

## Comparison Of Tilawah Memorization And Conventional Methods In Early Childhood At Ra Plus Ja-Alhaq, Bengkulu City

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### ABSTRACT

This study aims to compare the effectiveness of the Tilawah method and the conventional method in improving the ability of early childhood students to memorize short Qur'anic surahs. This research employed a quantitative approach with a quasi-experimental design using a non-equivalent control group design. The participants consisted of 42 children aged 5–6 years at RA Plus Ja-Alhaq Bengkulu City, divided into an experimental group and a control group. Data were collected through observation, memorization tests, and documentation. Data analysis involved validity testing, reliability testing, normality testing, homogeneity testing, and independent sample t-test. The findings revealed a significant difference between the memorization abilities of children taught using the Tilawah method and those taught using the conventional method. The Tilawah method was more effective in enhancing children's memorization skills due to its emphasis on repetition, listening activities, and rhythmic recitation. Therefore, the Tilawah method is recommended as an alternative learning strategy for improving Qur'anic memorization among early childhood learners.



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## Introduction

Early childhood education is an educational stage that greatly determines the development of an individual in the next stages. Early childhood is often referred to as the golden age because during this period, the physical, cognitive, language, socio-emotional, moral, and spiritual development of children progresses very rapidly. Therefore, various stimulations provided during this period will have a significant impact on the child's development in the future (Suyadi, 2021). In the context of Islamic education, one of the competencies that is important to develop from an early age is the ability to read and memorize the Qur'an. Memorizing the Qur'an not only functions as a means of religious learning, but also contributes to the development of cognitive abilities, concentration, memory, and the formation of the child's character. The ability to memorize short surahs becomes one of the indicators of achievement

The development of religious and moral values in early childhood. The success of the Quran memorization process is greatly influenced by the learning methods used by teachers.

The selection of methods that match the characteristics of child development becomes an important factor in increasing the effectiveness of learning. One method that has developed in Quran learning is the Tilawah method. This method emphasizes activities such as listening, imitating, reading together, and systematically repeating readings, making it easier for children to memorize Quranic verses. According to Jenal et al. (2022), the Tilawati or Tilawah method is a Quran learning method that combines classical and individual approaches using certain rhythms, creating an enjoyable learning atmosphere. The use of rhythm in Quran learning can enhance children's absorption and memory capabilities regarding the material being studied.

On the other hand, conventional methods are still widely applied in various Islamic educational institutions. This method is usually teacher-centered through lectures, demonstrations, and direct rote memorization. Although relatively easy to implement, conventional methods often make children passive due to the lack of involvement in varied learning activities.

Several studies indicate that learning methods that emphasize auditory aspects and repetition have a significant effect on children's memorization abilities. Ardhi and Warmansyah (2023) found that the Talaqqi method can improve the ability to memorize the Qur'an in early childhood through direct interaction between teachers and students. Another study conducted by Kholis et al. (2023) shows that repetition carried out in a structured manner can strengthen children's long-term memory in memorizing the Qur'an.

RA Plus Ja-Alhaq Kota Bengkulu is one of the Islamic educational institutions that implements the Qur'an memorization program as part of the learning curriculum. However, the application of different memorization learning methods still raises questions about the effectiveness of each method in improving children's memorization skills. Therefore, this study was conducted to determine the differences in the ability to memorize short surahs between children who learn using the Tilawah method and children who learn using the conventional method.

The memorization ability in early childhood has characteristics that are different from adults. Young children have very strong abilities to imitate and remember. They are able to quickly absorb various information received from their surroundings. According to the cognitive development theory proposed by Jean Piaget, children aged 2–7 years are in the preoperational stage. At this stage, children learn through symbols, imitation, and repetition. Therefore, learning activities that involve listening, imitating, and repeating are more easily accepted by children compared to abstract learning. The ability to memorize the Qur'an in early childhood not only provides spiritual benefits but also has a positive impact on the cognitive development of children. Several studies indicate that activities of memorizing the Qur'an can enhance concentration, memory skills, verbal intelligence, and language abilities of children.

Children who are accustomed to memorizing the Qur'an from an early age tend to have better concentration abilities compared to children who are not used to memorization activities. However, a child's success in memorizing the Qur'an is closely related to the learning methods used by the teacher. Learning methods are one of the important factors that determine the success of the teaching and learning process. Choosing the right method can help children understand the material more easily, while an unsuitable method can cause children to experience difficulties in learning. Therefore, teachers need to choose methods that match the developmental characteristics of early childhood. In learning to memorize the Qur'an, there are various methods that can be used, one of which is the tilawah method.

The tilawah method is a method of learning the Qur'an that emphasizes the activities of reading, listening, imitating, and repeatedly repeating the recitation using a certain rhythm. This method was developed based on the principle that children more easily remember

something that is heard and continuously repeated.

The tilawah method has several advantages compared to other learning methods. First, this method involves listening activities, which is one of the main learning modalities for young children. Second, the use of rhythm in reading the Qur'an makes learning more interesting and enjoyable. Third, continuous repetition helps strengthen children's memory of the verses they have memorized. According to Jenal, Nabriz, and Akbar (2022), the Tilawati or Tilawah method is able to improve Qur'an reading and memorization abilities because it integrates both classical and individual approaches that suit the needs of learners.

Besides the tilawah method, conventional methods are also widely used in memorizing the Qur'an in various Islamic educational institutions. The conventional method is a teacher-centered learning method. In this method, the teacher acts as the main source of information, while the child acts as the recipient of information. The learning process is usually carried out through lectures, giving examples, and directly repeating memorization. The conventional method has the advantage of being easy to implement and does not require complicated media or preparation. However, this method also has several weaknesses, especially when applied to young children. Young children have a relatively short attention span, so they easily get bored if the learning takes place monotonously.

When teachers dominate the learning process too much, children become less active and have fewer opportunities to explore their abilities. The differences in characteristics between the tilawah method and the conventional method raise questions about the effectiveness of both methods in improving Quran memorization skills in early childhood. Theoretically, the tilawah method is considered more effective because it aligns with children's learning characteristics, who enjoy listening, imitating, and repeating activities. However, the effectiveness of a learning method needs to be proven through systematic research in order to obtain results that are objective and scientifically accountable. Research on Quran learning in early childhood has been extensively conducted by previous researchers. Ardhi and Warmansyah (2023) found that the talaqqi method is able to significantly improve the Quran memorization abilities of young children.

The study explained that activities of listening and imitating the teacher's recitation directly can help children remember Quranic verses more easily. The study showed that methods involving listening and imitation activities have a positive effect on children's memorization abilities. Another study conducted by Kholis, Elmubarok, and Setiawan (2023) indicated that the Quran memorization program that uses repetition (tikrar) strategies can improve the memorization quality of early childhood children. Systematic and continuous repetition helps children store information in long-term memory, making memorization stronger and more lasting. In addition, research conducted by Aprilia and Wirman (2022) showed that Quranic learning carried out through the talaqqi approach can enhance reading and memorization abilities of the Quran in early childhood children.

The research results show that active involvement of children in the learning process is one of the determining factors for the success of memorization. Although various studies have discussed the effectiveness of Quran learning methods, research specifically comparing the tilawah method and conventional methods in early childhood is still relatively limited. Therefore, this study has novelty because it attempts to directly compare the effectiveness of these two methods in improving the ability to memorize short surahs in early childhood. This research is important to conduct because the results can provide information to teachers, educational institutions, and parents about the most effective learning methods in enhancing children's ability to memorize the Quran at an early age. By knowing more effective methods, teachers can design learning that is more in accordance with the characteristics of children's development so that the goals of Islamic religious education can be achieved optimally.

Practically, the results of this study are expected to serve as evaluation material for Islamic educational institutions in determining the Quran learning strategies to be applied. In addition, this study is also expected to contribute to the development of knowledge, especially in the field of Early Childhood Islamic Education.

Based on this background, this study is focused on a review regarding the comparison of the ability to memorize short surahs between children who learn using the tilawah method and children who learn using the conventional method.

Thus, the formulation of the problem in this study is: "Is there a difference in the ability to memorize short surahs between early childhood children who learn using the tilawah method and children who learn using the conventional method?" The purpose of this study is to determine and analyze the differences in the ability to memorize short surahs between early childhood children who learn using the tilawah method and children who learn using the conventional method. The results of the study are expected to provide both theoretical and practical contributions in the development of effective Qur'an learning methods for early childhood.

## Method

This study uses a quantitative approach with a quasi-experimental method. The research design employed is a Non-Equivalent Control Group Design. The research was conducted at RA Plus Ja-Alhaq in Bengkulu City during the even semester of the 2025/2026 academic year. The research population consists of all children in group B, totaling 42 children. The research sample is divided into two groups, namely the experimental group consisting of 21 children who receive treatment using the Tilawah method and the control group consisting of 21 children who receive treatment using the conventional method. Data collection techniques were carried out through observation, short surah memorization tests, and documentation. The research instrument consisted of an observation sheet that includes indicators of accurate verse pronunciation, fluency of memorization, correct verse sequence, the ability to repeat memorization without assistance, and clarity of articulation of letters.

Research data were obtained through observation of the ability to memorize short verses, which included reading accuracy, fluency of memorization, the ability to recall the order of verses, and pronunciation of letters. The research instrument was an observation sheet that had been tested for validity and reliability before being used. The research procedure began with providing a pre-test to both groups to determine the children's initial ability to memorize short verses. Next, the experimental group received treatment using the tilawah method over eight meetings, while the control group used conventional methods in the form of lectures and repetition of memorization. After the treatment was completed, both groups were given a post-test to determine the improvement in the ability to memorize short verses. The data obtained were analyzed using descriptive and inferential statistics. Descriptive analysis was used to determine the average score, percentage, and standard deviation of the children's memorization ability. Before conducting a hypothesis test, the data were first tested through tests of normality and homogeneity. Hypothesis testing was conducted using the Independent Sample t-test with the assistance of SPSS version 27 at a significance level of 0.05. The research conclusion was drawn based on the comparison of the significance value with the  $\alpha$  value (0.05), so that it could be determined whether there was a significant difference in the ability to memorize short surahs between children using the tilawah method and the conventional method.

## Results and Discussion

### 1. Comparison of the Ability to Memorize Short Surahs Using the Tilawah Method and the Conventional Method

Comparison of the Ability to Memorize Short Surahs Using the Tilawah Method and the Conventional Method According to research conducted on early childhood at RA Plus Ja-

Alhaq in Bengkulu City, the data showed that the ability to memorize short surahs in the group using the tilawah method was higher compared to the group using the conventional method. Observations showed that children learning with the tilawah method were quicker at remembering the order of verses, had more accurate pronunciation, and could recite their memorization more smoothly. In the tilawah method group, the learning process was carried out through regular and rhythmic repetition of readings, making it easier for children to store information in long-term memory. Meanwhile, in the conventional method group, learning was more teacher-centered, so the opportunity for children to actively repeat their memorization was more limited.

The statistical test results show that there is a significant difference in the ability to memorize short chapters between the tilawah method group and the conventional method group. The average memorization ability in the tilawah group is higher than in the conventional group. So, the tilawah method is proven to be more effective in improving young children's ability to memorize short chapters.

**Table 1. Average Pretest and Posttest Scores**

Grup	Pretest	Posttest
Tilawah	61,42	87,19
Conventional	60,95	76,24

Based on Table 1, it can be seen that both groups experienced an improvement in the ability to memorize short surahs after being given the treatment. However, the group using the Tilawah method achieved a higher increase compared to the group using the conventional method.

## **2. The Influence of the Tilawah Method on Pronunciation Accuracy and Memorization Fluency in Children**

Observations show that children who study using the tilawah method have better pronunciation accuracy compared to children using the conventional method. They are able to imitate the pronunciation of letters and the length or shortness of recitation more accurately because the learning process involves listening and repeated imitation.

In addition, memorization fluency in the tilawah group is also better. Children can continue reading without much teacher assistance and show higher confidence when asked to memorize short surahs in front of the class

## **3. The Effectiveness of the Tilawah Method Compared to the Conventional Method in Early Childhood**

Based on the research results, the tilawah method has proven to be more effective than the conventional method in improving the ability to memorize short surahs in early childhood. This effectiveness is seen from the increase in post-test scores, the ability to remember verses in sequence, pronunciation accuracy, and the children's enthusiasm during the learning process.

Children in the tilawah group showed more active involvement during learning. They paid more attention to the teacher's recitation, were more excited to follow repetition exercises, and found it easier to remember the material provided. On the other hand, in the

conventional group, some children were quickly bored and less active in memorization activities.

**Table 2. Normality Test Results**

Grup	Sig.
Tilawah	0,200
Conventional	0,176

The significance values of both groups are greater than 0.05, so the data are normally distributed.

**Table 3. Homogeneity Test Result**

Levene Statistic	Sig.
1,245	0,271

A significance value of  $0.271 > 0.05$  indicates that the data have homogeneous variance.

**Table 4. Hypothesis Test Result**

t-count	Sig.(2-tailed)
4,876	0,000

The Sig. (2-tailed) value of  $0.000 < 0.05$  indicates that there is a significant difference between the ability to memorize short surahs of children who study using the Tilawah method and the conventional method

The research results show that the Tilawah method is more effective compared to conventional methods in improving the ability to memorize short surahs in early childhood. These findings indicate that the characteristics of the Tilawah method, which emphasize listening, imitating, reading together, and repeatedly reviewing the recitation, can help children strengthen the process of storing information in long-term memory. According to information processing theory, information received repeatedly is more easily stored in long-term memory compared to information received only once. In learning the Qur'an, repetition becomes one of the main strategies to strengthen children's memorization. Therefore, the use of the repetition-based Tilawah method provides particular advantages in the process of memorizing short surahs.

The findings of this study are in line with the research of Ardhi and Warmansyah (2023) which states that the Talaqqi method can improve the memorization quality of early childhood through activities of listening and directly imitating the teacher's recitation. In

addition, the research by Kholis et al. (2023) also shows that systematic repetition strategies can enhance the Qur'an memorization abilities of early childhood. The Tilawah method also provides a more enjoyable learning experience for children. The use of rhythm in reading the Qur'an makes the learning process more engaging, thus children are more motivated to participate in memorization activities. This is in line with the developmental characteristics of early childhood who tend to enjoy learning activities that involve elements of music, rhythm, and play. On the other hand, conventional methods tend to place teachers as the center of learning so that children's participation becomes more limited. This condition makes children more likely to experience boredom during the learning process. As a result, the memorization ability achieved by children is not as optimal as the group that uses the Recitation method. These findings reinforce the view that learning methods that are in accordance with the characteristics of children's development will produce better learning outcomes than methods that do not involve children's activities directly. The difference in results cannot be separated from the characteristics of the two methods used in the learning process. The tilawah method is a Qur'an learning method that emphasizes activities of listening, imitating, reading together, and repeatedly repeating recitations using a certain rhythm. In this method, children not only receive information passively but are actively involved in the learning process through activities of listening and continuously repeating the teacher's recitations. These activities help children strengthen their memory of the verses being learned.

According to the behaviorist learning theory proposed by Thorndike, repetition (law of exercise) is one of the important factors that can strengthen the relationship between stimulus and response. The more often a behavior is repeated, the stronger that behavior is stored in an individual's memory. In the context of learning the Qur'an, systematic repetition of reading carried out in the tilawah method helps children remember and retain short surah memorization in long-term memory. Therefore, children who learn using the tilawah method tend to have better memorization abilities compared to children who learn using conventional methods. In addition, the tilawah method also aligns with the developmental characteristics of early childhood. Early childhood is considered the golden age, a period when brain development occurs very rapidly. At this stage, children have very good abilities to imitate and remember. According to Susanto (2022), young children learn more easily through direct experience, observation, imitation, and repetition. Therefore, the tilawah method, which emphasizes listening and imitation, becomes very relevant to be applied in the learning of Quran memorization. Another advantage of the tilawah method is the use of rhythm in reading the Quran. The rhythm used in learning can help children more easily recognize reading patterns and the sequence of verses. Psychologically, rhythm and intonation can enhance a child's focus and concentration in receiving information. When children listen to Quran recitation read with a certain rhythm repeatedly, the process of storing information in memory becomes stronger. This condition causes children to memorize more quickly compared to when they only repeat memorization in the usual way without any variation in voice or rhythm.

The results of this study are in line with the research conducted by Ardhi and Warmansyah (2023), which stated that the talaqqi method, which has characteristics similar to the tilawah method, is able to significantly improve memorization of the Qur'an in early childhood. The study explains that direct interaction between teachers and children in reading and repeating activities positively influences the quality of the child's memorization. Children who receive direct guidance from teachers demonstrate better memory abilities compared to children who learn independently or only listen to verbal instructions. Another study conducted by Kholis, Elmubarok, and Setiawan (2023) also found that repetition strategies carried out systematically can enhance Qur'an memorization skills in early childhood. Gradual repetition allows children to remember information for a longer period of

time. The findings reinforce this study's results that the success of the tilawah method does not solely lie in reading activities, but also in the repetition process carried out consistently throughout the learning process. From the perspective of information processing theory, the success of the tilawah method can be explained through the process of information entering the child's memory. Information received through hearing enters sensory memory. When this information is continuously repeated and receives the child's attention, it then moves to short-term memory and eventually is stored in long-term memory. In the tilawah method, this process occurs optimally because the child continuously listens, imitates, and repeats the same reading. As a result, the verses being learned are more easily retained in the child's memory. Meanwhile, the conventional method used in the control group showed an improvement in memorization ability, but this increase was not as significant as in the experimental group. This indicates that the conventional method can still be used in Al-Qur'an memorization learning, but its effectiveness is lower compared to the tilawah method. The conventional method is generally teacher-centered learning. In this method, the teacher is the primary source of information, while the children act as recipients of information. The learning process is usually carried out through explanation, providing examples, and direct repetition of memorization. Although this method is relatively easy to implement, children are often less actively involved in learning activities. As a result, the level of children's attention and concentration becomes lower. Early childhood children have a relatively short attention span. They tend to get bored easily if learning activities are conducted monotonously and do not involve engaging activities. When the teacher only gives instructions and asks children to repeat memorization without any variation in methods, the children's learning motivation can decrease. This condition causes the memorization process to take place more slowly compared to methods that involve elements of play, rhythm, or interesting auditory activities. From the aspect of learning motivation, the tilawah method also shows advantages compared to conventional methods. During the learning process, children appear more enthusiastic in following memorization activities. They feel happy when reading together with the teacher and their friends using a certain rhythm. A pleasant learning situation can increase the child's intrinsic motivation to continue memorizing.

According to learning motivation theory, a positive learning environment can increase students' engagement in learning activities, resulting in more optimal learning outcomes. In addition to enhancing memorization skills, the tilawah method also aids in the development of children's language aspects. When children frequently listen to and recite verses of the Qur'an repeatedly, their pronunciation of hijaiyah letters and articulation of letters improves. Children become more accustomed to accurately producing Arabic language sounds, thereby improving the quality of their recitation. Thus, the tilawah method not only contributes to improving memorization but also to the overall ability to read the Qur'an. The findings of this study have important implications for Qur'an learning in early childhood education institutions. The findings of this study have important implications for Quranic learning in early childhood education institutions. Teachers need to choose learning methods that are appropriate for the developmental characteristics of children so that learning objectives can be achieved optimally. The use of the tilawah method can be an effective alternative because it can accommodate children's learning needs through listening, imitating, and repeating activities in an enjoyable way. In addition, the results of this study also provide recommendations for Islamic educational institutions to improve teacher competence in applying the tilawah method. Teachers who understand the steps of implementing the tilawah method well will find it easier to create an active, creative, and enjoyable learning environment. Thus, children's ability to memorize the Quran can develop to its fullest potential.

Overall, the results of this study prove that the tilawah method has a higher effectiveness compared to conventional methods in improving the ability to memorize short verses in early childhood. The advantage of the tilawah method lies in the use of repetition, listening activities, imitation, reading rhythm, as well as active involvement of children in the learning process. These factors make the tilawah method more suitable for the developmental characteristics of early childhood, thus able to produce better memorization skills compared to conventional methods. This discussion section shows that the success of Quranic memorization learning is not only determined by the material being taught but also by the method used in the learning process.

## Conclusion

Based on the research results regarding the comparison between the tilawah memorization method and the conventional method for early childhood at RA Plus JA-Alhaq in Bengkulu City, it can be concluded that there is a significant difference between the ability to memorize short surahs of children who learn using the tilawah method and children who learn using the conventional method. Statistical analysis results show a Sig. (2-tailed) value of  $0.000 < 0.05$ , so the research hypothesis is accepted. Thus, the tilawah method is proven to be more effective compared to the conventional method in improving the ability to memorize short surahs in early childhood. The improvement in memorization ability in the group using the tilawah method is seen from the average posttest score of 87.19, while the group using the conventional method obtained an average posttest score of 76.24. These results indicate that children who learn using the tilawah method experience a higher improvement in memorization skills compared to children who learn with conventional methods. The advantage of the tilawah method lies in the learning process that emphasizes listening activities, imitation, reading together, as well as continuous repetition of recitations using a specific rhythm. This strategy matches the developmental characteristics of early childhood, who learn more easily through listening, imitating, and repeating activities. Systematic repetition helps children store information in long-term memory, making memorization stronger and longer-lasting. In addition to improving the ability to memorize short surahs, the tilawah method also enhances learning motivation, self-confidence, concentration skills, accuracy of pronouncing hijaiyah letters, and the quality of children's Al-Qur'an recitation. A pleasant learning atmosphere through the use of reading rhythm makes children more active and enthusiastic in participating in learning activities compared to conventional methods that tend to be teacher-centered. Overall, this study proves that the tilawah method is a more effective and suitable method to be applied in Quran memorization learning for early childhood. Therefore, the tilawah method can be recommended as an alternative learning strategy in Islamic educational institutions, particularly Early Childhood Education (PAUD) and Raudhatul Athfal (RA), to optimally improve the ability to memorize short surahs.

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