

The Role of Qur'anic Memorization Activities in Strengthening Students' Learning Concentration

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ABSTRACT: *Qur'anic memorization has become an important component of Islamic education and is increasingly implemented as an integral part of learning programs in Islamic elementary schools. Beyond its religious function, Qur'anic memorization activities involve repeated practice, focused attention, discipline, and memory reinforcement, which may contribute to students' learning concentration. This study aims to explore the role of Qur'anic memorization activities in strengthening students' learning concentration in an Islamic elementary school. This research employed a qualitative approach with a case study design conducted at MI Muhammadiyah 6 Ponorogo. Data were collected through participatory observation, semi-structured interviews, and documentation involving Qur'an teachers, classroom teachers, school administrators, and students participating in the tahfidz program. Data were analyzed through data reduction, data display, and conclusion drawing, while data validity was strengthened through source and technique triangulation. The findings indicate that Qur'anic memorization activities contribute to the development of students' learning concentration through three interconnected processes: the formation of sustained attention, the development of learning discipline, and the strengthening of memory and self-regulation. The daily memorization routine requires students to focus on Qur'anic texts, maintain attention during recitation, and repeatedly review previously memorized verses. These habits are subsequently reflected in classroom learning through students' improved ability to listen to teachers, remain attentive to learning materials, and complete academic tasks. However, the study also reveals that the relationship between memorization activities and learning concentration is not automatic. Students' concentration is influenced by individual psychological conditions, learning motivation, teacher guidance, family support, and the consistency of the memorization process. Therefore, Qur'anic memorization should be understood not merely as a religious memorization program but also as a pedagogical practice that can support the development of students' cognitive and self-regulatory capacities.*

Hafalan Al-Qur'an telah menjadi komponen penting pendidikan Islam dan semakin banyak diimplementasikan sebagai bagian integral dari program pembelajaran di sekolah dasar Islam. Di luar fungsi keagamaannya, kegiatan hafalan Al-Qur'an melibatkan latihan berulang, perhatian terfokus, disiplin, dan penguatan daya ingat, yang dapat berkontribusi pada konsentrasi belajar siswa. Penelitian ini bertujuan untuk mengeksplorasi peran kegiatan hafalan Al-Qur'an dalam memperkuat konsentrasi belajar siswa di sekolah dasar Islam. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang dilakukan di MI Muhammadiyah 6 Ponorogo. Data dikumpulkan melalui observasi partisipatif, wawancara semi-terstruktur, dan dokumentasi yang melibatkan guru Al-Qur'an, guru kelas, administrator

sekolah, dan siswa yang berpartisipasi dalam program tahfidz. Data dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan, sementara validitas data diperkuat melalui triangulasi sumber dan teknik. Temuan menunjukkan bahwa kegiatan hafalan Al-Qur'an berkontribusi pada pengembangan konsentrasi belajar siswa melalui tiga proses yang saling terkait: pembentukan perhatian yang berkelanjutan, pengembangan disiplin belajar, dan penguatan daya ingat dan pengaturan diri. Rutinitas hafalan harian mengharuskan siswa untuk fokus pada teks Al-Qur'an, mempertahankan perhatian selama pembacaan, dan berulang kali mengulang ayat-ayat yang telah dihafal sebelumnya. Kebiasaan ini kemudian tercermin dalam pembelajaran di kelas melalui peningkatan kemampuan siswa untuk mendengarkan guru, tetap memperhatikan materi pembelajaran, dan menyelesaikan tugas-tugas akademik. Namun, penelitian ini juga mengungkapkan bahwa hubungan antara kegiatan hafalan dan konsentrasi belajar bukanlah hal yang otomatis. Konsentrasi siswa dipengaruhi oleh kondisi psikologis individu, motivasi belajar, bimbingan guru, dukungan keluarga, dan konsistensi proses hafalan. Oleh karena itu, hafalan Al-Qur'an harus dipahami bukan hanya sebagai program hafalan keagamaan tetapi juga sebagai praktik pedagogis yang dapat mendukung pengembangan kapasitas kognitif dan pengaturan diri siswa.

Keywords: *Qur'anic Memorization, Tahfidz, Learning Concentration, Islamic Education, Qualitative Study.*

I. INTRODUCTION

Education plays an important role in the development of human intellectual, spiritual, and moral capacities. In the context of Islamic education, learning is not merely directed toward the acquisition of academic knowledge but also toward the formation of character, discipline, responsibility, and spiritual awareness. Therefore, educational programs in Islamic schools often integrate academic learning with religious practices that are expected to contribute to students' holistic development (Saeful, 2019).

One of the religious programs widely implemented in Islamic educational institutions is Qur'anic memorization, commonly known as *tahfidz* al-Qur'an. Memorizing the Qur'an involves the process of committing Qur'anic verses to memory through repeated reading, recitation, review, and correction. The activity requires students to pay sustained attention to the text, remember the sequence of verses, maintain correct pronunciation, and consistently repeat previously memorized material. In this sense, Qur'anic memorization is not only a religious activity but also a learning process involving cognitive, affective, and behavioral dimensions (Nasier, 2018).

The Qur'an has historically been preserved through reading, writing, and memorization. The practice of memorizing the Qur'an has therefore become an important part of Islamic education. In Indonesia, various Islamic schools and madrasahs have developed *tahfidz* programs as part of their educational identity. The implementation of these programs varies from one institution to another, including daily memorization activities, scheduled *muroja'ah*, periodic examinations, and the establishment of specific memorization targets (Tambunan & Dianti, 2025).

Qur'anic memorization also requires discipline and consistency. Students are expected to allocate time for memorization, repeat previously learned verses, and maintain their

memorization over time. Such activities may contribute to the formation of learning habits. Previous studies have associated Qur'anic memorization with discipline, time management, memory development, and cognitive development. The repetitive nature of memorization may also train students to focus their attention on a particular object for a relatively sustained period (Latifah, 2024).

Learning concentration is an important component of the learning process. Concentration refers to the ability to direct attention toward learning materials, explanations, or learning activities. Students who are able to maintain concentration are generally more capable of following classroom instruction, processing information, completing tasks, and responding to learning stimuli. Conversely, low concentration may make it difficult for students to understand learning materials and participate effectively in classroom activities.

The relationship between memorization and concentration can be understood through the nature of the memorization process itself. Qur'anic memorization requires students to focus on the pronunciation, sequence, and continuity of verses. The process of recalling memorized verses also requires sustained attention. Consequently, the regular practice of memorization may form habits of attentiveness that extend beyond *tahfidz* activities and influence students' participation in academic learning (Yusoff et al., 2020).

MI Muhammadiyah 6 Ponorogo represents an important context for examining this phenomenon. The school has implemented a Qur'anic memorization program in which students memorize the Qur'an before formal academic lessons begin. The program is implemented as a regular part of the school's educational activities. The source study also describes the existence of memorization targets and periodic *tahfidz* examinations involving assessment of fluency, tajwid, and the correct articulation of Qur'anic letters (Widyaningsih & Shohib, 2024).

Although the implementation of Qur'anic memorization is generally assumed to support students' concentration, the relationship cannot be understood solely through numerical measurement. Students may demonstrate different experiences despite participating in the same program. Some students may develop strong concentration through consistent memorization, while others may experience difficulties because of motivation, psychological conditions, family support, or the intensity of review at home. The original study itself indicates that some students with relatively low memorization ability may nevertheless demonstrate high learning concentration (Stiyamulyani & Jumini, 2018).

This phenomenon indicates the need for a qualitative investigation that explores how Qur'anic memorization activities are experienced by students and how teachers understand the relationship between memorization practices and classroom concentration. A qualitative approach enables the researcher to examine the processes, experiences, meanings, and contextual factors underlying the development of students' concentration.

Based on this background, this study aims to explore the role of Qur'anic memorization activities in strengthening students' learning concentration at MI Muhammadiyah 6 Ponorogo. Specifically, this study examines: 1) how the Qur'anic memorization program is implemented; 2) how students experience the memorization process; 3) how teachers perceive the relationship between memorization activities and learning concentration; and 4) the factors that support or inhibit the development of concentration through Qur'anic memorization activities.

II. METHOD

This study employed a qualitative approach with a case study design. The qualitative approach was selected because the research focused on understanding the experiences, practices, perceptions, and meanings associated with Qur'anic memorization activities and students' learning concentration. Rather than measuring the statistical influence of memorization ability on concentration, this study explored how the memorization process was implemented and how its effects were perceived and experienced within the educational context. The case study design was used because the research focused on a particular educational institution, namely MI Muhammadiyah 6 Ponorogo, which has implemented a structured Qur'anic memorization program. The school was selected because the *tahfidz* program constitutes an important component of its educational activities (Sugiyono, 2019).

The research was conducted at MI Muhammadiyah 6 Ponorogo. The participants were selected purposively based on their involvement in the Qur'anic memorization and learning processes. The participants consisted of Qur'an teachers responsible for the *tahfidz* program, classroom teachers who observed students during academic learning, school administrators involved in program management, and students who participated in the Qur'anic memorization program. The selection of participants was intended to obtain diverse perspectives regarding the implementation of the program and its relationship to students' concentration. Students were selected from the upper grades because they had experienced the *tahfidz* program for a relatively longer period and were able to provide information regarding their memorization experiences and classroom learning behavior.

Data were collected through observation, semi-structured interviews, and documentation. First, participatory observations were conducted during Qur'anic memorization activities and classroom learning. The observations focused on students' attention, participation, discipline, ability to follow instructions, consistency in memorization, and behavior during academic learning activities. Second, semi-structured interviews were conducted with Qur'an teachers, classroom teachers, school administrators, and selected students. The interviews explored the implementation of the *tahfidz* program, students' memorization experiences, teachers' perceptions of students' concentration, and the factors influencing the relationship between memorization and learning concentration. Third, documentation was used to complement observational and interview data. The documents included the *tahfidz* curriculum, memorization targets, student memorization records, examination documents, schedules, and other relevant school documents (Ikhwan, 2021).

Data were analyzed using an interactive qualitative analysis process consisting of data reduction, data display, and conclusion drawing. The first stage involved selecting, organizing, and coding data relevant to the research focus. The second stage involved presenting the data in the form of thematic descriptions and categories. The third stage involved drawing conclusions regarding the role of Qur'anic memorization activities in strengthening students' learning concentration. The analysis focused on several themes, including: (1) the structure and routine of Qur'anic memorization activities; (2) students' concentration during memorization; (3) the transfer of attention and discipline into classroom learning; (4) students' self-regulation and learning habits; and (5) supporting and inhibiting factors.

Data validity was strengthened through source and technique triangulation. Source triangulation was conducted by comparing information obtained from students, Qur'an teachers, classroom teachers, and school administrators. Technique triangulation was conducted by comparing observation, interview, and documentation data. The researcher also conducted member checking by confirming the interpretation of important findings with relevant participants.

III. RESULT AND DISCUSSION

Qur'anic Memorization as a Structured Daily Learning Routine

The findings indicate that Qur'anic memorization at MI Muhammadiyah 6 Ponorogo is implemented as a structured daily learning activity that forms an integral part of the school's educational program. Rather than being treated as an extracurricular or occasional religious activity, *tahfidz* is scheduled before formal academic lessons begin each day. This arrangement reflects the school's commitment to integrating religious education into students' daily learning experiences. By placing Qur'anic memorization at the beginning of the school day, students are encouraged to start their learning activities with a focused and disciplined mindset, while simultaneously strengthening their spiritual development.

The implementation of daily memorization creates a consistent and repetitive learning pattern. Every morning, students are expected to prepare the verses they have memorized, recite them before the teacher, receive immediate corrections when mistakes occur, and continue reviewing previously memorized passages through the process of *muroja'ah*. This sequence of activities is repeated continuously throughout the academic year, ensuring that memorization is not limited to acquiring new verses but also maintaining the accuracy and retention of earlier memorization. Such repetition is essential because long-term memorization requires continuous reinforcement rather than one-time learning experiences. Without regular review, previously memorized verses are likely to be forgotten, making *muroja'ah* an indispensable component of the *tahfidz* program (Mustafa, 2020).

From an educational perspective, the existence of a structured daily routine contributes to the development of positive learning habits. Routine activities reduce uncertainty and help students become familiar with clear learning expectations. Over time, students develop greater self-regulation because they understand that every school day begins with preparation, concentration, memorization, and evaluation. This habitual learning process encourages students to manage their time effectively, prepare learning materials in advance, and remain accountable for achieving memorization targets established by the school.

The regular implementation of Qur'anic memorization is also relevant to the development of learning concentration. Concentration is generally understood as the ability to direct and sustain attention toward a particular learning task while minimizing distractions. This ability is not developed instantly but gradually through repeated practice and consistent learning experiences. During the memorization process, students must focus carefully on pronunciation, sequence of verses, *tajwid* rules, and articulation. They are required to listen attentively to teacher feedback, recognize mistakes, and immediately correct them

before continuing their recitation. These repeated cognitive activities require sustained attention and mental engagement, which may gradually strengthen students' capacity to concentrate during both religious and academic learning activities.

Furthermore, the *tahfidz* program at MI Muhammadiyah 6 Ponorogo incorporates clearly defined memorization targets accompanied by periodic assessments. The source data indicate that students participate in regular *tahfidz* examinations as well as annual evaluations designed to measure memorization achievement comprehensively. These assessments evaluate several aspects of students' performance, including memorization fluency, accuracy of tajwid application, proper articulation (*makharij al-huruf*), and consistency in retaining previously memorized verses. The presence of systematic evaluation demonstrates that memorization progress is continuously monitored rather than left to students' individual responsibility alone. Through ongoing assessment, teachers can identify learning difficulties, provide corrective feedback, and ensure that students meet the expected standards of memorization quality (HS et al., 2026).

The structured organization of the *tahfidz* program further illustrates that Qur'anic memorization is supported by institutional planning rather than individual initiative. The school establishes schedules, learning procedures, memorization targets, teacher supervision, and evaluation mechanisms as interconnected components of the program. This comprehensive system creates an educational environment in which students consistently engage in disciplined learning practices. Consequently, the repeated exposure to structured memorization activities has the potential to foster not only religious competence but also broader educational outcomes, including improved discipline, responsibility, persistence, self-regulation, and sustained attention. These findings suggest that the daily *tahfidz* routine serves as an important educational strategy that supports both students' spiritual development and the cultivation of learning behaviors associated with greater concentration and academic readiness.

Memorization Activities and the Formation of Sustained Attention

One of the most significant findings of this study is that Qur'anic memorization (*tahfidz*) contributes to the development of students' sustained attention. Sustained attention refers to the ability to maintain focus on a particular task over an extended period without being easily distracted. Within the context of Qur'anic memorization, students are continuously required to concentrate on multiple aspects of the learning process, including the sequence of verses, the accuracy of pronunciation (*makharij al-huruf*), the application of tajwid rules, rhythm, fluency, and the continuity of recitation. Even a brief lapse in attention may result in errors such as omitting words, reversing the order of verses, or mispronouncing letters, which subsequently affect the quality of memorization (Widyaningsih & Shohib, 2024).

Unlike passive learning methods that primarily involve listening or reading without active engagement, Qur'anic memorization is an active cognitive process. Students do not merely receive information; instead, they repeatedly encode, store, retrieve, and reproduce the memorized material. Every recitation requires learners to retrieve verses from long-term memory while simultaneously monitoring the correctness of their performance. This continuous interaction between memory retrieval and self-monitoring demands a high level of attentional control, making memorization an intensive cognitive exercise rather than a simple repetition activity.

Furthermore, the memorization process encourages students to develop metacognitive awareness. When students encounter difficulty recalling a particular verse, they must identify the exact point at which the mistake occurs, evaluate the source of the error, and determine the most effective strategy for correction. They often repeat problematic sections several times until they can recite them accurately without hesitation. This process of self-evaluation and correction strengthens executive functions, particularly attentional regulation and cognitive monitoring, both of which are essential components of effective learning.

Repeated exposure to this demanding learning process may gradually strengthen students' capacity to sustain attention. As memorization sessions are conducted regularly, students become accustomed to maintaining concentration for increasingly longer periods. Consequently, the relationship between Qur'anic memorization and concentration should not be understood merely in terms of the number of verses memorized. Rather, it is the disciplined process of memorization—including continuous repetition, retrieval practice, self-monitoring, and correction—that appears to cultivate sustained attention over time. Therefore, the cognitive benefits of *tahfidz* emerge not only from the memorization outcome but also from the learning process itself (Nugraha, 2020).

These findings are consistent with previous studies suggesting that memorization activities require intensive attentional resources and stimulate memory-related cognitive processes. Research cited in the source article also indicates that Qur'anic memorization is associated with improvements in cognitive development, working memory, executive functioning, and higher-order thinking skills. The repeated activation of memory retrieval pathways during memorization is believed to strengthen neural networks involved in learning, attention, and information processing. Such findings support the notion that structured memorization activities may serve as an effective cognitive training strategy for students.

From a pedagogical perspective, the implications of these findings are particularly important. *Tahfidz* activities provide students with systematic opportunities to practice sustained engagement with a learning object while minimizing distractions. Through daily memorization routines, learners gradually acquire habits of discipline, perseverance, and focused attention that extend beyond religious learning. These attentional skills may be transferred to other academic contexts, such as listening carefully to classroom explanations, comprehending reading materials, solving mathematical or scientific problems, participating in discussions, and completing assignments that require prolonged concentration. Consequently, Qur'anic memorization can be viewed not only as a religious educational practice but also as a meaningful pedagogical approach for fostering cognitive abilities that support students' overall academic achievement and lifelong learning (Latifah, 2024).

From Memorization Discipline to Classroom Learning Concentration

The findings of this study suggest that students' concentration during classroom learning is closely associated with the habits and discipline developed through regular Qur'anic memorization (*tahfidz*). Rather than functioning solely as a religious activity, the memorization process establishes daily learning routines that require consistency, patience, and sustained mental engagement. Students who regularly prepare new memorization, revise previously memorized verses (*muraja'ah*), and practice recitation tend to develop structured study habits that can positively influence their academic

learning. These routines encourage students to approach learning activities in a systematic manner, thereby supporting their ability to maintain concentration during classroom instruction.

One of the key characteristics of *tahfidz* learning is its emphasis on regularity and consistency. Students are expected to allocate specific periods each day for memorizing new verses, reviewing previous memorization, and reciting their lessons before a teacher. Such activities require planning and commitment because successful memorization cannot be achieved through irregular practice. Consequently, students gradually become familiar with organizing their daily schedules, setting learning priorities, and maintaining consistent study habits. These behavioral patterns reflect important aspects of self-regulated learning, in which learners actively plan, monitor, and evaluate their own learning activities.

The memorization process also requires students to manage multiple academic responsibilities simultaneously. Besides participating in *tahfidz* sessions, students must attend regular school classes, complete homework, prepare for examinations, and engage in extracurricular activities. Balancing these various demands requires effective time management and attentional control. Students learn to distribute their cognitive resources across different learning tasks while ensuring that memorization activities remain consistent. Over time, this repeated practice may strengthen their capacity for self-regulation, including the ability to control distractions, maintain learning goals, and persist when facing academic challenges (Anwar, 2023).

The source article further explains that Qur'anic memorization is conducted continuously as part of students' daily educational experience. Because the activity repeatedly trains students to maintain focus on a specific learning object, the attentional skills developed during memorization may extend to other educational contexts. Students who are accustomed to concentrating while memorizing verses often demonstrate greater readiness to engage in classroom instruction. They may be better able to listen attentively to teachers' explanations, follow lesson sequences, comprehend reading materials, participate in discussions, and complete classroom assignments with fewer distractions. In this sense, the discipline cultivated through *tahfidz* serves as a foundation that supports broader academic engagement rather than being limited to religious learning alone.

Nevertheless, the qualitative findings indicate that the relationship between memorization and classroom concentration should not be interpreted as a simple or automatic transfer of skills. Although many students experience improvements in attentional control through memorization practice, not every learner demonstrates the same level of concentration in all academic situations. Individual differences remain an important consideration in understanding learning outcomes. Some students may adapt quickly to the discipline of memorization, whereas others may continue to experience difficulties maintaining attention despite participating in the same program.

Several interacting factors influence whether the attentional skills developed during memorization are successfully transferred to classroom learning. Students' intrinsic motivation plays a central role because motivated learners are generally more willing to sustain effort during both memorization and academic study. Physical conditions, including adequate sleep, nutrition, and overall health, also affect students' ability to concentrate. Likewise, psychological factors such as stress, anxiety, emotional well-being, and self-

confidence can either facilitate or hinder sustained attention. Environmental influences are equally important. Supportive teachers who provide constructive feedback and engaging instructional strategies can reinforce students' concentration, while positive family environments that encourage consistent study habits further strengthen the benefits of memorization. In addition, the quality and consistency of the *tahfidz* program itself—including the frequency of practice, opportunities for *muraja'ah*, and individualized guidance—determine the extent to which memorization contributes to students' cognitive development (Awaliah et al., 2017).

Therefore, Qur'anic memorization should be understood as one educational practice that creates favorable conditions for the development of learning concentration rather than as a direct cause of improved academic performance. Its effectiveness depends largely on how the memorization program is implemented, the consistency with which students participate, and the broader educational environment that supports their learning. When integrated with effective teaching practices, strong family support, and students' own motivation, *tahfidz* activities have the potential to strengthen self-regulation, cultivate disciplined learning habits, and enhance sustained attention across various academic contexts. These findings highlight the importance of viewing Qur'anic memorization not only as a spiritual practice but also as a pedagogical approach capable of fostering cognitive and behavioral competencies that contribute to students' overall educational success.

Teacher Guidance as a Key Factor in the Development of Concentration

The findings of this study highlight that teacher guidance is one of the most influential factors in the successful implementation of the Qur'anic memorization (*tahfidz*) program and in the development of students' learning concentration. Although memorization activities require students to engage in independent practice, the presence of knowledgeable and supportive teachers provides the structure, feedback, and encouragement necessary for students to sustain attention throughout the learning process. Consequently, the effectiveness of *tahfidz* should not be attributed solely to the memorization activity itself but also to the quality of teacher-student interaction that accompanies the learning experience (Ikwandi et al., 2024).

In the *tahfidz* program, teachers perform responsibilities that extend far beyond evaluating the quantity of verses memorized by students. Their role includes correcting pronunciation (*makharij al-huruf*), ensuring the proper application of tajwid rules, monitoring fluency, identifying recurring mistakes, and providing immediate corrective feedback. These instructional activities require continuous observation of students' performance and individualized guidance to ensure that memorization is both accurate and meaningful. Through this process, teachers help students maintain attention to details that might otherwise be overlooked, thereby strengthening students' cognitive engagement during memorization sessions.

Another essential aspect of teacher guidance involves motivating students throughout what is often a demanding and repetitive learning process. Memorizing the Qur'an requires perseverance, patience, and long-term commitment, qualities that may decline when students encounter difficulties or experience temporary setbacks. Teachers therefore serve as motivational figures who encourage students to remain consistent despite challenges. Positive reinforcement, constructive feedback, and recognition of students' progress contribute to maintaining learners' confidence and willingness to

continue practicing. Such emotional support is particularly important because motivation has been widely recognized as a significant factor influencing sustained attention and academic persistence.

The qualitative findings also demonstrate that students possess different memorization abilities, learning speeds, and cognitive characteristics. Some students are able to memorize verses quickly with relatively few repetitions, whereas others require repeated practice before achieving the same level of mastery. From a qualitative perspective, these differences should not be interpreted merely as variations in academic achievement but rather as natural expressions of individual learning processes. Each student enters the memorization program with unique cognitive capacities, prior learning experiences, motivational levels, and learning strategies. Consequently, effective teachers recognize these individual differences and adapt their instructional approaches accordingly, providing additional guidance and opportunities for practice when necessary (Mustafa, 2020).

Individualized teacher support is particularly valuable because it helps reduce students' anxiety and frustration during memorization. Students who experience repeated difficulty in recalling verses may become discouraged if their challenges are viewed solely as indicators of poor performance. However, when teachers provide patient explanations, targeted correction, and emotional encouragement, students are more likely to perceive mistakes as part of the learning process rather than as personal failure. This supportive instructional approach creates a psychologically safe learning environment in which students feel comfortable asking questions, practicing repeatedly, and gradually improving their memorization skills.

Beyond facilitating successful memorization, teachers also play an important role in connecting the discipline developed through *tahfidz* with broader academic learning. Teachers may explicitly encourage students to apply the same concentration, persistence, and consistency practiced during memorization to classroom activities. For example, students can be reminded to maintain attention while listening to lessons, complete assignments responsibly, review learning materials regularly, and develop disciplined study habits across different subjects. By helping students recognize these connections, teachers promote the transfer of self-regulation skills from religious education to general academic contexts.

The findings further suggest that the success of the *tahfidz* program depends not only on achieving predetermined memorization targets but also on the quality of educational relationships established throughout the program. A learning environment characterized by mutual respect, effective communication, encouragement, and trust enables students to participate more actively in memorization activities. Such an environment strengthens intrinsic motivation, promotes confidence, and reduces the psychological burden often associated with demanding memorization tasks. Conversely, an instructional climate that focuses exclusively on performance outcomes without providing adequate emotional support may increase stress and reduce students' willingness to engage fully in the learning process (Anwar, 2021).

Therefore, teacher guidance should be viewed as an integral component of the cognitive and educational benefits associated with Qur'anic memorization. Teachers function not only as instructors responsible for assessing memorization accuracy but also as mentors

who facilitate students' cognitive development, self-regulation, and sustained attention. Through individualized guidance, continuous motivation, constructive feedback, and supportive interpersonal relationships, teachers create learning conditions that enable students to maximize both their memorization performance and their broader academic concentration. These findings reinforce the importance of investing in teacher competence and pedagogical quality as essential elements for ensuring that *tahfidz* programs contribute meaningfully to students' cognitive, academic, and personal development (Deviyanti, 2021).

Individual Differences and the Non-Automatic Relationship between Memorization and Concentration

The findings of this study demonstrate that Qur'anic memorization ability and learning concentration should not be regarded as identical or interchangeable constructs. Although the two variables are related, they represent different dimensions of students' cognitive and educational development. Memorization achievement reflects students' ability to encode, retain, and accurately retrieve Qur'anic verses, whereas learning concentration refers to the capacity to maintain focused attention during academic tasks over a sustained period. Consequently, a student who excels in memorization does not necessarily exhibit consistently high concentration during classroom learning, and similarly, students with relatively modest memorization achievements may still demonstrate excellent concentration in academic settings.

This distinction is important because it prevents an oversimplified interpretation of the relationship between *tahfidz* activities and cognitive development. The qualitative findings indicate that students display diverse learning characteristics and cognitive profiles. Some students possess exceptional memory capacities that enable them to memorize verses quickly with relatively little repetition. However, these same students may experience difficulty maintaining attention during lengthy classroom lessons due to factors such as limited interest in particular subjects, fatigue, or external distractions. Conversely, other students may require more time and repeated practice to complete memorization tasks, yet they consistently demonstrate careful attention, persistence, and active participation during classroom instruction. These differences suggest that memorization ability alone cannot fully explain students' levels of academic concentration (Masduki, 1970).

The findings further indicate that the development of concentration is a multidimensional process influenced by numerous interacting factors. While Qur'anic memorization provides repeated opportunities to practice sustained attention and cognitive control, concentration is simultaneously shaped by psychological, physical, educational, and environmental conditions. Students' intrinsic motivation is one of the most influential determinants of attentional engagement. Learners who perceive value and meaning in their academic activities are generally more willing to maintain concentration despite challenging tasks. Likewise, students' interests in specific learning subjects contribute significantly to the amount of cognitive effort they invest during classroom instruction.

Emotional well-being also plays a critical role in determining students' ability to concentrate. Anxiety, stress, frustration, or emotional instability may interfere with attentional processes regardless of students' memorization abilities. Similarly, physical conditions such as adequate sleep, proper nutrition, general health, and physical fatigue directly affect cognitive functioning and sustained attention. Even highly capable

memorizers may experience reduced concentration when these physiological needs are not adequately met. Therefore, cognitive performance should always be interpreted within the broader context of students' overall well-being (Khotimah, 2020).

Educational and environmental factors further contribute to the complexity of the relationship between memorization and concentration. Effective teaching strategies, engaging classroom activities, constructive teacher feedback, and supportive peer interactions create learning environments that facilitate sustained attention. Conversely, monotonous instructional methods, excessive classroom distractions, or limited teacher support may reduce students' concentration regardless of their memorization achievements. Family support also represents an important contextual factor. Parents who encourage consistent study habits, provide emotional encouragement, and create conducive home learning environments may strengthen students' ability to maintain concentration in both religious and academic learning.

The source study similarly reports considerable variation among students participating in the *tahfidz* program. Some learners with relatively limited memorization achievement nevertheless demonstrated high levels of classroom concentration, suggesting that attentional skills are influenced by a broader range of experiences than memorization performance alone. These findings reinforce the qualitative perspective that educational outcomes emerge from the interaction of multiple personal and contextual variables rather than from a single instructional practice. Consequently, memorization achievement should not be used as the sole indicator of students' cognitive abilities or learning potential.

From an educational perspective, these findings emphasize the importance of adopting a holistic approach to student development. *Tahfidz* programs should be viewed as one component of a comprehensive educational environment that nurtures cognitive, behavioral, emotional, and spiritual growth simultaneously. Teachers and educational institutions should recognize individual differences among learners and provide differentiated support that accommodates diverse learning needs, motivational characteristics, and developmental trajectories. Such an approach enables students to benefit from memorization activities while acknowledging that each learner follows a unique pathway toward developing concentration and academic competence (Aziz & Muniroh, 2026).

Therefore, the relationship between Qur'anic memorization and learning concentration should be understood as a dynamic educational process rather than a direct cause-and-effect relationship. *Tahfidz* activities provide valuable opportunities for students to practice attention, discipline, self-regulation, and persistence, all of which may contribute to improved concentration. However, the extent to which these benefits are realized depends on the continuous interaction between individual characteristics and contextual influences, including motivation, emotional well-being, physical health, teacher guidance, family support, and the quality of the educational environment. Recognizing this complexity allows educators to design more effective *tahfidz* programs that support not only memorization achievement but also the broader cognitive and personal development of students.

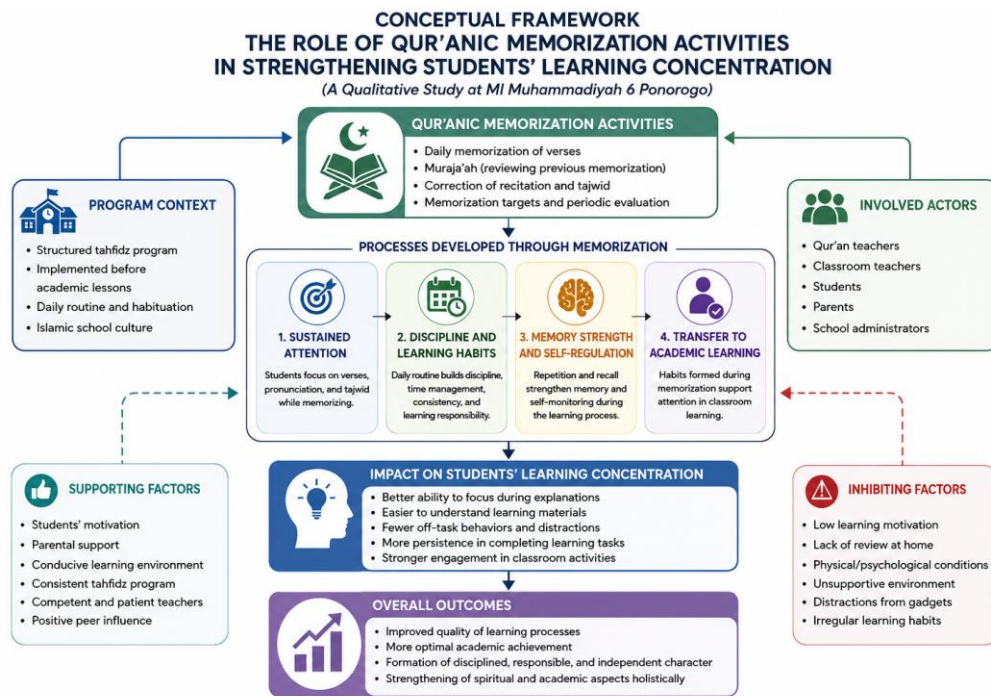


Figure 1. The role of Qur'anic memorization activities

IV. CONCLUSION

This qualitative study concludes that Qur'anic memorization activities have an important role in supporting the development of students' learning concentration. The role is primarily manifested through the formation of sustained attention, learning discipline, memory practice, and self-regulation. The daily and structured implementation of tahfidz requires students to focus on Qur'anic texts, repeatedly retrieve memorized verses, maintain consistency, and respond to teacher feedback. These practices may create learning habits that support students' ability to pay attention during academic lessons. However, the relationship between Qur'anic memorization and learning concentration is not automatic or uniform for all students. Students' concentration is also influenced by motivation, psychological conditions, teacher guidance, family support, and the consistency of memorization practices. Therefore, Qur'anic memorization should not be viewed merely as a program for increasing the quantity of memorized verses but also as a pedagogical process that may contribute to the development of students' cognitive and self-regulatory capacities. The study recommends that Islamic elementary schools integrate Qur'anic memorization with broader learning strategies that support students' academic, emotional, and psychological development. Future research may explore students' experiences in greater depth or compare different models of tahfidz implementation across Islamic educational institutions.

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