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Integration of Al-Quran Memorization in Arabic Language Learning for Female Students (Mutqin and Ziyadah) in PPTQ Harun Asy-Syafi'i Putri

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Abstract:
This study aims to analyze the integration of Quran memorization into Arabic language learning, its contribution to language acquisition, and the similarities and differences between the experiences of female students Mutqin and Ziyadah at PPTQ Harun Asy-Syafi'i Putri. The study used a qualitative approach with a case study design. Data were collected through semi- structured interviews and studies documentation involving seven female student Mutqin, seven female students of Ziyadah, seven guardian Arabic, as well as three companion selected halaqah The analysis was conducted purposively. The analysis was conducted through data condensation, data presentation, and drawing and verifying conclusions. The validity of the data was checked through triangulation of sources and techniques and confirmation with informants. The findings indicate that integration occurs in the classroom and halaqah through the use of memorized verses to learn mufradat, nahwu-sharaf, i'rab, determination of harakat, qira'ah, and imla'. Memorization provides a source of introduction to vocabulary, structure, and sounds of the language, while understanding Arabic helps female students understand meaning and improve and maintain memorization. Female students of Mutqin tend to be more extensive, spontaneous, and independent in connecting memorization with learning materials, but this tendency does not apply to all group members. The contribution of memorization is more apparent in vocabulary, grammar, qira'ah, and imla', while its support for kalam and istima' is not yet strongly reflected in the data. This study provides a contextual explanation of the process of utilizing memorization as a source for learning Arabic and its variations in two groups of tahfiz. The findings point to the need for learning that connects memorization with understanding of meaning, structural analysis, and practice according to the needs of female students, without concluding effectiveness or cause-and-effect relationships.

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Introduction (مقدمة)

The Quran and Arabic are closely related because Arabic is both the language of the Quran and a means of understanding its structure, meaning, and messages. In Islamic boarding school education, this relationship is reflected in the implementation of Quran memorization programs and Arabic language learning. However, these two programs are not always connected through planned learning activities. Tahfiz programs generally emphasize reading accuracy, fluency, and memorization, while Arabic language learning is directed at mastering mufradat (words), grammar (nahwu-sharaf), as well as the skills of istima' (recitation), kalam (recitation), qira'ah (recitation), and kitabah (recitation). This difference in orientation can result in memorized verses not being optimally utilized as a resource for learning Arabic. However, memorization provides examples of vocabulary and language structures that are already familiar through reading and repetition.

Connection between memorizing the Qur'an and learning Arabic has potential ongoing reciprocally (Zaidi & Hoque, 2019). Memorization provide example word forms, patterns sentences and sounds language, whereas understanding Arabic helps memorizer recognize meaning and structure verse. (Nidia et al., 2022) explain that learning Arabic helps memorizer understand meaning verses and increase accuracy memorization. (Farhan, 2021) report connection positive between ability Arabic language and achievement memorizing the Qur'an, while (Fauziah et al., 2020) find connection between quality memorization and skills Arabic. Findings the become base For examine How second activity can each other support through practice learning, not only held as a running program side by side. Although Thus, memorizing the Qur'an is not can viewed as guarantee mastery Arabic in general comprehensive. (Umam et al., 2024) find that contribution memorization to vocabulary more seen in word recognition and pronunciation, while understanding meaning, derivation, and usage in sentence Not yet develop optimally. This is show difference between ability remember form language and skills understand as well as use it . Saved verses in memory need connected with explanation meaning, analysis structure and practice use language. Therefore that, study about connection memorization and Arabic language are necessary pay attention to teacher strategies, involvement participant educate, and chance For apply knowledge Language in activity learning.

Initial studies at PPTQ Harun Asy-Syafi'i Putri identified practice utilization verses that have been memorized For learn mufradat, nahwu-sharaf, i' rab, and determination of harakat. As example, excerpt paragraph إِنَّ Allah غَفُورٌ رَحِيمٌ used when learn *Inna wa akhawātuhā* For recognize position of words and changes in vowels. Santriwati also connects vocabulary in material *Durūs al-Lughah* with the words that have been recognized through memorization . In activities halaqah, deposit and *imrār* once in a while accompanied by question about word meaning , dhamir , and structure sentences. Practice the show existence effort connect experience memorization with learning Arabic, although implementation Not yet fully systematic. Utilization memorization it also opens room for two- way relationship. Female students can use verses that have been memorized For recognize vocabulary and remembering example rules, then use understanding Arabic for inspect accuracy memorization. Knowledge about meaning and dhamir , for example, can help they recognize difference word form and understand arrangement verse. In context this , the problem pedagogical needs reviewed is How guardian Arabic and companion halaqah guide female students to be able to switch from introduction sound and form of the word towards understanding meaning as well as structure Language.

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arrangement verse. In context this, the problem pedagogical needs reviewed is How guardian Arabic and companion halaqah guide female students to be able to switch from introduction sound and form of the word towards understanding meaning as well as structure language. Gap study located in yet adequate explanation about the activation process memorization as source Study Arabic in activity classes and halaqah. Referenced studies more Lots explain connection inter-ability or contribution memorization on aspects certain, especially vocabulary and achievements tahfiz. Explanation the Not yet fully answer How paragraph selected and used in learning , how female students connect it with material language, as well as How experience the varies in two groups tahfiz. For answer gap this research centralize attention to practice integration and experience of the parties involved.

Novelty study lies in the analysis of the integration process memorizing the Qur'an through comparison experience female students Mutqin and Ziyadah with involving perspective female students , guardians Arabic , as well as companion halaqah. Research This examine utilization verses that have been memorized in introduction vocabulary, analysis nahwu-sharaf, i' rab, qira'ah, and imla', all at once reciprocal relationship between understanding language and maintenance memorization. Comparison second group used For understand similarities, differences, and diversity experience, without assume that all over Mutqin female students have ability more Arabic high. With focus said, research expected give explanation contextual about the integration process and its contribution limits to skills speak.

Based on description said, research This aim analyze : (1) forms and processes of integration memorizing the Qur'an in learning Arabic; (2) contribution memorization to mastery Arabic as depicted in experience informants and documentation learning; and (3) similarities and differences experience Mutqin and Ziyadah female students at PPTQ Harun Asy-Syafi'i Putri. Research results expected become base for design connecting learning memorization with understanding meaning, analysis structure and practice Language in accordance need female students. Contribution study directed at understanding pedagogical processes in the context being studied, not on the proof effectiveness or connection cause and effect between memorization and ability Arabic.

Method (منهج)

Study This use approach qualitative with design studies case For understand integration memorizing the Qur'an in learning Arabic at PPTQ Harun Asy-Syafi'i Putri (Creswell, 2014) . Data collection took place in January 2026 for 3 months. Informants totaling 24 people, consisting of on seven female student Mutqin, seven female students of Ziyadah, seven guardian Arabic, and three companion halaqah. Election done in a way purposive based on involvement direct in learning Arabic language and activities female students chosen based on the status of Mutqin or Ziyadah according to provision Islamic boarding schools, whereas guardian Arabic and companion halaqah chosen based on not quite enough answer mentoring they. Data collected through semi- structured interviews and studies documentation. Interview dig practice utilization memorization, its contribution to mastery Arabic, as well as similarities and differences experience second group. Interview implemented individually for 45 minutes every session, using question open and questions advanced For clarify Answers. Interview data noted through notes detailed. Documentation in the form of notes learning Arabic language checked For complete as well as confirm information informants. The analysis used an interactive model (Miles et al., 1994) through data condensation, data presentation, and drawing and verifying conclusions. Data were coded and grouped according to the form of integration, the contribution of memorization, the reciprocal relationship between Arabic and memorization, and the variations in Mutqin and Ziyadah's experiences. Data validity was checked through source

triangulation, interview triangulation, and documentation (Lincoln & Guba, 1985) .

Results (نتائج)

Interview results show that utilization memorizing the Qur'an in learning Arabic language takes place in class and halaqah. Female students connect verses that have been memorized with vocabulary and rules that are being studied. One of the female student Mutqin explained, "When the female teacher explain or when ana was do question related Arabic with rules كان and إنّ. Instantly I connected them as it is in the Qur'an" (M1). In the activity halaqah, relatedness the appear through question companion about structure verse. Another informant said, "When Imror memorization, female teacher ask positions in the verse said " (M2). Reported benefits especially related with vocabulary , grammar , and dictation . A female student Mutqin stated, "The part of Arabic that helped the most was is discussion grammar, grammar, and grammar " (M2). Utilization memorization was also found in the Ziyadah group, as delivered one of informant , " Determining harokat Inna kanna , but because in the Koran Already Certain the harokat So Can wear that " (Z1). On the other hand , understanding Arabic language reported help maintenance memorization: " Arabic language lessons are actually make memorize the Quran more strong and deep to praise Can more easy remember with meanings / vocabulary or dhomir " (M3).

Difference intergroup especially reported at speed understand material and activity in interaction class. However, the guardian Arabic affirms that excess the No evenly: " Some students Mutqin of course more Lots mastery vocabulary but also not in all students Mutqin But a number of only " (BA1). The Arabic language teacher also explained that female students Still need help in analysis verse : "When they are laid out one by one actually yes, you can if you ask but if for do in a way independent they Still confused " (BA1). With Thus, the interview data show variation ability within Mutqin group , not only difference Difference between Mutqin and Ziyadah intergroup especially reported at speed understand material and activity in interaction class. However , the guardian Arabic affirms that excess the No evenly: "Some students Mutqin of course more Lots mastery vocabulary but also not in all students Mutqin But a number of only" (BA1). The Arabic language teacher also explained that female students Still need help in analysis verse : "When they are laid out one by one actually yes, you can if you ask but if for do in a way independent they Still confused " (BA1). With Thus, the interview data show variation ability within Mutqin group , not only difference between Mutqin and Ziyadah.

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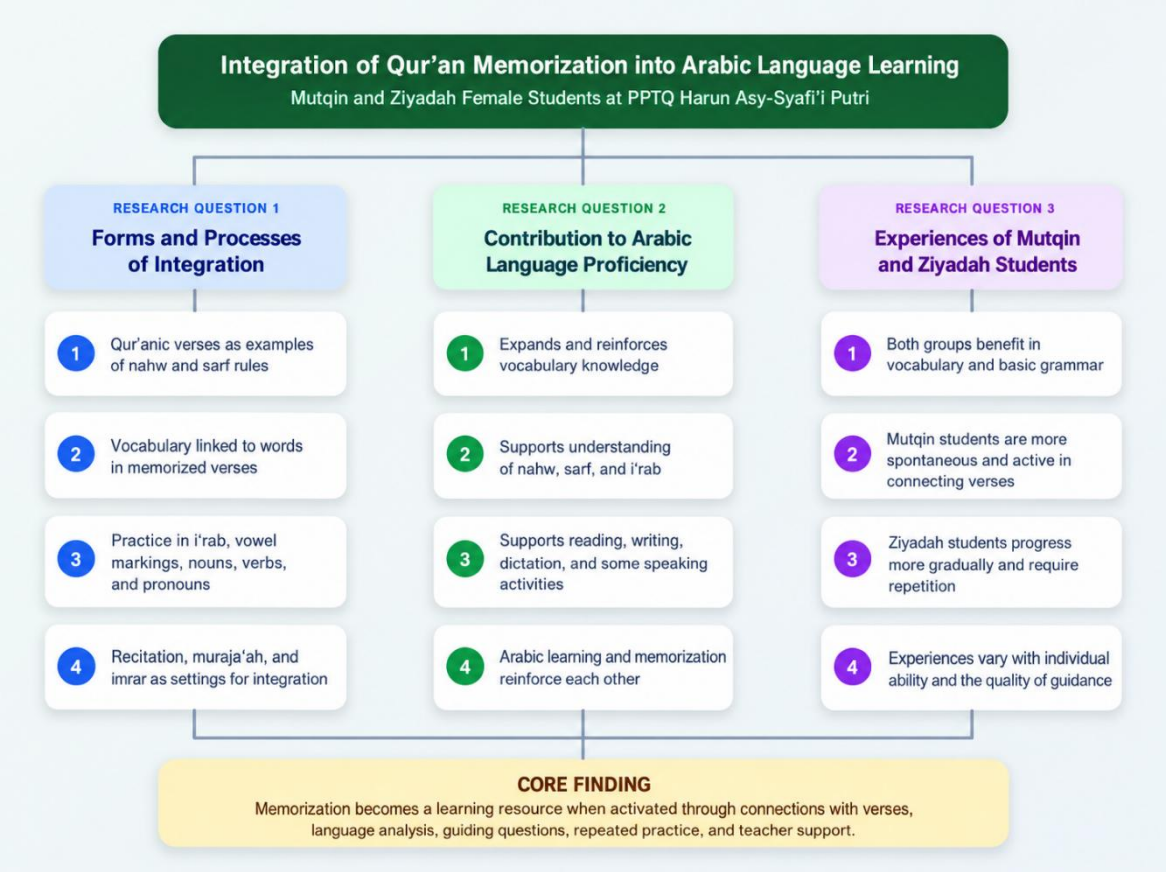


Figure 1. Research Results

Discussion (مناقشة)

1. Forms and Process of Integrating Al-Quran Memorization in Arabic Language Learning

The use of memorized verses in Arabic language learning demonstrates the link between textual knowledge and linguistic comprehension. Memorization provides familiar examples of language, while Arabic language learning provides tools for understanding meaning, word forms, and sentence structure. Thus, the pedagogical value of memorization lies in the opportunity to transform memorized texts into objects of understanding and analysis. This process can be understood through the theory of meaningful learning (Ausubel, 2000) , which emphasizes the relationship between new information and students' existing relevant knowledge. However, memorizing verses does not necessarily imply understanding their linguistic content. New memorization can serve as a link for new knowledge when students are guided to connect the sound and structure of verses with meaning and linguistic rules. These findings clarify that familiarity with texts is a supportive condition for learning, while understanding still requires conscious processing.

The use of verses is also related to the utilization of authentic materials in language learning (Gilmore, 2007) . However, the authenticity of a text does not guarantee its suitability for every learning objective. The verses selected need to take into account the complexity of the structure, vocabulary mastery, and the readiness of the students. Furthermore, the use of the language of the Quran as a learning resource needs to be complemented by examples of language use in the communication contexts targeted for learning. This is important so that the recognition of patterns in the verses can be connected to understanding the text and the use of language beyond

memorized examples. Compared to study (Jannah & Khatimah, 2022) which discusses contribution memorization to learning Arabic, research This give explanation contextual about practices that allow contribution the appear . Practice That covering association paragraph with rules , questions about word position, and correction memorization through understanding dhamir . However, there are difficulties part female students in do i' rab in a way independent show limits : ability answer question with help Not yet The same with ability compile analysis without guidance .

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2. The Contribution of Memorizing the Qur'an Compared to Arabic Language Mastery

The contribution of memorization in this study is more accurately understood as a learning support resource whose utilization varies according to language aspects. Informants' statements were more related to vocabulary recognition, understanding of rules, qira'ah, and dictation. This pattern suggests that familiarity with language forms can help female students cope with memorization-related material, but it is not sufficient to conclude that they have complete language mastery. Findings This in line with (Umam et al., 2024) , which makes the difference contribution memorization of pronunciation vocabulary from mastery meaning, derivation, and usage. Comparison the show importance differentiate word recognition with mastery vocabulary productive. Female students who recognize words from memorization Still Possible need explanation about meaning contextual and change its form. Therefore, the report connection between memorization and mufradat, such as in (Mahsum & Adzaniyah, 2024) , necessary read with notice aspect assessed vocabulary and activities learning that accompanies it.

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For kalam and istima', limitations activity learning limit conclusions that can be drawn drawn. Perception part female students that memorization help speak Not yet supported evaluation

ability adequate communication. Unavailability exercise istima' special also makes contribution memorization on understanding Language oral Not yet can reviewed in a way deep. Condition This show the need harmony between potential source learning and designed activities For develop skills certain. Relationship on the contrary, namely use understanding Arabic for guard memorization , harmony with (Nidia et al., 2022) and reported relationships (Farhan, 2021) . Understanding meaning and dhamir can become instruction addition when female students remember or inspect reading. Activities the can interpreted through draft *retrieval practice* (Karpicke, 2012) , especially when reminder paragraph accompanied by question about meaning and structure. However , research This explain experience its utilization , not prove improvement Power remember in a way experimental.

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3. Similarities and Differences in the Experiences of Female Students Mutqin and Ziyadah

The similarities in the experiences of both groups indicate that memorization is not limited to the Mutqin female students. The Ziyadah female students can also connect verses with basic vocabulary and rules. The differences primarily relate to the extent of utilization, participation, and need for assistance. However, the Arabic language tutor's account of the variation in ability within the Mutqin group limits the interpretation that memorization status directly determines language competence. These findings provide additional explanations for correlational studies such as (Fauziah et al., 2020) . Group-level relationships can still be accompanied by variations in individual experiences. In this study, active questioning and attention to explanations emerged as relevant contexts for understanding the differences in female students' responses. The individual differences perspective (Dörnyei, 2005) helps to position language ability in relation to engagement and learning strategies. However, factors such as motivation and aptitude cannot be identified as causal because they were not specifically measured.

The need for repetition, vocabulary reinforcement, and individual assistance can be understood through the concept of *scaffolding*. (Wood et al., 1976) . Assistance should be tailored to tasks that cannot yet be completed independently, then reduced as understanding develops. This principle applies to both groups. Mutqin female students who still have difficulty performing i'rab still need guidance, while Ziyadah female students who have understood the material can be given more challenging tasks. The pedagogical implication is that learning differentiation needs to be based on actual ability, not just Mutqin or Ziyadah status. Teachers can assess vocabulary mastery, ability to explain rules, and analytical independence before determining the level of tasks. Thus, the development of more systematic integration includes verse selection, gradual assistance, application exercises, and evaluation that is sensitive to the students' varying abilities.

Conclusion (خاتمة)

This study concludes that the integration of Al-Qur'an memorization in Arabic language learning at PPTQ Harun Asy-Syafi'i Putri takes place through the use of memorized verses as authentic study sources in learning mufradat, nahwu-sharaf, i' rab, determination of harakat, qira'ah, and imla', both in class and in deposition, murajaah, and imrār activities in halaqah.

Memorizing Al-Qur'an provides lexical, grammatical, and phonological capital that is useful for female students in recognizing vocabulary and language structures, while understanding Arabic strengthens accuracy, meaning, and maintenance of memorization. This contribution is most visible in the mastery of vocabulary, grammar, qira'ah, and imla', while the development of kalam and istima skills is still limited due to the lack of communicative activities and listening practice. Female students of Mutqin tend to be more extensive, spontaneous, and independent in connecting memorization with Arabic language materials compared to female students of Ziyadah, although this difference is not absolute because participation is influenced by motivation, involvement in learning, initial abilities, teaching strategies, and intensity of practice. Thus, memorizing the Qur'an is not an automatic way to produce Arabic language competence, but becomes an effective learning source if activated through understanding the meaning, structural analysis, gradual practice, and assistance that is appropriate to the level of memorization of female students; therefore, this integration is still incidental and needs to be developed into a more systematic, differentiated learning design that includes speaking skills.

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