

Implementation Strategy of Mutaba'ah in Improving Santri's Memorization in Madrasah Al-Qur'an Da'wah and Entrepreneurship at Merapi Merbabu Islamic Community Boarding School

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Abstract

The aim of this research is to find out the extent of the strategy of implementing mutaba'ah in an effort to increase the memorization of students in madrasah al-Qur'an Da'wah and entrepreneurship in Islamic boarding schools in the Merapi Merbabu community. This research uses a qualitative approach. The subjects of this research were the students of MAQDA PM3 Windusajan, Wonolelo, Magelang, which is an educational unit under the auspices of the Merapi Community Islamic Boarding School Foundation. This research was carried out from October to December 2023. Meanwhile, the informants in this research were the Head of MAQDA, ustadz tahfidz and santri. The data in this research was obtained through observation, structured interviews and documentation as well as relevant literature results. Data analysis uses the Miles and Huberman analysis model called interactive analysis. This analysis is divided into several stages: data collection, data reduction, data presentation, and drawing conclusions. The results show that the strategy used to memorize is the mutaba'ah sheet which is divided into two, namely the muroja'ah activity sheet and the ziyadah activity sheet. This mutaba'ah sheet is filled in by the students and then submitted to the musyrif tahfidz and controlled by the ustadz tahfidz as the coordinator of the tahfidz program at MAQDA PM3. Meanwhile, the supporting factors are the students' interest in talent and the students' motivators who come from the musyrif and the students' parents. The inhibiting factor is lack of discipline. Then, as a result of the mutaba'ah strategy, the average student is able to meet the normal criteria of 2.5 to 3 jars per semester and some students are able to exceed this normal achievement.

Key words: strategy, mutaba'ah, increase, memorize.

Introduction

Tahfidzul Qur'an education means a conscious effort, which is planned and designed to maintain the ability to pronounce the reading of the Qur'an as it is according to the rules of tajwid without any change in its meaning and significance as part of human interaction with its creator. The strategy used in general is to use the same Al-Qur'an during memorization, always repeating the memorized verses, focusing on what is memorized then moving on to new memorization and memorizing sequences. The hope is that the memorization method used will produce memorizers of the Al-Quran with good memorization quality, according to the correct rules (Fatimah, 2020). Tahfidz comes from Arabic, the form of which is fi'il (averb) hafizha – yahfazhu – hifzhan. If it is said, hafizha asyasyai'a, it means to guard (don't let it be damaged), maintain and protect. Hafizha ad-darsa, meaning to memorize, it can be seen that the words hafizha – yahfazhu – hifzhan mean to memorize in Indonesian (Aziz JA, 2017). The memorization method is widely used in efforts to memorize the Al-Qur'an and al-Hadith because memorizing

is a method used to recall something that has been read correctly as it is (Masduki, 1970) Allah SWT has made the Al-Qur'an easier. Something to memorize. Memorizing the Al-Qur'an is a form of interaction between Muslims and the Al-Qur'an which has been going on for generations since the Al-Qur'an was first revealed to the Prophet Muhammad SAW. Until now and in the future (Hidayah, 2018).

One form of the Prophet's example is memorizing the Al-Qur'an, which has the implication of making it easier for someone to strengthen arguments in carrying out their preaching. More than that, memorizing the Al-Qur'an is one of the basic ways to maintain the authenticity of the Al-Qur'an (Haryanti WE, 2017). The characteristic of memorization is the formation of cognitive schemes and literal reproduction in memory that can be played back when needed. It's just that the cognitive schema that is formed is rigid or too binding, the more so the amount of material that is memorized. The scheme states that it is a recording tape that can only be played back from front to back, just like memorizing letters from A to Z, this happens in recognition or understanding of an object (Zakariya DM, 2019). Data from the Ministry of Religion of the Republic of Indonesia shows that in Indonesia there are 16,316 Islamic boarding schools for book study, 21,310 Islamic boarding schools and education, 31,535 Islamic boarding schools for Islamic education, 138,251 Islamic boarding schools for Islamic education, 69,144 Islamic boarding schools for Islamic education, 3 Islamic boarding schools for Mujadi Ulya, 109 Islamic boarding schools for Wustho, 117 Islamic boarding schools for Mujadi Ulya. 63 Islamic boarding schools Diniyah formal Wustho, 77 Islamic boarding schools Diniyah formal Ulya, 11,944 LPQs assisted by Islamic boarding schools and 184,927 independent LPQs which have been officially registered (Admin, 2023), apart from that 2,420 schools which are under the auspices of the Integrated Islamic School network organization with a typical program being Tahfidz Al -Qur'an. Looking at the data above, Islamic boarding schools have facilitated tahfiz Al-Qur'an education with various methods applied.

One of the areas for achieving success in memorizing the Al-Qur'an is the use of strategies for memorizing. The right strategy can provide the right results too. This strategy will be implemented in institutions that make memorizing the Koran, their program. We generally recognize this program as tahfidzul Qur'an which is specifically designed to recite the Al-Qur'an. The best step to get better results when memorizing is to have a special strategy schedule when memorizing so that the target you want to achieve is successful. Through routine and regular scheduling steps so that the memorization stages can be carried out well and consistently (Noor et al., 2022). This was done as a form of reaching the target of memorization that was to be achieved and maintaining existing memorization, all of which can be carried out at the three Islamic boarding schools that the author chose (Al-Kahlil AD, 2011). However, the reality in the field is that the strategy for memorizing the Al-Qur'an only uses strategies that are commonly used by students and Islamic boarding school managers, so it tends to be boring. The tahfidz Al-Qur'an strategy determined by the teacher should be based on various considerations in line with the circumstances and environment that he will encounter. According to Mubarak, determining the strategy for tahfidz Al-Qur'an is adjusted to the student's personality, age, and the child's level of memorization (Noor et al., 2022). So that memorizing the Al-Qur'an can be made easier through strategies that are used first to achieve the memorization targets that have been set, Reviewing the public's needs for the Al-Qur'an so that many groups of huffadz build tahfidz huts as a place for them to provide a strong defense by reciting the Al-Qur'an. 'A and calls on individuals to return to focusing on the knowledge of the Koran through learning methods and memorizing it. Islamic boarding schools are educational institutions that have an Islamic nuance and continue to monitor the growth of their students, especially in terms of providing religious principles

The aim of this research is to determine the strategy for implementing mutaba'ah in an effort to increase students' memorization. The mutaba'ah strategy is that students are instructed to memorize independently because the teacher already believes in students based on their reading ability (Putri & Wiza, 2023). This mutaba'ah method is implemented for students who already have the ability to read well and correctly. With this method, students are told to memorize themselves, because the teacher already believes in the students' reading abilities. However, the memorization is not done at school but at home. After students have memorized it at home and have completely memorized it, students can deposit their memorization on the day according to the schedule. When students have deposited, the teacher immediately records the number of verses they have memorized in the Mutaba'ah Book that has been given to each child. Motivation to memorize the Al-Qur'an is very important because it can encourage memorization and progress of the Al-Qur'an. The results of memorizing the Qur'an will not be optimal if there is no strategy to increase motivation to memorize the Qur'an.

Method

This study used qualitative research methods. It is said to be qualitatively because it is not in the form of numbers but rather data expressed in the form of words (Agung & Yuesti, 2019). The subjects of this research are the students of MAQDA PM3 Windusajan, Wonolelo, Magelang which is an educational unit under the auspices of the Merapi Merbabu Community Islamic Boarding School Foundation which is oriented towards pancajiwa boarding school; The Koran is the soul of my life, Da'wah is the soul of my struggle, Community is the soul of my service, Entrepreneurship is the soul of my independence and Volunteers are the soul of my brotherhood based on the Koran and As-Sunnah. This research was carried out from October to December 2023. Meanwhile, the informants in this research were the Head of MAQDA, ustadz tahfidz and santri.

The data in this research was obtained through observation, structured interviews and documentation as well as relevant literature results. Data analysis uses the Miles and Huberman analysis model called interactive analysis. This analysis is divided into several stages: data collection, data reduction, data presentation, and drawing conclusions. With this interactive analysis technique, the analysis process starts from data collection and continues until all the data is collected (M.B Miles & A.M. Huberman, 1984).

Result

Mutaba'ah Strategy in Efforts to Improve Al-Qur'an Memorization for Santri Students at MAQDA PM3 Wonolelo Magelang

This research uses a qualitative approach to explore mutaba'ah strategies in the process of memorizing the Al-Qur'an in al-Qur'an da'wah madrasas and entrepreneurship at Islamic boarding schools in the Merapi Merbabu community, hereinafter abbreviated as MAQDA PM3 Wonolelo Magelang. The data obtained came from interviews during initial observations and more in-depth follow-up observations with the head of MAQDA, ustadz tahfidz, and students through direct observation in the learning process.

The seven implementation stages in implementing the mutaba'ah strategy based on the results of interviews with the ustadz tahfidz coordinator are presented in table 1 below.

Table 1. An overview of the mutaba'ah strategy in an effort to increase memorization of the Al-Qur'an at MAQDA PM3 Wonolelo Magelang

No	Stage	Explanation
1	Mutaba'ah planning	The first strategy stage is mutaba'ah planning which includes determining the indicators needed to be included in the mutaba'ah sheet. The determination of this indicator came from Ustadz Tahfidz as the coordinator of the memorization program which was discussed in a working meeting with the head of MAQDA PM3 and the musyrif as substitute parents at the Islamic boarding school for the students.
2	Determination memorization targets	MAQDA PM3 with a study duration of 6 years determines the standard of achievement is 30 juz, so it sets a target of 3 juz every semester where the first year is the year for tahsinul Qur'an and then moves on to memorizing.
3	Motivation	Advice about the virtues of being close to the Al-Qur'an both by reading and memorizing it. Sufficient motivation, advice and the priority of reading and memorizing the Al-Qur'an is carried out in a programmed manner, namely at the beginning of the tahfidz lesson before starting to memorize the Al-Qur'an.
4	Mutaba'ah implementation	In this fourth stage, students fill out a form for implementing a series of actions according to the indicators listed on the mutaba'ah sheet which includes one sheet containing notes about muraja'ah. The second sheet contains ziyadah.
5	Muraja'ah sheet application	Repetition method which is carried out when the students carry out the prescribed sunnah prayers, including: tahajud, wittier, dhuha and Sunnah prayers both qobliyah and bakdiyah, which are then written in the results of the muraja'ah.
6	Ziyadah sheet application	Ziyadah is adding new memorization which includes, tikrar, namely reading repeatedly the verses that students will memorize, and rabth, namely repeating verses that have been memorized plus new memorization so that with repetition it is hoped that students have new memorization without forgetting old memorization.
7	Evaluation	In the implementation of the first evaluation, it was carried out by Musyrif Tahfidz when the students deposited the mutaba'ah books by signing them, the next evaluation mechanism was also in the form of juziah exams and semester exams with students' memorization examiners coming from Musyrif Tahfidz from different halaqoh tahfidz

Supporting and inhibiting factors that influence the implementation of the mutaba'ah implementation strategy

1. Supporting factors

The definition of supporting factors is anything or a condition that causes or encourages things to run smoothly. In relation to supporting factors in the mutaba'ah strategy, these are factors that support or encourage the smooth running of the mutaba'ah strategy. In an interview with the head of the Madras, ustadz tahfidz at MAQDA PM3, results were obtained that explained

the supporting factors for implementing the mutaba'ah strategy in an effort to increase memorization of the Al-Qur'an at MAQDA PM3 Wonolelo Magelang. The results are as follows:

- a. The first supporting factor lies in the santri, musyrif, ustadz tahfidz and the advantages of the mutaba'ah method itself.
 - b. The second supporting factor is the student's interest in talent which creates enthusiasm and seriousness in memorizing the Al-Qur'an
 - c. The third supporting factor is additional motivation that comes from musyrif, ustadz tahfidz and parents of students.
2. Inhibiting Factors

Inhibiting factors are anything that has the property of hindering or even preventing something from happening. In connection with the inhibiting factors in the mutaba'ah strategy, things that make the implementation of mutaba'ah not run smoothly. Researchers found that the factors inhibiting the implementation of mutaba'ah in MAQDA PM3 were as follows:

- a. The first inhibiting factor is the different backgrounds of the students, there are students who enter with reading that was already good in tartil and in accordance with tajwid and there are students who still need to improve their reading of the Al-Qur'an.
- b. The second inhibiting factor is the lack of discipline of the students in implementing the mutaba'ah indicators consistently.
- c. The third inhibiting factor is the lack of competitiveness between students, where students prefer to compare with those who are at the same level or below them, where if those who have memorized more than they have achieved are small in number, they are less enthusiastic about improving their memorization because there is a feeling that there are still many friends.

From the findings above, there are several supporting and inhibiting factors. Regarding the supporting factors in memorizing, the most important and main thing is that it lies in the self-motivation of each student, namely desire/sincerity. Because if you are motivated by inner motivation with strong sincerity in memorizing, then any obstacles and obstacles that will occur will be easy to overcome, because sincerity and inner motivation are very important in every activity. That is why every day when you enter school at the Islamic boarding school there will be motivation from the ustadz to maintain the istiqomah of the students in implementing the mutaba'ah method in achieving memorization of the Al-Qur'an.

Results of the strategy for implementing mutaba'ah in increasing students' memorization at MAQDA PM3 Wonolelo Magelang

The results of interviews with the tahfidz coordinator at MAQDA PM3 Wonolelo Magelang revealed that the strategy for mutaba'ah tahfidzul Al-Qur'an has achieved significant success. This mutaba'ah tahfidzul Al-Qur'an book has the advantage of making students more disciplined and as a control to achieve the memorization target which must be submitted to the musyrif and ustadz tahfidz. Specifically, indicators of the success of this program can be seen from the students' ability to memorize the Al-Qur'an which varies according to their individual abilities, while still enjoying the process of learning and memorizing the Al-Qur'an. In one semester, the average student is at the normal tahfidz level, namely two and a half just in one semester, there are even some who meet special criteria, namely reaching five or even 6 juz. Apart from that, the school also specifically provides a schedule to maximize students' ability to memorize and strengthen their memorization of the Al-Qur'an. This reflects the Islamic boarding school's commitment to supporting tahfidz activities. As an illustration of the students' achievements in memorizing the Al-Qur'an using the mutaba'ah strategy at MAQDA PM3 Wonolelo Magelang, it can be illustrated from the following table:

Table 2. Students' Memorization Achievements

Achievement	2 Juz	3 Juz	4 Juz	5 Juz	6 Juz
Qty	2	3	13	5	2
	Student	Student	Student	Student	Student

Discussion

Mutaba'ah is a control method for disciplining students to carry out the Al-Qur'an memorization program

Planning and designing teaching and learning activities is the task of a teacher, if the teacher does not understand that he has the task of planning to design learning activities and then the teacher does not make a teaching plan it will be detrimental to his students. Education in the process must be managed well to achieve maximum and optimal learning outcomes, a teacher's sharpness in choosing strategies that are efficient and effective, and the level of student involvement needs to be considered so that they do not make mistakes in their actions (Hasbullah et al., 2019). One way to improve memorization is by publishing students' memorization diaries, which are usually called Mutaba'ah books. Mutaba'ah comes from the Arabic "taba'a- yutabi'u- mutaba'atan" which means following (Munawwir, 1997). Etymologically, Mutaba'ah is following and supervising a program so that it runs as expected, based on the Mutaba'ah book, students obey their teacher's instructions through filling in the book (Huda & Mutakabbir, 2023), Mutaba'ah MAQDA PM3 was initiated because in the beginning, before using the mutaba'ah method, the rote memorization method focused on the independence of the students, where if the students already had memorization, they just deposited it, this was less effective due to the small amount of memorization, so mutaba'ah was created as a means of control and forming students' habits. regularly as an effort to increase the memorization of MAQDA PM3 students, this is in line with the statement of Ustadz Tahfidz MAQDA PM3 Rojulun Sholih "Originally, the students' memorization achievements were small, far from expectations because the focus was on the process of independence, the main thing was to memorize continuously, this gave rise to an imbalance in the amount of memorization which is significant due to the varying enthusiasm for memorizing, a mutaba'ah book was created so that all students are disciplined and of course they hope for an increase in the results of their more discipline in memorizing the Qur'an." This Mutaba'ah method is implemented for students who already have the ability to read well and correctly. In this method, students are told to memorize themselves because of the level of confidence in the students' reading abilities. Memorization is not done at school, where after the student has memorized it and really memorized it, the student can hand over the memorization on the day according to the schedule. When the students have made their deposit, the teacher records directly the number of verses they have memorized in the Mutaba'ah book (Putri & Wiza, 2023).

The mutaba'ah used is arranged regularly to force and create a measurable habit in carrying out the Al-Qur'an memorization program, this is in line with the statements of the students who carry it out, among other things HRA states that mutaba'ah forms habits because every activity listed will The santri didn't want to carry it out, SA also stated the same thing, that sometimes without realizing it, at a certain time, I remembered that it was time for muraja'ah and if I missed it, I felt something was missing. This is in line with the habituation theory put forward by Gunawan and Maunah: "This habituation method is based on experience, what gets used to is the repetition of something that is practiced. Habit saves strength, because it will become an inherent and spontaneous habit, so that the activity can be carried out in every job

(Gunawan Heri, 2014). Habituation in education includes methods that enable students to behave, think and behave as taught" (Maunah Binti, 2009). Mutaba'ah is used to form good habits that contain positive activities such as tadarus, qiyamul lail and others (Huda & Mutakabbir, 2023).

The two main activities are made into two different sheets in the mutaba'ah book, namely the muroja'ah page and the ziyadah page. The muroja'ah page is a rote repetition activity sheet carried out independently by the students which contains the memorization that the MAQDA PM3 students repeat when performing the Sunnah Tahajud prayer, the Sunnah Witir prayer, the Sunnah prayer of Fajr, the Sunnah Dhuha prayer and the Sunnah prayer of Retirib both qobliyah and Ba'diyah which accompanies the five fardhu prayers, even in a week the congregational tahajud prayer is held at each halaqoh tahfidz with rotating imams from the students, this is applied to always repeating the reading that has been memorized, in accordance with the theory put forward by the ikhwan and chenoh which says "Repeating the reading strengthens memorizing huffazh candidates (Ikhwan A, 2017). "Repeating reading is not only practicing your speaking but also your listening, repetition in front of other people is more useful because if errors occur they will be corrected by those who are listening to the reading (Che Noh et al., 2019)."

The ziyadah page is an activity sheet for adding new memorization for students which includes, tikrar which means reading repeatedly the verses that students will memorize, and rabth which means repeating verses that have been memorized plus new memorization so that with this repetition it is hoped that students will have new memorization without forget old memories. This is in accordance with the theory put forward by Utami and Ali Anwar as follows: "The tikrar method is one of the easy steps for students or santri in memorizing the Qur'an" (Utami et al., 2020). Repeating a memorized verse several times, for example three or five times correctly, after really remembering it, then adding a new verse that you want to memorize and so on" (Ali Anwar, 2019).

Evaluation of the results of implementing mutaba'ah

Ustadz tahfidz at MAQDA PM3 has the authority to supervise, because the process carried out by the students is the core of the tahfidz program itself. Ustadz Tahfidz as a supervisor in improving students' memorization is carried out with a clear structure of the timeline and methods that students must implement in the process of memorizing the Qur'an. Apart from being a supervisor of students' activities, the ustadz also provides evaluation, assessment and motivation for the students he supervises. In line with the research of H Bisri and MB Abdillah, evaluation is very necessary in the tahfidz development process. Evaluation of students' memorization is useful for knowing the level of success of the coaching that has been implemented (Bisri & Abdillah, 2018).

Evaluation of the results of implementing mutaba'ah is divided into two: evaluation based on time and evaluation based on the number of memorizations. Evaluation of the implementation of mutaba'ah is first carried out by musyrif tahfidz when the students deposit the mutaba'ah books by signing them, the next evaluation mechanism is also in the form of juziah exams and semester exams with students' memorization examiners coming from musyrif tahfidz from different halaqoh tahfidz under the coordinator Ustadz Tahfidz MAQDA PM3. This implementation technique is in line with several theories that emerged in previous research. Mutaba'ah evaluation is carried out once a week, filling in the mutaba'ah is handed over to the students who carry it out because they are considered to know their own abilities (Putri & Wiza, 2023). The Mutaba'ah book is carried out to assess every time students deposit memorization or repeat memorization, they are required to fill in the Kasyfu Mutaba'ah book, with the grades mumtaz, jayyid jiddan, jayyid, naqish, rasib (Putra SAA et al., 2022). The mutaba'ah book is

carried out daily by the musyrif and evaluated by matching the daily results with the final results in the weekly, monthly, mid-semester and semester periods (Bisri & Abdillah, 2018). Apart from that, the assessment stage is also carried out using the letter/juz categories which are tested during the test based on memorization that has been memorized by the students or more familiarly known as the juziah exam (Yulianti N.A et al., 2020).

Supporting and inhibiting factors that influence the implementation of the mutaba'ah implementation strategy

The achievement of an educational strategy cannot be separated from the supporting and inhibiting factors in the implementation of mutaba'ah, these two factors come from within the students and from outside the students. The supporting factors are the enthusiasm of the students and the motivation that comes from parents and the MAQDA PM3 ustadz, while the inhibiting factors are the growing feeling of laziness, feeling forced and easily giving up. "Student learning achievement can be influenced by two main groups of factors, namely internal and external. These internal factors come from within the student himself, such as physiological factors, psychological factors, and maturity factors. Meanwhile, external factors are factors that come from outside the student, such as: family conditions, school conditions, community conditions" (Syafi'i et al., 2018). Wahid expressed the same thing that the inhibiting factors for memorizing the Qur'an that appear in memorizers are feeling lazy, easily discouraged, impatient, not serious and memorizing because of coercion from other people (Wahid Alawiyah Wiwi, 2014)

Results of the strategy for implementing mutaba'ah in increasing students' memorization at MAQDA PM3 Wonolelo Magelang

From a review of information taken from several informants regarding the implementation of the mutaba'ah strategy in an effort to increase memorization of the Al-Qur'an, it can be concluded that the tahfidzul Qur'an activities at MAQDA PM3 Wonolelo Magelang as a whole have been successful. In other words, the mutaba'ah strategy had a significant impact in increasing the memorization of MAQDA PM3 students, as evidenced by the average student being in the normal category of two and a half juz in one semester and some students being in the special category because they were able to memorize five or even six juz in one semester. These results are in line with the results of Caraka Putra Bakti's research "The publication of the mutaba'ah application has positive implications because it can be directly seen by teachers and parents of students" (Bhakti PC et al., 2020).

Conclusion

The mutaba'ah strategy implemented at MAQDA PM3 is in the form of sheets of daily activities related to memorization and bound into one book for a year interval. The mutaba'ah sheet is divided into two, namely the muroja'ah activity sheet and the ziyadah activity sheet. This mutaba'ah sheet is filled in by the students and then submitted to the musyrif tahfidz and controlled by the ustadz tahfidz as the coordinator of the tahfidz program at MAQDA PM3. The stages of the mutaba'ah strategy used by MAQDA PM3 are: Planning, determining memorization targets, delivering motivation, implementing mutaba'ah, applying muroja'ah sheets, applying ziyadah sheets, and evaluating mutaba'ah implementation.

Supporting and inhibiting factors for implementing the mutaba'ah strategy come from two factors, namely internal and external to the students themselves. The internal factor that is the supporting factor is interest in talent, while the external factor is the motivator of the students who come from musyrif and the parents of the students. The internal factors that are inhibiting factors are lack of discipline, the emergence of a sense of coercion and a feeling of

laziness and the external factors that are inhibiting are different inputs, lack of competitiveness among students.

The results of the mutaba'ah strategy are able to discipline students and form positive habituation thereby increasing the memorization of students who carry it out consistently and continuously, so that on average students are able to meet the normal criteria of 2.5 to 3 chapters per semester and some students are able to exceed this normal achievement.

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