



The Effectiveness of the Tikrar Method in Enhancing Quranic Memorization among Elementary School Students

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Abstract

The low level of Quranic memorization ability among elementary school students remains a challenge in Islamic education. This condition is reflected in students' lack of fluency in memorization, inaccuracies in the application of tajwid and makhraj, and difficulties in retaining previously memorized verses. This study aimed to examine the effectiveness of the Tikrar method in improving the Quranic memorization ability of elementary school students. The study employed a quantitative approach using a quasi-experimental design through the administration of pretests and posttests. The population consisted of 39 students, while 11 students were selected as the research sample using purposive sampling. Data were collected through Quranic memorization tests, observations, and documentation. Students' memorization ability was assessed based on fluency, accuracy of tajwid, accuracy of makhraj, accuracy in recalling verses, and self-confidence. The data were analyzed using descriptive statistical techniques to compare students' performance before and after the treatment. The findings revealed an improvement in students' Quranic memorization ability following the implementation of the Tikrar method. Improvements were observed in memorization fluency, reading accuracy, and students' confidence in reciting their memorized verses. Furthermore, observational data indicated that students became more active, focused, and enthusiastic during the memorization learning process. These findings suggest that the Tikrar method has the potential to serve as an effective instructional strategy for enhancing elementary school students' Quranic memorization ability through a systematic and continuous repetition process.

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INTRODUCTION

Islamic Religious Education plays a crucial role in shaping students' personalities from an early age, as this stage represents a critical period during which children begin to understand fundamental life values, develop habits, and imitate behaviors demonstrated by teachers, parents, and their surrounding environment (Arifin et al., 2023; Asril et al., 2023; Engkizar et al., 2026). Islamic Religious Education is not only intended to provide knowledge about Islamic teachings but also to guide students in applying Islamic values in their daily lives, thereby fostering

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strong religious character from the elementary school level (Engkizar et al., 2025; Putri et al., 2025; Rambe et al., 2025). One of the core components of Islamic Religious Education is Quranic learning, as the Quran serves as the primary source of guidance for Muslims, encompassing teachings related to faith, worship, morality, and various aspects of human life. Therefore, Quranic instruction in elementary schools should be delivered systematically through activities such as reading, understanding, and memorizing Quranic verses in accordance with students' developmental stages (Urrokhmah et al., 2022).

Memorizing the Quran is not merely intended to enable students to recall Quranic verses; it also functions as a means of character development. Through memorization activities, students are trained to cultivate discipline, perseverance, patience, responsibility, and consistency in reviewing their memorized verses. Furthermore, Quranic memorization can enhance memory capacity, concentration, and self-confidence when students recite their memorization before teachers and peers (Fatoni & Maulidina, 2022). Quranic memorization ability is not solely measured by the number of verses successfully memorized but also by the quality of memorization, including fluency, accuracy in verse sequence, proper application of tajwid and makhraj, and the ability to retain memorized passages over time (Siregar et al., 2025). Therefore, improving students' Quranic memorization ability is an important indicator of the success of Islamic Religious Education at the elementary school level.

Strong Quranic memorization skills provide numerous benefits for students' development. From a cognitive perspective, memorization activities enhance memory, concentration, and the ability to process information systematically. From an affective perspective, memorization fosters discipline, perseverance, patience, and self-confidence. From a spiritual perspective, memorizing the Quran nurtures students' love for the Quran and strengthens the internalization of Islamic values in their daily lives (Alwi et al., 2023). In addition, the practice of *muraja'ah*, or repetitive review of memorized verses, contributes to the development of consistent study habits and disciplined behavior (Engkizar et al., 2025; Htay et al., 2025; Wahyuni et al., 2025). Consequently, Quranic memorization programs serve not only as religious academic activities but also as an important medium for fostering students' religious character (Mukmin et al., 2023).

Despite its many benefits, Quranic memorization instruction in elementary schools continues to face several challenges. Previous studies have indicated that many students still struggle to achieve the memorization targets established by schools. Some students can memorize verses quickly but encounter difficulties retaining them over the long term due to insufficient structured repetition. In addition, students often struggle to remember the sequence of verses, frequently pause during recitation, and require assistance from teachers when presenting their memorization (Lu et al., 2023). These conditions suggest that elementary school students' Quranic memorization ability still requires significant improvement through more effective instructional strategies.

Another common challenge is students' lack of focus and concentration during memorization activities. Elementary school students are easily distracted, making it difficult for them to maintain attention, particularly when learning activities are monotonous and fail to engage them actively. As a result, students become less motivated, less involved, and require more time to achieve expected memorization outcomes (Oktavia et al., 2025; Sari et al., 2025; S. Wahyuni et al., 2025). Furthermore, errors in tajwid and makhraj remain prevalent. Some students are able to memorize verses but cannot recite them correctly according to established Quranic recitation rules. This indicates that the quality of memorization depends not only on students' ability to remember verses but also on their ability to recite them

accurately (Hazin & Laila, 2022).

The low level of Quranic memorization ability among students is influenced by both internal and external factors. Internal factors include limited concentration, low learning motivation, and differences in memory capacity among students (Dwi et al., 2024). Students with high motivation tend to engage more actively in *muraja'ah* and demonstrate greater confidence when presenting their memorization, whereas students with lower motivation are more likely to become bored and quickly forget memorized verses. Additionally, variations in memory capacity require some students to engage in more frequent repetition than others in order to retain memorized material effectively (Engkizar et al., 2026; Kassymova et al., 2025).

External factors also contribute significantly to students' memorization performance, particularly the instructional methods employed by teachers. In many cases, Quranic memorization instruction remains conventional, relying primarily on reading and memorizing without systematic learning strategies. Such practices often lead to boredom and reduced student engagement. Elementary school students require enjoyable, gradual, and structured learning experiences that incorporate systematic repetition to facilitate long-term retention (Khotimah et al., 2024). Therefore, selecting an appropriate instructional method is a crucial factor in improving students' Quranic memorization ability.

One instructional approach considered suitable for addressing these challenges is the *Tikrar* method. Linguistically, *tikrar* means repetition, while in the context of Quranic memorization, it refers to repeatedly reciting verses until they are firmly embedded in students' memory (Estiawani, 2021). The *Tikrar* method emphasizes listening, imitation, recitation, and continuous repetition under teacher guidance. Such systematic repetition enables students to memorize verses gradually without feeling overwhelmed by large amounts of material.

The *Tikrar* method offers several advantages in Quranic memorization instruction. First, repeated recitation strengthens students' memory and improves retention. Second, the method enhances reading fluency because students repeatedly practice verses before presenting them to their teachers. Third, structured repetition helps improve students' mastery of *tajwid* and *makhraj*, as teachers can provide immediate corrective feedback throughout the learning process (Aisyah, 2025). Moreover, the *Tikrar* method aligns well with the characteristics of elementary school students, who generally require simple, gradual, repetitive, and easy-to-follow learning experiences (Ath-Thukhi et al., 2025; Engkizar et al., 2023; Engkizar et al., 2026; Nurzannah & Estiawani, 2021).

Several previous studies have reported positive outcomes regarding the implementation of the *Tikrar* method in Quranic memorization learning. Rahmawati (2024) found that the *Tikrar* method effectively improved students' memorization fluency and memory retention in *tahfidz* programs. Similarly, Hidayat and Munawaroh (2025) reported that structured repetition enhanced students' accuracy in *tajwid* and *makhraj* as well as their confidence when reciting memorized verses. These findings indicate that the *Tikrar* method has considerable potential for improving the quality of Quranic memorization instruction.

Nevertheless, several limitations remain in the existing literature. Most previous studies have been conducted in Islamic boarding schools, *madrasahs*, and Quranic learning centers (TPA), while studies focusing specifically on elementary school students remain limited. Furthermore, the majority of previous research has employed descriptive qualitative approaches, resulting in a lack of empirical evidence generated through experimental designs. In addition, earlier studies have generally focused on increasing the quantity of memorization without comprehensively examining memorization quality, including fluency, *tajwid* accuracy, *makhraj* accuracy, and memorization retention.

Based on these gaps, the present study contributes to the literature in two important ways. First, it focuses on the elementary school context, which remains relatively underexplored in *Tikrar*-related research. Second, it evaluates Quranic memorization ability comprehensively through indicators including memorization fluency, *tajwid* accuracy, *makhraj* accuracy, and memorization retention. By employing a quasi-experimental design, this study seeks to provide empirical evidence regarding the effectiveness of the *Tikrar* method in enhancing elementary school students' Quranic memorization ability.

Therefore, this study aims to examine the effect of implementing the *Tikrar* method on the Quranic memorization ability of elementary school students. The findings are expected to contribute theoretically to the development of Quranic memorization instructional methods and provide teachers with an effective alternative strategy for improving students' Quranic memorization outcomes.

METHODS

This study employed a quantitative approach using a quasi-experimental design with a one-group pretest-posttest format to examine the effect of the *Tikrar* method on students' Quranic memorization ability (Antwi & Hamza, 2015; Flannelly et al., 2018). The study was conducted at a public elementary school in Sawahlunto, West Sumatra, Indonesia, during the 2025/2026 academic year. The research procedure consisted of four stages: pretest administration, implementation of the *Tikrar* method, posttest administration, and data analysis.

The population consisted of 39 students enrolled in the Quranic learning program. Using purposive sampling, 11 students were selected based on the following criteria: active participation in the *tahfidz* program, regular attendance throughout the intervention period, and completion of both pretest and posttest assessments. Data were collected through Quranic memorization tests, classroom observations, and documentation. Students' memorization performance was assessed based on memorization fluency, verse sequence accuracy, *tajwid* accuracy, *makhraj* accuracy, memorization retention, and self-confidence during recitation.

Data were analyzed using SPSS version 20. Descriptive statistics were employed to summarize students' performance, while inferential statistics were used to test the effectiveness of the intervention (Almquist et al., 2019; Chapman, 2018; Mustafy & Rahman, 2024). Prior to hypothesis testing, normality and homogeneity tests were conducted. The hypothesis was tested using a paired-sample t-test at a significance level of 0.05.

RESULT AND DISCUSSION

Learning Observation Results

Classroom observations were conducted during the implementation of the *Tikrar* method to examine students' engagement and participation in Quranic memorization activities. The observations indicated positive changes in students' learning behavior throughout the learning process. Students demonstrated higher levels of participation, concentration, and enthusiasm during memorization sessions. Repeated recitation activities encouraged students to become more actively involved in learning and facilitated their ability to recall memorized verses.

Table 1. Observation Results of Tikrar-Based Learning

No	Observed Aspect	Observation Result
1	Student participation	Students actively participated in memorization activities
2	Concentration during memorization	Students showed improved focus during repetition sessions
3	Confidence in recitation	Students demonstrated greater confidence when presenting memorization
4	Memorization fluency	Students recited verses more fluently after repeated practice
5	Tajwid and <i>makbraj</i> accuracy	Recitation errors decreased during the intervention
6	Learning enthusiasm	Students showed high enthusiasm throughout the learning process
7	Participation in <i>muraja'ah</i>	Students actively engaged in repetition activities
8	Response to the Tikrar method	Students reported that memorization became easier

The observation findings indicate that the Tikrar method contributed positively to students' participation and engagement during Quranic memorization learning. Students appeared more focused, enthusiastic, and confident in presenting their memorized verses after participating in repeated recitation activities.

Pretest and Posttest Results

Students' Quranic memorization ability was assessed through pretest and posttest examinations. The results are presented in Table 2.

Table 2. Pretest and Posttest Scores

Student	Pretest	Posttest
AM	75	80
OAR	80	95
ASB	75	85
QYK	75	90
HZA	70	80
ADO	75	85
HS	75	90
FA	80	90
KAF	75	85
PDA	80	90
SA	80	90

The results show that all participants obtained higher scores in the posttest than in the pretest. The increase in scores ranged from 5 to 15 points, indicating improvements in students' Quranic memorization performance following the implementation of the Tikrar method.

Descriptive Statistics

Descriptive statistical analysis was conducted to provide an overview of students' Quranic memorization performance before and after the intervention.

Table 3. Descriptive Statistics of Pretest and Posttest Scores

Statistic	Pretest	Posttest
Highest Score	80	95
Lowest Score	70	80
Total Score	840	960
Mean Score	76.36	87.27

Table 3 shows an increase in students' memorization performance following the implementation of the Tikrar method. The mean score increased from 76.36 in

the pretest to 87.27 in the posttest, representing an improvement of 10.91 points. Similarly, the highest score increased from 80 to 95, while the lowest score increased from 70 to 80.

These findings suggest that students demonstrated better memorization performance after participating in learning activities using the *Tikrar* method. Improvements were observed in memorization fluency, verse recall, and recitation accuracy as reflected in the higher posttest scores compared with the pretest results.

The findings of this study indicate an improvement in elementary school students' Quranic memorization ability following the implementation of the *Tikrar* method. This improvement was reflected in the increase in posttest scores compared with pretest scores, as well as positive changes observed during the learning process. Students demonstrated greater memorization fluency, improved recitation accuracy, stronger retention of memorized verses, and higher confidence when presenting their memorization. These findings suggest that structured repetition can support the development of Quranic memorization skills among elementary school students.

One possible explanation for this improvement is the repetitive nature of the *Tikrar* method. Through continuous repetition, students repeatedly encounter the same verses, enabling information to be stored more effectively in long-term memory (Hidayati & Lubis, 2024; Kusumastuti et al., 2022). In educational psychology, repetition is widely recognized as an effective strategy for strengthening memory retention because repeated exposure facilitates the encoding and retrieval of information. Therefore, the structured repetition embedded in the *Tikrar* method may have contributed to students' ability to remember verses more accurately and retain them for longer periods (Budianti et al., 2020; Ulumiyah et al., 2021).

The findings also revealed improvements in students' memorization fluency. During the implementation of the *Tikrar* method, students repeatedly recited verses both individually and collectively before presenting their memorization to the teacher. Such repeated practice likely reduced hesitation and increased familiarity with the memorized material, enabling students to recite verses more smoothly. This finding supports the view that repeated practice enhances automaticity in learning and reduces cognitive load during recall activities (Mutiaranses et al., 2025).

In addition to improving memorization fluency, the *Tikrar* method appeared to support the development of *tajwid* and *makhrāj* accuracy. Repeated recitation provided students with multiple opportunities to receive corrective feedback from the teacher (Engkizar et al., 2024; Oktarina, 2020). As students continuously repeated the correct pronunciation, errors gradually decreased and recitation quality improved. This finding indicates that the *Tikrar* method contributes not only to the quantity of memorization but also to the quality of Quranic recitation.

Another important finding concerns students' engagement and confidence. Classroom observations showed that students became more active, enthusiastic, and confident throughout the learning process. Initially, several students appeared hesitant when presenting their memorization; however, repeated practice and collaborative recitation activities helped create a supportive learning environment. As a result, students became more willing to participate and demonstrated greater confidence in presenting their memorization (Anwar & Hafiyana, 2018).

The present findings are consistent with previous studies reporting the positive contribution of the *Tikrar* method to Quranic memorization learning. Previous research has shown that systematic repetition can improve memorization fluency, strengthen retention, and enhance students' confidence during *tahfidz* activities (Abdulloh et al., 2025). The current study extends these findings by demonstrating similar improvements among elementary school students, a population that has received relatively limited attention in previous *Tikrar*-related research.

From a practical perspective, the findings suggest that the *Tikrar* method can

serve as an alternative instructional strategy for Quranic memorization programs at the elementary school level. The method aligns with the developmental characteristics of young learners who benefit from repetition, gradual learning, and continuous practice. Consequently, integrating the Tikrar method into Quranic learning activities may help teachers create a more structured, engaging, and effective memorization environment (Nurzannah & Estiawani, 2021; A. Wahyuni, 2021).

Overall, the findings indicate that the implementation of the Tikrar method was associated with improvements in students' Quranic memorization ability, including memorization fluency, recitation accuracy, retention, and confidence. These results highlight the potential of structured repetition as a pedagogical approach for supporting Quranic memorization learning among elementary school students.

CONCLUSION

The findings of this study indicate that the implementation of the Tikrar method was associated with an improvement in elementary school students' Quranic memorization ability. Students' mean scores increased from 76.36 in the pretest to 87.27 in the posttest following the intervention. Improvements were observed not only in memorization performance but also in recitation fluency, tajwid and makhraj accuracy, and students' confidence in presenting their memorization. Classroom observations further revealed higher levels of participation, concentration, and enthusiasm during learning activities. These findings suggest that systematic and continuous repetition through the Tikrar method can support Quranic memorization learning among elementary school students. Therefore, the Tikrar method may serve as a practical alternative for teachers seeking to enhance the effectiveness of Quranic memorization instruction in elementary schools.

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