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## Learning Approaches and Supportive Interventions in Qur'an Memorization For Students With Special Needs

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### Abstract:

Qur'an memorization learning for students with special needs requires adaptive learning approaches and supportive interventions tailored to individual abilities. This study aims to examine learning approaches, identify supportive interventions, and compare their implementation at Sabilillah and FATHIN Islamic Boarding Schools in Probolinggo, Indonesia. Using a qualitative multisite design, data were collected through participant observation, in-depth interviews, and documentation. Data were analyzed using the Miles, Huberman, and Saldaña model, supported by cross-site analysis and source, technique, and time triangulation. The findings reveal that both pesantren implement adaptive Qur'an memorization learning through different approaches. Sabilillah emphasizes individualized learning, intensive mentoring, and therapeutic support, whereas FATHIN integrates students with special needs into regular tahfidz activities through adjusted memorization targets, habituation, and pesantren discipline. Both institutions employ repetition, motivation, teacher assistance, and supportive learning environments. The study contributes a comparative understanding of how adaptive learning approaches and supportive interventions are integrated through two distinct pesantren service models. These findings highlight the importance of aligning memorization strategies with individual needs and providing consistent educational, social, and family support in inclusive Qur'an memorization learning.

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## Introduction (مقدمة)

Inclusive education plays an important role in providing equitable educational opportunities for students with diverse learning needs, including students with special needs. The implementation of inclusive education in Qur'an memorization learning requires instructional adjustments that accommodate students' cognitive, emotional, and behavioral characteristics. Qur'an memorization involves concentration, memory retention, consistent repetition, and sustained learning motivation, making instructional flexibility particularly important for students who experience difficulties in following conventional learning activities (Chew et al., 2023). Reinforcement and motivation are also relevant considerations in supporting students throughout the memorization process (Fauzi & Himmah, 2022). Multisensory approaches offer additional instructional possibilities by integrating different learning modalities to accommodate individual learning characteristics (Faquihuddin et al., 2024). These considerations demonstrate the importance of combining adaptive instructional strategies with appropriate educational support in inclusive tahfidz learning.

Pondok Sabilillah and Pondok Pesantren FATHIN (Fatahillah Ibnu Nizar), located in Sumberkerang, Gending, Probolinggo, provide Qur'an memorization learning for students with special needs through different educational service models. Pondok Sabilillah emphasizes individualized learning through developmental observation, instructional adaptation, intensive mentoring, and additional therapeutic support. Pondok Pesantren FATHIN integrates students with special needs into regular tahfidz activities while adjusting memorization targets and providing additional assistance according to individual abilities. Research on tahfidz learning management provides a relevant perspective for understanding the organization of memorization activities within different educational settings (Saragih & Nasution, 2021). Learning strategies and motivation also represent important considerations when examining differences in students' learning experiences (Rahmah, 2023). Multisensory memorization research offers another perspective on instructional adaptation for learners with different educational needs (Faquihuddin et al., 2024). The contrasting characteristics of Sabilillah and FATHIN provide an empirical basis for investigating how learning approaches and supportive interventions are implemented within different pesantren environments.

Previous studies have investigated Qur'anic education through different instructional approaches and learning contexts. Research on tahfidz learning during the COVID-19 pandemic examined Qur'an memorization within changing educational conditions (Desrani et al., 2021). Studies on learning communication have also addressed instructional practices in Qur'an memorization, including the implementation of the Tarkiz method (Rina, 2021). Multisensory research has examined the integration of memorization traditions and digital technology in early childhood Qur'an learning (Faquihuddin et al., 2024). The original manuscript additionally discusses research by Umam and Masruroh on repetition, habituation, and multisensory learning; Subatas and Nisak on the Ummi method; and Hafni, Lutfiana, and Safitri on multisensory Qur'anic literacy. These investigations demonstrate the diversity of approaches used in Qur'anic education. The studies discussed in the manuscript, however, provide limited comparative explanations of how instructional approaches and supportive interventions operate together in residential Islamic boarding schools serving students with special needs.

The integration of learning approaches and supportive interventions constitutes an important dimension of inclusive Qur'an memorization learning. Students' memorization development involves instructional adjustments, learning motivation, individualized mentoring, family involvement, and supportive educational environments. Research examining learning strategies and motivation provides a basis for considering the relationship between instructional practices and students' learning experiences (Rahmah, 2023). Studies of tahfidz learning

management contribute perspectives on the organization and implementation of memorization programs (Saragih & Nasution, 2021). Research on multisensory memorization further illustrates the possibilities of adapting instructional practices to accommodate different learning characteristics (Faqihuddin et al., 2024). The literature discussed in this study provides relatively limited explanations of how these educational dimensions interact across Islamic boarding schools with different service models. This limitation constitutes the principal research gap addressed in the present investigation.

The present study examines learning approaches and supportive interventions through a comparative investigation at Pondok Sabilillah and Pondok Pesantren FATHIN. The study builds upon previous investigations of tahfidz learning in different educational conditions learning communication and instructional methods in Qur'an memorization, and the relationship between learning strategies and motivation in tahfidz education. Its contribution lies in examining instructional adaptation and supportive interventions as interconnected educational components across two institutions with different service characteristics. The research aims to describe the learning approaches implemented at both institutions, identify supportive interventions, analyze the relationship between learning approaches and supportive interventions, and compare their implementation. The comparative findings are expected to contribute to understanding inclusive tahfidz education through the relationship between instructional practices, individual learning needs, and educational support.



## Method (منهج)

This study employed a qualitative approach with a multisite research design to examine learning approaches and supportive interventions in Qur'an memorization for students with special needs. The research was conducted in June [research year] at Sabilillah Islamic Boarding School and FATHIN (Fatahillah Ibnu Nizar) Islamic Boarding School in Sumberkerang, Gending, Probolinggo. Both institutions were selected because they implement different educational service models for students with special needs. Sabilillah emphasizes individualized learning and therapeutic support, while FATHIN integrates students with special needs into regular tahfidz activities through individualized assistance and adjusted memorization targets. These institutional differences provided the basis for conducting a comparative investigation across two research sites (Rofik et al., 2026).

The study involved 30 informants selected through purposive sampling. Informant selection was based on their direct involvement in and knowledge of Qur'an memorization learning for students with special needs. The informant categories included pesantren caregivers, tahfidz supervisors, accompanying teachers, students with special needs, and parents or guardians. Purposive sampling was employed to obtain information from participants with relevant experiences and institutional responsibilities related to the research objectives (Febrianto, 2025). The distribution of informants between the two research sites requires confirmation from the original research records.

Data were collected through participant observation, in-depth interviews, and documentation. Participant observation focused on instructional activities, memorization practices, teacher-student interactions, individualized learning adjustments, and supportive interventions. In-depth interviews explored informants' experiences and perspectives regarding instructional approaches, mentoring strategies, learning challenges, family involvement, and institutional support. Documentation was used to complement observational and interview findings through memorization records, learning schedules, activity photographs, and relevant institutional documents (Musthofa et al., 2026). The specific interview format, duration, and recording procedures should be described according to the actual data collection process.

Data analysis followed the Miles, Huberman, and Saldaña model through data condensation, data display, and conclusion drawing and verification. The analysis consisted of within-site and cross-site stages. Within-site analysis examined data from each institution separately to identify patterns of instructional adaptation, memorization reinforcement, individualized assistance, and supportive interventions. Cross-site analysis compared findings from Sabilillah and FATHIN to identify similarities and differences in their educational service models. The comparative analysis also examined relationships between learning approaches, teacher assistance, family involvement, and institutional learning environments (Rofik et al., 2026).

Data trustworthiness was addressed through credibility, transferability, dependability, and confirmability. Source, technique, and time triangulation were used to examine the consistency of information obtained from different informants, data collection techniques, and observation periods. Interview findings were compared with observational data and relevant institutional documents to strengthen the interpretation of the research findings (Rofik et al., 2026).

Ethical considerations concerning students with special needs require particular attention to informed consent, confidentiality, voluntary participation, and participant protection. These details must correspond to the procedures undertaken during the research rather than procedures proposed retrospectively.

## Result (نتائج)

### **Tahfidz Al-Qur'an Learning Approach for Students with Special Needs**

The results of the research at Pondok Sabilillah and the FATHIN Islamic Boarding School show that the learning of *tahfidz* Al-Qur'an for students with special needs is both oriented towards the individual needs and abilities of students. The two Islamic boarding schools do not impose memorization targets uniformly, but adjust them to the learning readiness, memory ability, concentration level, and development of each student. The adjustment is also followed by personal assistance so that the learning process can take place according to the learning rhythm of each individual.

In the aspect of strengthening memorization, both Islamic boarding schools place repetition and habituation as the main part of the learning process. At Pondok Sabilillah, memorization reinforcement is carried out through *tikrar*, *muraja'ah*, habituation, and multisensory approaches. Meanwhile, the FATHIN Islamic Boarding School implements *tartil* stages, memorization deposits, *muraja'ah*, *tasmi'*, and regular memorization repetition. Although the form of implementation is different, the two sites show the same pattern, which is to provide space for consistent repetition to maintain the smoothness and accuracy of student memorization.

The difference is more clearly seen in the individualization pattern of learning. Pondok Sabilillah begins the service with observation of the abilities, obstacles, and potential of students. The results of these observations are used to determine memorization targets, forms of mentoring, and necessary learning adjustments. Monitoring of development is also carried out on an ongoing basis. Learning at Sabilillah is not only directed at memorization achievements, but runs simultaneously with the formation of adaptive behavior, the ability to follow instructions, independence, and the habituation of positive activities.

Unlike Sabilillah, the FATHIN Islamic Boarding School maintains a more structured *tahfidz* system of *pesantren tahfidz*. Students with special needs take part in a series of learning in the form of *tartil*, deposit, *muraja'ah*, and *tasmi'* with regular students. Even though they follow the same system, students with special needs still receive additional assistance and target

adjustments based on their abilities. With this pattern, students with special needs remain in the pesantren learning system without being burdened with targets that exceed their individual capacity.

Another characteristic that distinguishes the two sites is found in the connection between *tahfidz* learning and special support services. At Pondok Sabilillah, learning is integrated with several forms of therapy and habituation, such as behavioral therapy, dietary arrangements for certain students, and habituation of daily activities. Meanwhile, the FATHIN Islamic Boarding School does not integrate special therapy into *tahfidz* learning, but emphasizes mentoring, character development, habituation, and support of the pesantren environment. Thus, Sabilillah shows a more individual service pattern and is integrated with the special needs of students, while FATHIN optimizes the *tahfidz* system of the pesantren by providing adjustments to students with special needs.

Cross-site, the findings show three consistent patterns in the two Islamic boarding schools, namely service individualization, memorization repetition, and target adjustment. The difference lies in the pattern of implementation: Sabilillah integrates assessment, learning adaptation, and therapy services, while FATHIN maintains a regular *tahfidz* pattern through *tartil*, deposit, *muraja'ah*, and *tasmi'* with target modification and individualized assistance for students with special needs.

**Table 1. Cross-Site Analysis of Qur'an Memorization Learning Approaches for Students with Special Needs**

| Aspects of the Findings    | Sabilillah Islamic Boarding School                           | FATHIN Islamic Boarding School                                              | Cross-Site Findings                            |
|----------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------|
| Learning orientation       | Based on individual needs through observation and adaptation | Based on the ability of students in the <i>tahfidz</i> system of pesantren  | Both are oriented towards individual abilities |
| Target hafalan             | Adjusted to the condition and development of students        | Adapted to the ability without eliminating the <i>tahfidz</i> system        | Targets are not standardized                   |
| Mentoring                  | Intensive and individual                                     | Assistance in <i>tartil</i> , deposit, <i>muraja'ah</i> , and <i>tasmi'</i> | Provide personal assistance                    |
| Memorization reinforcement | <i>Tikrar</i> , <i>muraja'ah</i> , habituation, multisensory | <i>Tartil</i> , deposit, <i>muraja'ah</i> , <i>tasmi'</i> , and repetition  | Repetition becomes a common pattern            |
| Service characteristics    | Integration of learning with assessment and therapy services | Optimization of regular <i>tahfidz</i> system with individual adjustments   | Differs in service implementation patterns     |

### Supportive Treatment in Learning *Tahfidz* Al-Qur'an for Students with Special Needs

The results of the study show that Pondok Sabilillah and Pondok Pesantren FATHIN both place supportive treatment as part of the *tahfidz* learning process for students with special needs. On both sites, support is provided through mentoring of ustadz or ustadzah, motivation, character development, positive reinforcement, social interaction, and the creation of a safe and conducive learning environment. Students also get the opportunity to interact with their peers in *muraja'ah* activities, memorization deposits, worship, and daily life at the pesantren.

In the aspect of mentoring, Pondok Sabilillah shows a more intensive and individual pattern. Assistance is provided according to the conditions and development of each student, accompanied by periodic observation. This boarding school also involves families through communication and coordination to maintain the habituation that has been carried out at the

pesantren when the students are at home. Meanwhile, at the FATHIN Islamic Boarding School, mentoring is more carried out by tahfidz ustadzah through routine coaching, daily interactions, and supervision in pesantren activities.

Positive reinforcement was also found on both sites. At Pondok Sabilillah, appreciation is given to the development and achievements of students through personal guidance, verbal encouragement, praise, and reinforcement of positive behavior. At the FATHIN Islamic Boarding School, reinforcement is given through motivation, appreciation for the progress of memorization, character development, discipline, and the example of ustadzah. In both contexts, awards are not only given to large memorization achievements, but also to gradual development shown by students.

A more prominent difference is found in the form of additional services. Pondok Sabilillah integrates *tahfidz* learning with behavioral therapy, dietary arrangements for certain students, developmental observation, habituation of daily activities, and intensive coordination with family. The FATHIN Islamic Boarding School does not emphasize special therapy services, but optimizes the development of ustadzah, pesantren discipline, interaction with regular students, and a culture of coexistence as a form of support for students with special needs.

Cross-site results also show differences in the dominant sources of support. In Sabilillah, more support is built through individual services, family involvement, development observation, and additional programs tailored to the specific needs of students. Meanwhile, in FATHIN, more support emerges through schedule consistency, muraja'ah culture, discipline, ustadzah mentoring, and peer support. Although different in the form of implementation, both Islamic boarding schools involve elements of teachers, family, learning environment, habituation, and student motivation in supporting the sustainability of the memorization process.

Thus, the cross-site results show two different characteristics of supportive treatment. Pondok Sabilillah shows a more individualized and therapeutic pattern according to the specific needs of students, while Pondok Pesantren FATHIN shows a more educational, social, and culture-based pattern of pesantren education. These differences are mainly seen in the intensity of family assistance, the existence of therapy services, and the use of the pesantren social environment as part of student assistance.

**Table 2. Cross-Site Analysis of Supportive Interventions in Qur'an Memorization Learning for Students with Special Needs**

| Aspects of the Findings  | Sabilillah Islamic Boarding School                     | FATHIN Islamic Boarding School                           | Cross-Site Findings                          |
|--------------------------|--------------------------------------------------------|----------------------------------------------------------|----------------------------------------------|
| Mentoring                | Intensive and individual                               | Routine coaching by ustadzah                             | Teachers are the main companions             |
| Motivation and character | Personal guidance and positive reinforcement           | Discipline, exemplary, and character building            | Both provide motivation and reinforcement    |
| Learning environment     | Adjusted to the needs of students                      | Based on the culture and life of the pesantren           | Together create a supportive environment     |
| Social interaction       | Interaction with friends in pesantren activities       | Students with special needs mingle with regular students | Social interaction is part of mentoring      |
| Additional services      | Therapy, dietary adjustment, developmental observation | Not using special therapy                                | Therapeutic services stand out in Sabilillah |
| Family involvement       | Intensive and coordinated                              | Stay engaged, but not as intensive as Sabilillah         | Different engagement intensities             |

|                         |                            |                                                  |                                                             |
|-------------------------|----------------------------|--------------------------------------------------|-------------------------------------------------------------|
| Support characteristics | Individual and therapeutic | Educational, social, and culture-based pesantren | Two support patterns with different forms of implementation |
|-------------------------|----------------------------|--------------------------------------------------|-------------------------------------------------------------|

### The Relationship of Learning Approaches and Supportive Behaviors in Memorization Success

The results of the study show that the learning approach and supporting treatment in the two pesantren run in an integrated manner. The learning approach regulates how memorization materials are provided according to the students' abilities, while supportive treatment accompanies the process through mentoring, habituation, motivation, family support, and the creation of a conducive learning environment. On both sites, adjustments to memorization methods and targets are always followed by a form of support tailored to the conditions of each student.

At Pondok Sabilillah, this connection can be seen in the implementation of *tahfidz* combined with intensive mentoring, behavioral therapy, dietary arrangements for certain students, and habituation of daily activities. The memorization program does not run separately from the supporting program, but is adjusted to the condition and development of the students. Teachers and assistants monitor continuously, then adjust the target, intensity of assistance, and form of assistance based on the development shown by each student.

Meanwhile, at the FATHIN Islamic Boarding School, the relationship between learning approaches and supportive treatment can be seen through the implementation of a *tahfidz* system that is structured and strengthened by character development, ustadzah assistance, pesantren discipline, and *muraja'ah* culture. Students with special needs participate in learning activities in the pesantren environment with regular students, but still receive additional target adjustments and attention. Learning routines, interaction with companions, and peer support are part of the process of depositing, *muraja'ah*, and memorization maintenance.

Cross-site results also show that the development of memorization is influenced by internal and external factors. Internal factors include cognitive ability, concentration, learning motivation, emotional readiness, and individual characteristics of students. These conditions differ from one student to another so that the speed, endurance, and memorization achievements obtained are also not the same. External factors include teacher assistance, method suitability, memorization repetition, pesantren environment, forms of supportive treatment, and family support.

Family involvement is one of the important findings on both sites, although the intensity is different. In Sabilillah, families are involved through coordination with pesantren to maintain the habituation and mentoring that has been given to students. In FATHIN, the family remains a source of motivation and support for the sustainability of memorization. Research data show that the repetition of memorization and habituation that is continued at home helps maintain the continuity of the learning process, while inconsistencies in mentoring can cause students to require repetition of the memorization that has been obtained.

Cross-site, the patterns found show that the success of memorization does not stand on a single element. In Sabilillah, memorization achievements go hand in hand with therapy support, individual mentoring, family involvement, and habituation. In FATHIN, these achievements go hand in hand with learning consistency, *muraja'ah* culture, pesantren discipline, ustadzah coaching, and social support. Thus, the two sites show the same pattern, namely the learning approach to receive support from the environment, companions, family, and habituation that takes place continuously, even though the form of implementation is different.

**Table 3. Cross-Site Analysis of the Relationship between Learning Approaches and Supportive Interventions in Memorization Success**

| Aspects of the Findings | Sabilillah Islamic Boarding School                         | FATHIN Islamic Boarding School                                                | Cross-Site Findings                                         |
|-------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------|
| Learning approach       | Individual and tailored to the needs of students           | Structured through habituation and discipline of pesantren                    | Equally adapting learning to the abilities of the students  |
| Supportive treatment    | Therapy, mentoring, dietary arrangements, habituation      | Ustadzah assistance, character building, <i>muraja'ah</i> culture             | Supportive behaviour in the <i>tahfidz</i> process          |
| The role of teachers    | Intensive mentoring and development monitoring             | Guiding memorization and character building                                   | Teachers are the main companions                            |
| Learning environment    | Tailored to individual needs                               | Disciplined, religious, and based on social interaction                       | The environment supports the sustainability of memorization |
| Family involvement      | Intensive and coordinated                                  | Support and motivation for memorization                                       | Families support the continuity of learning                 |
| Success patterns        | Formed through therapy, family, mentoring, and habituation | Formed through consistency, <i>muraja'ah</i> , discipline, and social support | Success arises from the integration of several elements     |



## Discussion (مناقشة)

### Qur'an Memorization Learning Approaches for Students with Special Needs

Qur'an memorization learning for students with special needs requires instructional approaches that accommodate differences in individual abilities, learning readiness, and developmental characteristics. The findings from Pondok Sabilillah and Pondok Pesantren FATHIN demonstrate that instructional adaptation can be implemented through different institutional service models. Sabilillah emphasizes individualized learning based on developmental observation, while FATHIN maintains its regular *tahfidz* system through adjustments to memorization targets and individualized assistance. The findings suggest that instructional flexibility is an important consideration in accommodating diverse learning needs. This interpretation is relevant to studies examining *tahfidz* learning management, instructional methods, and the relationship between learning strategies and students' learning achievement (Saragih & Nasution, 2021; Rahmah, 2023; Zulvani et al., 2025).

The individualized learning practices identified in both institutions can be interpreted through selected principles of Applied Behavior Analysis (ABA), particularly initial assessment, task adjustment, prompting, and gradual modification of assistance. Sabilillah's developmental observation and individualized mentoring provide examples of instructional adaptation based on students' learning characteristics. FATHIN demonstrates a different implementation pattern by accommodating individual abilities within structured memorization activities. These findings indicate that individualized learning does not necessarily require identical institutional arrangements. The application of ABA principles in this discussion serves as an interpretive framework rather than evidence that both institutions formally implement a complete ABA intervention program.

Repetition and habituation represent shared instructional characteristics across both research sites. Sabilillah employs *tikrar*, *muraja'ah*, and multisensory learning, while FATHIN

emphasizes structured memorization activities, including *tartil*, memorization submission, *muraja'ah*, and *tasmi'*. These practices can be interpreted from a behaviorist perspective because consistent repetition and reinforcement are relevant to developing and maintaining learning routines. Research on tahfidz instructional methods provides a basis for examining structured memorization activities, while investigations of reinforcement and multisensory memorization offer additional perspectives on learning adaptation (Chew et al., 2023; Fauzi & Himmah, 2022; Faqihuddin et al., 2024). The findings extend this discussion by illustrating how similar instructional principles are implemented within different pesantren service models.

The multisensory approach implemented at Sabilillah provides another dimension of individualized learning. The integration of auditory, visual, and kinesthetic activities offers alternative instructional experiences according to students' learning characteristics. This practice can be interpreted in relation to the Montessori principle of providing concrete sensory learning experiences that accommodate individual readiness. Research on multisensory Qur'an memorization highlights the relevance of integrating different learning modalities, while studies of tahfidz management and instructional communication provide complementary perspectives on learning organization (Faqihuddin et al., 2024; Saragih & Nasution, 2021; Rina, 2021). The present findings contribute a contextual illustration of multisensory adaptation within an Islamic boarding school serving students with special needs.

The comparison between Sabilillah and FATHIN indicates that adaptive tahfidz learning can be organized through different institutional approaches. Sabilillah integrates individual observation, instructional adaptation, and therapeutic support, whereas FATHIN accommodates individual learning needs within its established pesantren learning structure. The principal contribution of this finding is not the identification of a universally superior instructional method. It is the recognition that instructional adaptation may take different forms according to students' needs and the educational characteristics of each institution.

### **Supportive Interventions in Qur'an Memorization Learning for Students with Special Needs**

Supportive interventions constitute an important component of Qur'an memorization learning for students with special needs. The findings indicate that instructional adaptation is accompanied by mentoring, motivation, positive reinforcement, environmental adjustment, and social support. These interventions address learning conditions that cannot be accommodated through memorization techniques alone. Research on learning strategies and motivation has examined their relationship with tahfidz achievement, while studies of reinforcement and holistic tahfidz education offer relevant perspectives on supporting students' learning experiences (Rahmah, 2023; Fauzi & Himmah, 2022; Turrohma et al., 2025). The findings from both pesantren provide a contextual understanding of how different forms of educational support accompany memorization activities.

Intensive mentoring represents a shared characteristic of supportive interventions at Sabilillah and FATHIN, although its implementation differs. Sabilillah provides individualized assistance accompanied by developmental observation and therapeutic services. FATHIN emphasizes regular assistance from ustadzah, character development, and supervision within its established pesantren activities. These mentoring practices can be interpreted through the ABA concepts of prompting and gradual adjustment of assistance. The findings suggest that mentoring arrangements need to accommodate both individual learning characteristics and institutional educational practices. Studies of tahfidz learning management and instructional strategies provide relevant perspectives for interpreting these different arrangements (Saragih & Nasution, 2021; Rina, 2021; Zulvani et al., 2025).

The distinction between the two institutions is particularly evident in their additional support services. Sabilillah integrates behavioral therapy, dietary arrangements for certain

students, developmental observation, and adjustments to daily activities. FATHIN emphasizes structured schedules, pesantren discipline, character development, and interaction with regular students. These differences indicate that supportive interventions are shaped by institutional service characteristics and students' individual needs. The findings should not be interpreted as evidence that therapeutic services are inherently more effective than educational and social support, or vice versa. The qualitative comparison identifies different implementation patterns rather than measuring the comparative effectiveness of these interventions.

Family involvement and peer interaction provide additional support for the continuity of memorization activities. At Sabilillah, coordination between families and the institution supports the continuation of learning routines and individual assistance. At FATHIN, interaction with regular students and the established culture of shared memorization activities provide opportunities for social participation and mutual support. The importance of motivation, habituation, and character development can be considered alongside existing studies of tahfidz education (Anoum et al., 2022; Rahmah, 2023; Turrohma et al., 2025). The findings illustrate how educational support extends beyond teacher–student interactions and involves broader relationships within the pesantren environment.

The comparative findings indicate that supportive interventions do not have to follow identical institutional arrangements. Sabilillah demonstrates an individualized and therapeutic support pattern, while FATHIN emphasizes educational, social, and pesantren-based support. Both institutions incorporate assistance and environmental conditions into the memorization process. Their differences provide a basis for understanding supportive interventions as context-dependent educational practices rather than a uniform set of services.

### **The Relationship Between Learning Approaches and Supportive Interventions in Memorization Development**

The relationship between learning approaches and supportive interventions constitutes the central finding of this study. Instructional adaptation determines how memorization activities are adjusted to students' abilities, while supportive interventions provide assistance and environmental conditions that accompany the learning process. At Sabilillah, this relationship is reflected in the integration of individualized memorization activities, developmental observation, therapeutic support, and family coordination. At FATHIN, it is reflected in the combination of structured tahfidz activities, individualized assistance, habituation, pesantren discipline, and peer interaction. Research on tahfidz learning strategies, learning management, and instructional methods provides relevant perspectives for examining these interconnected educational practices (Rahmah, 2023; Saragih & Nasution, 2021; Chew et al., 2023).

The relationship identified in both institutions can be interpreted through the interaction of instructional adaptation, learning routines, and educational reinforcement. Selected ABA concepts offer a framework for understanding how individualized tasks, teacher assistance, and environmental adjustments may operate together. Behaviorist perspectives provide an additional explanation of repetition and reinforcement within structured memorization activities. The findings do not establish a direct causal relationship between these components and memorization achievement. They demonstrate how the participating institutions organize instructional practices and supportive interventions as interconnected elements of their educational services.

Memorization routines and reinforcement also illustrate the relationship between learning approaches and supportive interventions. Activities such as *tikrar*, *muraja'ah*, memorization submission, and *tasmi'* provide structured opportunities for repetition. Motivation, teacher assistance, appreciation, and environmental support accompany these instructional activities. Existing research has investigated reinforcement in tahfidz learning, the relationship between

learning strategies and motivation, and the organization of memorization programs (Fauzi & Himmah, 2022; Rahmah, 2023; Zulvani et al., 2025). The findings of this study extend the discussion by examining how instructional routines and supportive practices are integrated within two institutions with different educational service characteristics.

The cross-site comparison provides a broader understanding of the relationship between instructional practices and educational support. Sabilillah demonstrates an integration pattern characterized by individualized learning and therapeutic assistance. FATHIN demonstrates an integration pattern that combines individualized adjustments with structured pesantren activities and social support. The difference between these patterns lies primarily in their institutional implementation, while both emphasize the accommodation of students' individual learning needs. These findings offer an empirical basis for discussing inclusive tahfidz learning beyond the implementation of particular memorization methods.

The principal contribution of this study lies in its comparative examination of learning approaches and supportive interventions as interconnected dimensions of inclusive Qur'an memorization learning. The findings indicate that the two pesantren integrate instructional adaptation and educational support through different institutional arrangements. This comparison contributes to understanding how inclusive tahfidz education can accommodate diverse learning characteristics within different pesantren service models. Further investigation involving additional institutions and longitudinal observations would be valuable for examining how these implementation patterns relate to students' memorization development over time

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### Conclusion (الخاتمة)

This study reveals that Qur'an memorization learning for students with special needs involves the integration of adaptive instructional approaches and supportive interventions tailored to students' individual abilities. The multisite findings demonstrate that Pondok Sabilillah and Pondok Pesantren FATHIN share an orientation toward individualized learning but differ in their implementation. Sabilillah emphasizes individualized instruction, developmental observation, intensive mentoring, and therapeutic support, while FATHIN integrates students with special needs into regular tahfidz activities through adjusted memorization targets, habituation, pesantren discipline, and personal assistance. Both institutions incorporate repetition, positive reinforcement, teacher assistance, and environmental support into their learning practices. The principal contribution of this study lies in demonstrating how learning approaches and supportive interventions are integrated within two distinct pesantren service models. These findings offer practical insights for Islamic boarding schools seeking to develop inclusive tahfidz programs by aligning instructional strategies, mentoring practices, family involvement, and learning environments with students' individual needs. Further research involving additional institutions and longitudinal observations is needed

to examine the relationship between these practices and students' memorization development over time.



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