, demonstrate greater confidence during recitation, and develop consistent *muraja'ah* habits. Based on observations, interviews, and document analysis, the implementation of the Tilawati Method in Grade III at SD Islam Sains Al-Azami Cianjur contributed positively to the development of students' memorization retention. According to GT, most students demonstrated noticeable progress in their memorization performance compared to the beginning of the academic year. Several students who had previously struggled to recite memorized passages fluently were able to deliver their memorization with greater accuracy and confidence. These findings suggest that successful memorization should not be measured solely by the quantity of verses memorized but also by the quality and durability of students' mastery. This finding is consistent with research indicating that structured and repetitive learning activities support the retention of information in long-term memory.¹⁷

One of the most significant developments observed in this study was the improvement in both memorization fluency and retention. Classroom observations revealed that most students were able to participate in collective *muraja'ah* sessions with minimal hesitation and fewer errors. According to GT, students also found it easier to learn new verses because they had become accustomed to the recitation patterns employed in the Tilawati Method. Several students, including FR and MF, reported that repeated recitation using the same melody helped them remember the sequence of verses more effectively. Furthermore, observations showed that some students were still able to recall previously memorized passages despite having progressed

¹⁷ Shana K. Carpenter, Steven C. Pan, and Andrew C. Butler, "The Science of Effective Learning with Spacing and Retrieval Practice," *Nature Reviews Psychology* 1, no. 9 (August 2, 2022): 496–511, <https://doi.org/10.1038/s44159-022-00089-1>.

to new memorization materials. These findings indicate that the repetition embedded within the Tilawati Method not only facilitates memorization but also strengthens long-term retention. This study reinforces research demonstrating that frequently reviewed material is more likely to be retained in long-term memory.¹⁸

In addition to improving memorization fluency, the Tilawati Method also contributed to students' self-confidence. Interviews with SN and RA revealed that they felt more confident reciting memorized passages in front of their teacher than they had previously. According to the students, the supportive classroom atmosphere and the habit of reciting collectively made them feel more prepared when performing individually. Observational data further showed that students became more willing to volunteer when asked to recite or present their memorization. These findings suggest that successful memorization is influenced not only by cognitive ability but also by students' psychological readiness. This finding is consistent with research indicating that self-confidence plays an important role in students' willingness to demonstrate their abilities during the learning process.¹⁹

Another important development identified in this study was the improvement in students' learning concentration during Qur'anic instruction. Observations indicated that students were more attentive when listening to the teacher's recitation, following their peers' readings, and repeating newly learned verses. According to KK, the use of the *rust* melody and the classical learning format helped maintain students' attention and contributed to a more focused classroom environment. Several students also reported that alternating activities such as reading, listening, and repetition made the lessons easier to follow. These findings suggest that the Tilawati Method not only supports memorization but also creates learning conditions that facilitate the development of memorization skills. This study strengthens research showing that active and engaging learning environments enhance students' focus and participation during instruction.²⁰

The improvement in students' memorization retention observed in this study did not occur automatically but was supported by several interrelated factors. Interviews with GT, KK, OR, and DN revealed that consistent repetition, the use of the *rust* melody, teacher guidance, periodic evaluation, student motivation, and parental involvement were the primary factors supporting memorization development. The use of memorization monitoring books enabled parents to supervise their children's progress and ensure that *muraja'ah* activities continued at home. These findings indicate that memorization success is influenced not only by instructional methods implemented at school but also by the broader learning environment surrounding students.

Despite these positive developments, the study also identified several obstacles affecting students' memorization retention. Observations and interviews revealed that differences in memorization ability represented the most common challenge during instruction. According to GT, some students were able to memorize passages quickly, whereas others required substantially more repetition to achieve similar outcomes. In addition, inconsistent concentration, limited instructional time, and insufficient parental support at home also affected memorization development. These findings suggest that the effectiveness of the Tilawati

18 Wickliffe C. Abraham, Owen D. Jones, and David L. Glanzman, "Is Plasticity of Synapses the Mechanism of Long-Term Memory Storage?," *Npj Science of Learning* 4, no. 1 (July 2, 2019): 9, <https://doi.org/10.1038/s41539-019-0048-y>.

19 Apostolos Ampountolas, Gareth Shaw, and Simon James, "Active Learning to Improve Self-Confidence and Decision-Making Skills Through the Use of Hotel Simulation," *Journal of Hospitality & Tourism Education* 31, no. 3 (July 3, 2019): 125–38, <https://doi.org/10.1080/10963758.2018.1487786>.

20 Rachel A. Howell, "Engaging Students in Education for Sustainable Development: The Benefits of Active Learning, Reflective Practices and Flipped Classroom Pedagogies," *Journal of Cleaner Production* 325 (November 2021): 129318, <https://doi.org/10.1016/j.jclepro.2021.129318>.

Method remains influenced by students' individual characteristics and the quality of their learning environment. This study reinforces research indicating that educational success depends not only on the quality of instructional methods but also on an institution's ability to address challenges that emerge throughout the learning process.²¹

Table 2. Students' Memorization Retention through the Implementation of the Tilawati Method

Findings Aspect	Observed Development	Meaning of the Findings
Memorization fluency	Smoother recitation during memorization submission	Indicates stronger memorization mastery
Memorization retention	Ability to recall previously learned passages	Reflects improved long-term retention
Self-confidence	Greater willingness to recite memorized passages	Supports stronger memorization performance
Learning concentration	Increased focus during instruction	Facilitates the memorization process
<i>Muraja'ah</i> habits	More consistent review activities	Establishes sustainable memorization practices
Learning motivation	Higher enthusiasm during learning activities	Encourages continuous memorization development

Source: Observation, interview, and documentation data (2025)

As shown in Table 2, the improvement in students' memorization retention was reflected not only in the increasing quantity of memorized material but also in the development of several supporting dimensions, including memorization fluency, retention, self-confidence, concentration, and *muraja'ah* habits. These findings indicate that the Tilawati Method produces outcomes that extend beyond quantitative memorization achievement by fostering learning habits that help students maintain memorization over time. Consistent repetition, teacher guidance, periodic evaluation, and parental involvement collectively strengthened this process.²² Therefore, the improvement in students' memorization retention through the Tilawati Method can be understood as the result of an interaction between a systematic instructional approach and a supportive learning environment. This study strengthens the view that successful Qur'anic learning cannot be explained by a single factor but rather by the integration of pedagogical, psychological, and social elements that work together to support students' memorization development.

21 Víctor J. García-Morales, Aurora Garrido-Moreno, and Rodrigo Martín-Rojas, "The Transformation of Higher Education After the COVID Disruption: Emerging Challenges in an Online Learning Scenario," *Frontiers in Psychology* 12 (February 11, 2021), <https://doi.org/10.3389/fpsyg.2021.616059>; Anisa Tri Angelia, "Stuttering from a Psycholinguistic Perspective: Social and Academic Implications for Eighth-Grade Students: (Gagap Dari Perspektif Psikolinguistik: Implikasi Sosial Dan Akademik Bagi Siswa Kelas Delapan)". *Theosynthesis: Journal of Integrative Understanding and Ethical Praxis* 1, no. 2 (2025): 51-62. <https://darulilmijournal.com/index.php/theosyn/article/view/48>.

22 Abdalla Ali Morshed Mohammad Thah, and Yousef Mohammed Abdo Mohammed Al-Awadhy. 2026. "مراجعة منهجية تراثية للشبهات حول الإعجاز العلمي في القرآن الكريم". *Dirasat Qur'aniyyah Wa Hadithiyyah* 1 (1): 74-88. <https://darulilmijournal.com/index.php/daqiyah/article/view/63>.

CONCLUSION

This study demonstrates that the Tilawati Method contributes positively to the memorization retention of third-grade students at SD Islam Sains Al-Azami Cianjur. The findings reveal that the effectiveness of the method is not solely attributable to its use as a Qur'anic reading approach but to its ability to establish a structured and sustainable learning process through repetition, *muraja'ah*, the consistent use of the *rost* melody, direct teacher guidance, periodic evaluation, and parental involvement. These elements work together to strengthen students' memorization fluency, retention of previously learned verses, learning concentration, and self-confidence in reciting memorized passages. The findings further indicate that improvements in memorization retention emerge not from a single instructional component but from the interaction of pedagogical, psychological, and environmental factors that continuously reinforce students' engagement with the Qur'an. In this regard, the Tilawati Method functions not only as a reading method but also as a pedagogical strategy capable of fostering long-term memorization habits among elementary school students.

This study contributes to the growing body of literature on Qur'anic learning by extending the discussion of the Tilawati Method beyond reading proficiency and demonstrating its relevance to memorization retention. The findings suggest that Qur'anic reading and memorization should not be treated as separate learning domains, as structured recitation, repetition, and guided practice can simultaneously support both. Nevertheless, the study is limited by its focus on a single school context, a relatively small number of participants, and its qualitative design, which does not allow for statistical measurement of memorization improvement. Future research is therefore encouraged to examine the implementation of the Tilawati Method across different educational settings, employ mixed-methods or quantitative approaches, and explore the long-term effects of repetition, melody, and parental involvement on students' memorization retention. Such efforts would provide a broader understanding of how Qur'anic learning methods can be optimized to strengthen memorization among young learners.

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