Pesantren-Based Islamic Education: Learning Strategies for Memorizing the Al_Qur'an in Pesantren (Islamic Boarding Schools)

Saepudin[1*], Suhirman[2], Nurlaili[2], Alfauzan Amin[3]

Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia
Pagar Dewa, Kec. Selebar, Kota Bengkulu, Bengkulu 38211, Indonesia

Abstract: Pesantren-Based Islamic Education: Learning Strategies for Memorizing the Al_Qur'an in Pesantren (Islamic Boarding Schools)
*Objective: This study analyzes students' (Santri) learning strategies for memorizing the Al_Qur'an at Pesantren As-Salam. **Methods:** The type of research uses a field study with a qualitative approach, which involves direct observation, in-depth interviews with Santri, Ustaz, and Pesantren managers, and analysis of related documents. **Results:** Santri at As-Salam uses various memorization methods, including talaqqi, tikrar, wahdah, muraja'ah, and sima'an, combined to increase the effectiveness of memorization. The main supporting factors in the success of memorization are the disciplined environment of the pesantren, intensive guidance from teachers, a strict evaluation system, and intrinsic motivation from the students. **Conclusion:** Implementing a structured tahfidz strategy and using digital technology can increase the effectiveness of memorizing the Al_Qur'an. **Contribution:** The study provides insight into effective tahfidz strategies in pesantren, as well as recommendations for integrating technology and adapting methods to the characteristics of santri to improve the success of Al_Qur'an memorization in the future.*

Keyword: Pesantren-Based Islamic Education; Strategies; Memorizing the Al_Qur'an

Abstrak: Pendidikan Islam Berbasis Pesantren: Strategi Pembelajaran Menghafal Al-Qur'an Santri di Pesantren
Tujuan: Penelitian ini bertujuan untuk menganalisis strategi pembelajaran yang diterapkan oleh santri dalam menghafal Al-Qur'an di Pesantren As-Salam. **Metode:** Jenis penelitian menggunakan studi lapangan dengan pendekatan kualitatif, yang melibatkan observasi langsung, wawancara mendalam dengan santri, ustaz, serta pengelola pesantren, dan analisis dokumen terkait. **Hasil:** Santri di As-Salam menggunakan berbagai metode hafalan, antara lain talaqqi, tikrar, wahdah, muraja'ah, dan sima'an, yang dikombinasikan untuk meningkatkan efektivitas hafalan. Faktor pendukung utama dalam keberhasilan hafalan adalah lingkungan pesantren yang disiplin, bimbingan intensif dari pengajar, sistem evaluasi yang ketat, serta motivasi intrinsik dari santri itu sendiri. **Kesimpulan:** Penerapan strategi tahfidz yang terstruktur dan penggunaan teknologi digital dapat meningkatkan efektivitas menghafal Al_Qur'an. **Kontribusi:** Penelitian memberikan wawasan tentang strategi tahfidz yang efektif di pesantren, serta rekomendasi untuk mengintegrasikan teknologi dan menyesuaikan metode dengan karakteristik santri untuk meningkatkan keberhasilan hafalan Al-Al_Qur'an di masa depan.

Kata Kunci: Learning Strategies; Al-Qur'an; Reading Al-Al_Qur'an of Santri

* **Corresponding Author:** Saepudin, ✉ saepudin@mail.uinfasbengkulu.ac.id
Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia
Address: Pagar Dewa, Kec. Selebar, Kota Bengkulu, Bengkulu 38211, Indonesia

A. INTRODUCTION

Allah Swt has revealed the Al_Qur'an as the holy book of the end times. It is a guide for humans in navigating life in the world, a medicine, and an antidote for people who are restless souls (Tocco, 2017). One of the steps to achieve Allah's guidance is to study the holy Al_Qur'an, namely by recitation. This very important activity must be managed more professionally so that it is not limited to just reading the Al_Qur'an text but also being able to understand its content and become a pioneer in the birth of the Al_Qur'an generation (Richardson, 2014). Every Muslim must understand the Al_Qur'an to understand, appreciate, and practice its contents. Islam also requires its people to always maintain the Al_Qur'an by reading it frequently and applying its teachings in everyday life to reflect their religiousness (Putra & Hidayaturrahman, 2020).

As an introduction to further sciences, besides the ability to read the Al_Qur'an with recitation will in Al_Qur'an to an increase in piety and faith because the Al_Qur'an is our true guide, their Al_Qur'an children must be emphasized to learn to read the Al_Qur'an from an early age so that Al_Qur'an can read properly and correctly (Arvisais et al., 2021). The purpose of recitation coaching is to improve and prepare human resources from an early age through proficiency in reading the Al_Qur'an properly and correctly, The Qur'an expects values to be a moral, ethical, and spiritual foundation (Malhas & Elsayed, 2022). The function of fostering memorization of Al_Qur'an is to produce a generation of faith, piety, and noble character to welcome a glorious future (Ghoul, 2017).

Tilawah Al-Qur'an is one of the subjects As-Salam Pesantren that needs to be taught with the aim that students can read the Al-Qur'an properly and correctly Al_Qur'an out that the strength of shari'ah in religion can be shari'ah and understood, taught, and inherited also through reading. The religion of Islam, which we profess and is adhered to by hundreds of millions of Muslims throughout the world, is a way of life that guarantees the happiness of the lives of its adherents in the world and the hereafter (Llorent-Bedmar et al., 2020). From this, we know that what is meant is the holy book of the Al_Qur'an. Al_Qur'an is the word of Allah revealed to the Prophet Muhammad Saw, a miracle in the form of memorization, reading it is worth worship, narrated mutawatir, written in mushaf, starting with surah al-Fatihah and ending with surat al-Nas. It guides humans in organizing their lives to obtain physical and mental happiness in this world and the hereafter (Bakry et al., 2023).

This issue is highly significant, especially in the present era, where the rapid advancement of knowledge encompasses all aspects of life. Understanding and studying the content of the Al-Qur'an is not easy, as numerous methods are used in learning Islam. One crucial aspect is the strategies and approaches teachers (ustadz) adopt in teaching the Al-Qur'an to their students (santri). Common methods employed in Islamic education include the lecture, question-and-answer, discussion, and assignment-based learning (Rizi et al., 2013). In addition to these teaching methods, many TPQ (Al-Qur'an Education Park) or TPA institutions utilize specific approaches for teaching proper Al-Qur'an recitation, such as the Qiro'ati method, Iqro' method, and An-Nahdhiyah method. Learning the Al-Qur'an typically involves reading, translating, and interpreting its verses. The importance of reading is emphasized in the first revelation, found in Surah Al-Alaq (1-5), which commands believers to read, as reflected in its meaning: "Read, and your Lord is the Most Gracious, Who teaches (man) by the medium of the Kalam, who teaches man what he does not know".

The principle of learning the" Qur'an can be done in various Al_Qur'an, including the following: First, the teacher reads first, then followed by the student/student; second, the student reads in front of the teacher while the teacher listens; and third, the teacher repeats the reading while the student imitates it word by word and sentence by sentence repeatedly until skilled and correct. Sayyidina Ali bin Abi Talib equated "partial" with tajweed to make the reading smooth and recognize the places of stopping (waqaf). To read the Qur'an with

tartil and byper the applicable rules, a field of discipline is needed, commonly called tajweed science. Science that can guide Qur'an readers to be able to read the Qur'an regularly, beautifully, and fluently to avoid mistakes or errors in reading it.

Up to now, previous research has examined various Al_Qur'an memorization methods, including talaqqi, tikrar Al_Qur'anah, sima'an, and muraja'ah (Bariyah, 2021; Rahayu, 2019; Salim, 2022; Supriono, 2019; Winata, 2021). Studies have also emphasized factors that contribute to memorization success, such as the pesantren environment, evaluation techniques, and both internal and social motivation of students. Additionally, recent research has explored technological advancements that support Al_Qur'an memorization, including tahfidz applications and learning solutions for students who do not reside in full-time boarding schools.

However, there are analytical gaps in previous research. Many studies are still descriptive and do not explore how Santri adjusts memorization strategies based on their characteristics. In addition, studies that combine traditional methods with digital innovations in the context of pesantren are limited. There has also not been much in-depth evaluation of the effectiveness of memorization strategies, so there is no clear model to assess the success of memorization methods implemented in pesantren.

This research offers a more holistic approach with the field study method, which includes direct observation, in-depth interviews, and analysis of santri experiences in memorizing the Al_Qur'an. This research seeks to develop a more personalized memorization strategy model, considering the students' learning styles and whether they are more dominant as visual, auditory, or kinesthetic learners. In addition, this research examines the integration of traditional memorization methods with digital technology and develops an evaluation framework based on santri progress. Thus, this research is expected to make a real contribution in improving the effectiveness of memorization strategies in pesantren and answering modern challenges in tahfidz education.

B. METHOD

The research method is a way of carrying out research. Field research using research methods uses a qualitative descriptive approach, which is non-hypothesis research, so that in the research steps, there is no need to formulate a hypothesis. The field study method is used in this research to understand the strategy of memorizing the Al_Qur'an in pesantren directly in its natural environment.

This research was conducted in 2023. This research is at the Islamic Boarding School (Pesantren), Bengkulu City. Primary data in this study includes data obtained from: First, the results of researcher observations. Second, the researcher interviewed respondents, including pesantren caregivers, educators, administrators, and some santri and santriwati. Third, documents contained in the As-Salam Islamic Boarding School. Secondary data is in the form of data obtained during literature studies, in the form of literature and written data relating to the development of learning the quality of reading Al_Qur'an santri at the As-Salam Islamic Boarding School, Bengkulu City.

The data collection methods used are observation, interview, and documentation. In analyzing the data, the researcher uses descriptive analysis; the data collected is in the form of words, not numbers; this is due to the application of qualitative methods; besides that, everything collected is likely to be the key to what has been researched. The data that has been collected is analyzed with a qualitative approach using the following steps: data reduction, data presentation, conclusion drawing, and data triangulation.

C. RESULTS AND DISCUSSION

Result

Through the findings of interviews and documentation that have been carried out about the learning strategy of the Al_Qur'an at Assalam Islamic Boarding School, Bengkulu City, the quality of the student's reading and memorization of the Al_Qur'an at Assalam Islamic Boarding School, Bengkulu City, the supporting and inhibiting factors in learning the Al_Qur'an at Assalam Islamic Boarding School, Bengkulu City, then the researcher will analyze matters related to these findings by the facts in the field as follows:

Every teacher has a strategy for achieving their learning objectives. Learning the Al_Qur'an cannot be learned to its limit; this lesson already has its standards that humans cannot change; learning to read the Al_Qur'an must be by established rules. Learning the Al_Qur'an must start from the basic level, such as introducing hijaiyyah letters, the accuracy of makhrijul letters, and tajweed. Ustadz plays an important role in the boarding school in paying attention to Al_Qur'an learning activities. The use of appropriate strategies and methods is very influential in improving the ability of students to learn to read the Al_Qur'an (Romadhon et al., 2019).

Some of the researcher's findings on the strategies used by ustadz at the As-Salam Islamic boarding school in Bengkulu City need to be discussed, including three boarding strategies that can improve students' memorization: classical, slogan, and simaan.

1. Classical strategy

The results of the interview with Ust. Nahdiyyin that the classical learning strategy is applied in each class. Each of these classes has a special ustadz with the appropriate educational background and qualified experience in teaching in that class. All students follow the Ustadz Mentalqin in learning.

The statement reveals that in its application, the making of groups or groups uses classical methods in learning Tahfidzz al_Qur'an and Tahsin al_Qur'an. The ratio between companions and students is 1 10 (1 companion for 10 students). The purpose of forming this group is so that the planned achievement targets can be realized to the maximum. Students are asked to imitate the ustadz who recites the memorized verse and is followed by all students.

2. Sorogan

Sorogan is done when the Santri is recited. This activity is carried out every Friday afternoon. The boarding school has also prepared the Musohhih. When all students have recited the Al_Qur'an, the ustadz must bring a small book, such as Al_Qur'an therapy, and the students record whatever is read each week. The goal is to control the progress of the students. This sorogan method is the most difficult method of all traditional Islamic education methods because this system requires patience, craft, obedience, and personal discipline of students even so, this method is recognized as the most intensive because a person carries it out and there is an opportunity for direct question and answer.

3. Simaan strategy

Simaan strategy is used to listen to memorizations from friends or other people. If one student is listening to his memorization, the other student is tasked with listening by looking at the Al_Qur'anic mushaf. This technique is carried out in rotation and alternately. The purpose of this activity is so that the memorization that has been memorized can be tested for quality by asking friends to listen and correct if there are still inappropriate readings. In addition, this method is also useful to avoid mistakes in memorization.

Discussion

The quality of memorization is the quality when memorizing the Al_Qur'an. The quality of memorization is characterized by reading the Al_Qur'an in fashahah, having clear pronunciation, and mastering tajweed. However, students often experience obstacles when

memorizing the Al_Qur'an, resulting in memorization that is not of quality or not in line with the rules when reading the Al_Qur'an. Therefore, tahfidz teachers are needed who can improve the quality of memorization and maintain the students' memorization, among others:

First, serious guidance from the ustadz. The first effort made by tahfidz teachers in improving the quality of memorization is to emphasize the intention of tahfidz students or improve the intention of the students when memorizing the Al_Qur'an (Alrumiah & Al-Shargabi, 2023), something cannot be done because all actions depend on their intentions, one of which is in memorizing the Al_Qur'an. Suppose you memorize the Al_Qur'an with sincere intentions. In that case, you will get the blessings and pleasure of Allah Swt to benefit the world and the hereafter because intention is one of the stages in the decision-making process. Intention is also a determination, will, plan, and promise to oneself to carry out a certain thing. Because a person's intention will act in line with the will of his intention and determine his individual decision or not to carry out a behavior or action.

Second, motivating the students. Motivation is the development of one's ability or character, symbolized by enthusiasm for a change to achieve a mission (Dahlan 2019). In the tahfidz teaching and learning process, motivation is very influential on the interest in learning of each student because there is often boredom and boredom in learning. Hence, students are too lazy to seek knowledge for that. Educators must encourage studying students. The enthusiasm in students will grow if motivation is given and students realize that what is taught is very useful (Lazarides et al., 2019). Motivation aims to carry out a task to achieve the goals that have been ascertained successfully, and motivation is also related to psychological conditions in individuals that can encourage someone from outside or within a person.

Every activity that develops in the scientific field is always influenced by supporting and inhibiting intrinsic and extrinsic factors. Likewise, to improve the ability to read the Al_Qur'an to Santri, there are several supporting factors experienced by the ustadz of the As-Salam Islamic boarding school in Bengkulu City. The supporting factors include:

The first is the availability of infrastructure facilities. All the facilities are needed in the teaching and learning process, both moving and non-moving, so that educational goals can be achieved smoothly, regularly, effectively, and efficiently. As is the case in Ponpes As-Salam Bengkulu City, based on interviews and observations, it was found that the school provides facilities that can support the learning process of students, especially in learning the Al_Qur'an, such as volumes, juz amma, and the Al_Qur'an (Mak et al., 2019).

The second is the existence of interest from students. Student interest is the main thing that triggers enthusiasm to be more diligent even though not all students have it; interest arises not suddenly / spontaneously but as a result of participation, experience, and habits during study or work. So, it is clear that the matter of interest will always be related to the matter of need or desire. Therefore, it is important for a teacher always to try to create certain conditions so that students always need and want to continue to improve their ability to read the Al_Qur'an (Basir et al., 2022).

The third is the existence of learning media. Learning media are all tools and materials that can be used for educational purposes, such as radio, television, books, newspapers, magazines, etc. Laptops and LCDs are quite a driving force in motivating students to memorize the Al_Qur'an (Gever et al., 2021). The factors that hinder the memorization of the Al_Qur'an of students at Ponpes As-Salam Bengkulu City are:

The first is a lack of awareness of the importance of learning to read the Al_Qur'an. Not all students at Ponpes As-Salam know the magnitude of the reward of reading the Al_Qur'an; children who know it will always be happy in following the habituation activities of reading the Al_Qur'an programmed by the school; otherwise, indifferent children will be ordinary and will even try to skip class not to follow the habituation.

The second is insufficient allocation of guidance time. In the As-Salam Islamic boarding school in Bengkulu city, the average stay of the students is relatively short (between 3-6 years),

so an effective and efficient practical method is needed to complete the correct and quality memorization of the Al-Al_Qur'an. In addition, the activities at the As-Salam boarding school in Bengkulu City are diverse because they still study general subjects according to the provisions of the Education Office. Furthermore, the density of outside school and extra-curricular activities. This causes pesantren activities, such as congregational prayers, to be less effective.

Pesantren As-Salam employs various strategies to enhance the effectiveness of students' Al_Qur'an memorization, where students recite the Al_Qur'an directly in front of their ustaz/ustazah to receive guidance and corrections. Another strategy is the manzil method, which gradually divides memorization targets, and the sima'an method, where students listen to their recitation or others to improve pronunciation and strengthen retention. Beyond teaching methods, the pesantren also motivates tausiyah (Islamic lectures), communal prayers, and rewards for students who achieve their memorization goals to maintain enthusiasm. However, in the memorization process, students face challenges such as lack of consistency, difficulty understanding the meaning of verses, and low motivation. These challenges are addressed through intensive guidance, integration of Al_Qur'anic interpretation in learning, and psychological support. With structured strategies and a supportive environment, Pesantren As-Salam has successfully developed an effective tahfidz education system, enabling students to memorize the Al_Qur'an optimally and sustainably.

D. Research Implications and Contributions

1. Research Implications

The results of this study provide practical guidelines for pesantren in designing and developing more effective memorization strategies that meet the needs of students. It also encourages pesantren to consider using digital technology (tahfidz application, interactive audio-visual) to learn to memorize the Al_Qur'an.

2. Research Contribution

This research contributes academically, practically, and socially to developing Al_Qur'an memorization strategies in pesantren. By combining traditional methods and modern innovations, as well as adjusting memorization methods to the characteristics of santri, this research can increase the effectiveness of tahfidz learning and positively impact Islamic education in the digital era.

E. Recommendations for Future Research Directions

Future research can focus on developing a more systematic model of tahfidz strategy by creating a module or curriculum that various pesantren can widely use. This model can consider the age factor, memorization level, and learning style of the santri. It also compares salafiyah (traditional) and modern pesantren in implementing tahfidz strategies. This is important to see the advantages and challenges of each system in supporting santri's Qur'an memorization.

F. Conclusion

The quality of the Al_Qur'an reading of the Assalam Islamic Boarding School, Bengkulu City students, can be categorized as very good. Supporting factors include the fulfillment of the number of experienced, creative, and active teachers in teaching, high motivation of students in learning, activity programs that support learning the Al_Qur'an, the availability of teaching media, and a conducive environment. The inhibiting factors are The decline in the quality of teachers in terms of intellectuality, experience, and seniority, Lack of sense of responsibility and educator spirit from teachers, The number of outside teachers than teachers

in the pesantren, The decline in the enthusiasm of students to learn, Weak curriculum and learning methodology, Lack of operational funds for development.

The memorization strategies applied in this pesantren are very structured and diverse, including talaq, tinkerer, whydah, muraja'ah, and similar methods. The success of Santri memorization is greatly influenced by the conducive pesantren environment, intensive guidance from ustaz/ustazah, a strict evaluation system, and internal motivation and family support. However, santri also faces challenges, such as difficulty remembering certain verses, limited time for muraja'ah, and psychological pressure to maintain memorization. In addition, although the traditional method is still the main approach, using digital technology such as tahfidz applications and audio recordings is starting to aid the memorization process. This study confirms that the memorization strategy at As-Salam should continue to evolve by considering the individual characteristics of the santri, the integration of technology, and a more flexible evaluation system to increase the effectiveness of tahfidzul Al_Qur'an in the pesantren and assist santri in sustainably maintaining their memorization.

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