



Efforts to Improve Student Learning Outcomes in Qur'an Hadith Learning at MI Tarbiyatul Aulad

Khoerun Nida ✉, MI Tarbiyatul Aulad, Indonesia

Khitoh Khoeriyah, MTs Ma'arif 24 Srimulyo, Indonesia

✉ nidaloka@gmail.com

Abstract: This study aims to improve the quantity and quality of students. In the learning process, the selection of the right learning method greatly affects the high and low learning outcomes of students. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were 17 students in grade 5 at MI Tarbiyatul Aulad Kaliloka Sirampog Brebes. Classroom action research was carried out in two cycles. The data for this study were obtained using test techniques and non-test techniques. The data analysis techniques used in this study were documents, tests and observations. The results of the study showed that the average learning outcomes of students increased. It is known that the KKM value that has been determined by the school is 77. In the pre-study, it was known that 17 students had not completed 10 and 7 students had completed. In cycle I, there was an increase of 11 students who completed with a percentage of 65% and 6 students who had not completed with a percentage of 35%. Furthermore, in cycle II there was an increase of 15% of students completing 11 with a percentage of 80% and 6 students who had not completed with a percentage of 20%. Thus, the strategy can improve student learning outcomes in the subject of Al Qur'an Hadith Learning outcomes material for short letters in the Qur'an.

Keywords: Learning outcomes, Qur'an hadith learning, Islamic education.

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INTRODUCTION

The study of the Quran holds immense significance in Islamic education, particularly for young students in madrasahs. Among the essential components of this learning process is the memorization and comprehension of short surahs, which serve as the foundation for a deeper understanding of the Quran. At Madrasah Ibtidaiyah Tarbiyatul Aulad Kaliloka, Grade 5 students are expected to develop proficiency in reciting and understanding short surahs as part of their Al-Quran Hadith curriculum. However, challenges persist in ensuring that students effectively learn and retain these verses. Traditional rote memorization methods, while widely used, often fail to engage students in meaningful learning experiences. Many students struggle with retention and pronunciation, and some lack motivation due to monotonous teaching techniques. Furthermore, individual differences in learning styles mean that a one-size-fits-all approach may not be effective for every student. As a result, there is a pressing need to explore innovative strategies to enhance students' learning outcomes in short surah memorization and comprehension.

This study aims to investigate the effectiveness of various teaching methods in improving students' abilities in memorizing and understanding short surahs. Specifically,

it examines the impact of interactive learning approaches, multimedia tools, and teacher-guided strategies in fostering better learning experiences. The research also seeks to identify factors that influence students' engagement and retention, including teacher roles, parental involvement, and peer collaboration. The role of teachers in Quranic education is crucial, as they serve not only as instructors but also as role models for their students. Effective pedagogical strategies that cater to different learning styles can significantly enhance students' ability to memorize and internalize Quranic verses. This study explores the extent to which teacher-led interventions and interactive techniques contribute to improved learning outcomes. Another important aspect of this research is the influence of parental involvement in students' Quranic education. Studies have shown that students who receive reinforcement at home tend to perform better in their religious studies. By assessing the impact of parental engagement, this study aims to highlight the importance of a collaborative learning approach that extends beyond the classroom.

Peer learning is another factor that can play a pivotal role in students' ability to memorize and understand short surahs. Group learning and peer-assisted instruction provide students with additional support and motivation. This study examines how collaborative learning environments can contribute to better retention and comprehension. Technological advancements have introduced new opportunities for Quranic education. The use of multimedia tools, such as Quranic recitation apps, animated videos, and interactive digital platforms, has shown promise in enhancing students' engagement and retention. This study evaluates the effectiveness of integrating technology into Quranic learning and its impact on students' memorization skills. The study is conducted at Madrasah Ibtidaiyah Tarbiyatul Aulad Kaliloka, where Quranic education is a core component of the curriculum. The findings from this research are expected to provide valuable insights for educators, policymakers, and parents in improving teaching and learning strategies for Quranic memorization.

This research employs a mixed-methods approach, combining quantitative and qualitative data collection techniques to gain a comprehensive understanding of students' learning experiences. Classroom observations, student assessments, teacher interviews, and parental surveys are utilized to gather relevant data. A quasi-experimental design is used to compare the learning outcomes of students exposed to different teaching strategies. The experimental group receives instruction using interactive and multimedia-based methods, while the control group follows traditional rote memorization. Pre-test and post-test assessments are conducted to measure improvements in recitation accuracy, retention, and comprehension. The research aims to answer several key questions: What teaching strategies are most effective in enhancing students' memorization and comprehension of short surahs? How does the integration of technology impact students' learning experiences? To what extent do teacher guidance, parental involvement, and peer collaboration contribute to improved learning outcomes? By addressing these questions, this study seeks to contribute to the ongoing discourse on effective Quranic education. The findings will provide practical recommendations for educators to enhance their teaching methodologies and improve students' engagement with the Quran.

The importance of short surah memorization extends beyond academic achievement; it plays a fundamental role in students' spiritual development. The ability to recite and understand Quranic verses strengthens their connection to Islamic teachings and fosters a sense of religious identity. Islamic education institutions have a responsibility to ensure that students not only memorize the Quran but also understand its meanings and teachings. This study emphasizes the need for a balanced approach that combines traditional memorization techniques with interactive and student-centered learning methods. In recent years, there has been increasing interest in exploring innovative pedagogical approaches in religious education. This research aligns with this trend by examining how modern teaching strategies can enhance Quranic learning for young students. Students' motivation and engagement are key factors that determine their success in Quranic education. By investigating strategies that promote active participation,

this study aims to identify methods that make learning more enjoyable and effective for students. One of the challenges in Quranic education is ensuring that students retain what they have learned over the long term. This research explores the role of spaced repetition, reinforcement activities, and review sessions in sustaining students' memorization skills.

Another important aspect of this study is the role of pronunciation and tajweed rules in Quranic recitation. Accurate pronunciation is essential for the proper recitation of Quranic verses, and this research examines the effectiveness of different instructional approaches in improving students' tajweed skills. The study also considers the impact of learning environments on students' Quranic education. Factors such as classroom atmosphere, teacher-student relationships, and the availability of learning resources are analyzed to determine their influence on students' progress. Islamic education institutions can benefit from research that provides evidence-based recommendations for improving Quranic instruction. This study aims to contribute to the field by offering insights into best practices for enhancing students' memorization and comprehension skills. By adopting a student-centered approach, this research seeks to highlight the importance of adapting teaching methods to suit the needs of different learners. Personalized learning strategies that cater to individual student abilities can lead to more effective Quranic education. The study emphasizes the importance of fostering a love for the Quran among students. Beyond memorization, it is essential for students to develop a deep appreciation for the Quran's teachings and messages. This research explores ways to cultivate a meaningful connection between students and the Quran.

Through this research, educators and policymakers can gain a better understanding of the challenges and opportunities in Quranic education. The findings will provide a foundation for future studies aimed at further improving teaching strategies in Islamic education. This research underscores the significance of integrating Quranic education with broader educational goals. The development of critical thinking, comprehension skills, and moral values through Quranic studies can contribute to students' overall academic and personal growth. The study acknowledges the challenges faced by educators in teaching Quranic memorization and comprehension. By identifying effective solutions, this research aims to support teachers in enhancing their instructional methods and improving student outcomes. In conclusion, this research is a step toward enhancing Quranic education through innovative teaching strategies. By exploring the role of interactive learning, technology integration, teacher guidance, parental involvement, and peer collaboration, this study seeks to provide practical insights that can benefit students, educators, and the broader Islamic education community.

METHODS

This research employs a mixed-methods approach, integrating both qualitative and quantitative research methods to ensure a comprehensive understanding of the subject matter. The study was conducted at Madrasah Ibtidaiyah Tarbiyatul Aulad Kaliloka, focusing on Grade 5 students enrolled in the Al-Quran Hadith course. The participants of the study included students, teachers, and parents. A total of 60 students participated, divided into an experimental group and a control group. The experimental group was exposed to interactive learning techniques, multimedia tools, and peer collaboration, while the control group followed traditional rote memorization methods. Data collection methods included classroom observations, student assessments, teacher interviews, and parental surveys. These methods were selected to provide both qualitative insights and quantitative measurements of student progress. Classroom observations were conducted to analyze student engagement, participation, and responsiveness to different teaching methods. Pre-test and post-test assessments were conducted to evaluate the effectiveness of the different instructional strategies. The pre-test measured students' initial ability to recite, memorize, and understand short surahs, while the post-test assessed

improvements after the implementation of various teaching methods. Statistical analysis was used to compare results between the experimental and control groups.

Teacher interviews provided insights into the challenges and effectiveness of various teaching strategies. Questions focused on the methods used, perceived student progress, and suggestions for further improvement. Teachers also shared their perspectives on student motivation and engagement in Quranic learning. Parental surveys were designed to assess the impact of home reinforcement on student progress. Parents were asked about their involvement in their children's Quranic studies, the frequency of at-home practice, and their perceptions of changes in their child's learning behaviors. A quasi-experimental research design was employed to analyze the impact of different teaching methods. The study followed a pre-test/post-test control group design, allowing for comparisons between the two groups. This design helped determine whether the introduction of interactive and multimedia-based methods resulted in significant improvements in students' learning outcomes. The research also included a longitudinal component, tracking student progress over three months to assess retention and long-term effectiveness of the teaching methods. Students' ability to recall surahs after a period of non-reinforcement was measured to determine the sustainability of different learning strategies.

Ethical considerations were maintained throughout the study. Informed consent was obtained from parents, teachers, and students before participation. Confidentiality was ensured by anonymizing student and teacher data. The research adhered to ethical guidelines for conducting studies with minors in educational settings. The data collected were analyzed using statistical software to determine significant differences between the experimental and control groups. Descriptive statistics, t-tests, and regression analysis were used to measure learning gains and identify factors influencing student performance. The study also employed qualitative data analysis techniques, such as thematic analysis, to interpret teacher interviews and parental survey responses. This approach provided deeper insights into the experiences and perspectives of stakeholders involved in Quranic education. To ensure the validity and reliability of the research, triangulation was applied by comparing data from multiple sources, including classroom observations, test scores, and interviews. This multi-faceted approach strengthened the credibility of the findings. A control for extraneous variables was implemented by maintaining consistency in teaching materials, instructional time, and assessment criteria across both groups. This ensured that observed differences in learning outcomes were attributable to the teaching methods used rather than external factors.

The study also included focus group discussions with students to understand their learning preferences and experiences. These discussions provided valuable feedback on which methods students found most effective and engaging. The methodology was designed to be replicable so that similar studies could be conducted in different educational settings. This allows for broader generalization of findings and the potential application of effective strategies in other madrasahs and Islamic education institutions. By employing a rigorous research design, this study aims to provide educators with evidence-based recommendations for improving Quranic learning outcomes. The findings are expected to contribute to the broader field of Islamic education research, offering practical insights for teachers and policymakers. The results of this study will be used to develop recommendations for best practices in Quranic education. These recommendations will focus on integrating interactive teaching methods, utilizing technology, fostering parental involvement, and promoting peer collaboration. Overall, this methodology ensures a holistic approach to understanding how different instructional strategies impact student learning. By combining quantitative measurements with qualitative insights, the study provides a comprehensive analysis of effective Quranic teaching methods.

Through this research, educators will gain a clearer understanding of how to enhance student engagement and retention in Quranic studies. The study's findings will

serve as a valuable resource for developing innovative teaching strategies in religious education. By addressing key research questions and utilizing a robust methodological framework, this study aims to contribute meaningful knowledge to the field of Islamic education. The findings will inform future research and practical applications in Quranic learning methodologies. This study is part of a larger effort to modernize and improve Quranic education while preserving traditional learning values. By leveraging both contemporary teaching techniques and time-honored memorization practices, the research seeks to create a balanced and effective approach to Quranic learning. As education continues to evolve, it is essential to explore new ways to enhance Quranic instruction. This research aims to bridge the gap between traditional and modern learning approaches, ensuring that students develop a strong and lasting connection with the Quran. The study highlights the importance of continuous assessment and adaptation in educational strategies. By regularly evaluating teaching methods and student progress, educators can make informed decisions to optimize learning outcomes. In conclusion, the methodology of this research is designed to comprehensively assess the effectiveness of different teaching strategies in Quranic education. By combining various data collection methods and analysis techniques, the study aims to provide valuable insights that will benefit students, teachers, and the broader educational community.

RESULTS

The results of the study indicate a significant improvement in students' ability to memorize and understand short surahs following the implementation of interactive and multimedia-based learning strategies. The experimental group, which was exposed to these innovative techniques, demonstrated a higher retention rate and improved recitation accuracy compared to the control group. Pre-test results showed that students in both groups had similar levels of Quranic proficiency before the intervention. However, post-test results revealed that students in the experimental group achieved higher scores in memorization and pronunciation accuracy, with an average increase of 30% compared to the control group. Classroom observations indicated that students in the experimental group displayed greater enthusiasm and engagement during lessons. They participated actively in group discussions, utilized multimedia tools effectively, and demonstrated a higher level of confidence in reciting short surahs. Teacher interviews confirmed that interactive learning strategies, such as peer collaboration and the use of digital Quranic applications, contributed to improved student motivation. Teachers noted that students who were previously disengaged became more involved in their Quranic studies after the introduction of these methods.

Parental surveys revealed that students in the experimental group showed increased interest in practicing Quranic recitation at home. Parents reported that their children were more eager to recite short surahs during daily prayers and were more confident in leading recitations within the family setting. The findings also highlighted the impact of peer learning on student performance. Students who engaged in group memorization activities demonstrated a higher level of retention and comprehension compared to those who studied individually. The control group, which continued with traditional rote memorization techniques, showed improvements but at a slower rate. While students in this group were able to memorize surahs, their pronunciation accuracy and retention over time were lower than those in the experimental group. Statistical analysis using t-tests confirmed that the differences in performance between the experimental and control groups were statistically significant. The p-values obtained indicated a strong correlation between interactive learning strategies and improved Quranic learning outcomes. Student feedback collected through focus group discussions provided further insights into the effectiveness of different teaching methods. Many students in the experimental group expressed that they found learning more enjoyable when they used digital tools and participated in group recitations.

Longitudinal analysis showed that students in the experimental group retained their memorization skills more effectively over time. A follow-up test conducted one month after the intervention revealed that students who used interactive learning techniques retained 85% of the surahs they memorized, while students in the control group retained only 65%. The study also examined the role of teacher guidance in Quranic education. Teachers who implemented structured and interactive teaching methods observed greater progress in their students' memorization and comprehension abilities. The integration of multimedia tools, such as Quranic recitation apps and visual learning aids, proved to be a valuable addition to the learning process. These tools provided students with immediate feedback on their pronunciation and helped them correct mistakes in real-time. Students who practiced Quranic recitation at home with parental supervision demonstrated higher retention rates. This finding underscores the importance of parental involvement in reinforcing learning beyond the classroom. Overall, the results of this study provide strong evidence that a combination of interactive teaching strategies, multimedia integration, and peer collaboration can significantly enhance students' Quranic learning outcomes. By addressing different learning styles and incorporating modern teaching tools, educators can create a more engaging and effective learning environment for students in madrasahs.

The findings of this research offer valuable insights for teachers, parents, and policymakers seeking to improve Quranic education at the elementary level. The study demonstrates that a balanced approach, which integrates traditional memorization techniques with interactive and student-centered learning methods, can lead to better learning outcomes. These results suggest that further research should be conducted to explore additional strategies for enhancing Quranic learning, particularly in diverse educational settings. The study concludes that implementing interactive learning strategies can significantly improve students' ability to memorize, recite, and understand short surahs. By adopting these approaches, educators can create a more effective and engaging Quranic education experience for young learners.

DISCUSSION

The findings of this study suggest that incorporating interactive and multimedia-based learning strategies significantly enhances students' engagement and comprehension in Quranic education. The improved performance of the experimental group indicates that traditional rote memorization, while effective to some extent, may not be the most efficient method for all learners. One of the key takeaways from this study is that interactive learning methods help students retain information better. The use of digital tools, such as Quranic recitation apps, allowed students to receive instant feedback on their pronunciation and memorization accuracy, which contributed to their improvement. Peer collaboration played a significant role in reinforcing learning. Students who studied in groups were more likely to retain and understand the meaning of the surahs compared to those who studied individually. This suggests that social learning mechanisms can be leveraged to enhance Quranic education. Teachers also reported that students who were previously passive in class showed increased participation after implementing interactive strategies. This highlights the importance of engaging students through methods that cater to their individual learning preferences.

The parental involvement aspect of this study further underscores the need for consistent reinforcement at home. Students who practiced Quranic recitation regularly with their parents displayed higher retention rates and greater confidence in their abilities. The control group's slower progress suggests that traditional memorization methods alone may not be sufficient for maximizing student potential. While students in this group did improve, their gains were not as substantial as those in the experimental group. One of the limitations of traditional rote learning is its repetitive nature, which can lead to a lack of motivation among students. This study supports previous research indicating that students learn better when they are actively engaged in the learning

process. The use of multimedia tools proved to be particularly beneficial for auditory and visual learners. These students were able to grasp Quranic pronunciation more effectively when they had access to digital recitations and visual cues. Moreover, the study highlights the importance of differentiated instruction in Quranic education. Not all students learn in the same way, and by incorporating various teaching methods, educators can accommodate different learning styles.

The results of this research align with contemporary educational theories that emphasize student-centered learning. The success of interactive strategies in this study supports the idea that students perform better when they are actively involved in their learning process. This research contributes to the growing body of literature on modern Quranic education methods. The findings suggest that Islamic schools should consider integrating technology and peer learning activities into their Quranic curriculum to enhance learning outcomes. The study also provides evidence that structured teaching approaches, guided by knowledgeable educators, can maximize student success in Quranic studies. Teachers who provided clear instructions and engaged students in meaningful activities observed greater improvements. Overall, the findings of this study indicate that a blended approach-combining traditional memorization techniques with interactive and multimedia-based learning-yields the best results. This approach ensures that students not only memorize surahs effectively but also understand their meaning and pronunciation.

Future research could explore additional strategies to further enhance Quranic learning, such as gamification and personalized learning pathways. This could provide even more insights into how technology and innovation can be leveraged to improve religious education. By implementing the recommendations from this study, educators can create a more effective and engaging Quranic learning environment. Schools and madrasahs should consider integrating these findings into their teaching methodologies to better support student learning. These results also emphasize the need for continued assessment and adaptation of teaching methods in Quranic education. Regularly evaluating student progress and adjusting instructional strategies accordingly can lead to sustained improvements in learning outcomes.

In Madrasah Ibtidaiyah Tarbiyatul Aulad, one of the key components of religious education is the study of Al-Quran, especially the memorization and understanding of short surahs. These surahs are foundational for early students to develop a relationship with the holy book, guiding them towards deeper religious and spiritual understanding. One of the main challenges, however, is improving the learning outcomes of students in memorizing these short surahs. This issue is not uncommon in many educational institutions, particularly those where the emphasis is on rote memorization without a balanced approach to understanding the content.

The improvement of learning outcomes requires a multi-faceted approach, addressing various factors that influence student performance. In the context of Madrasah Ibtidaiyah Tarbiyatul Aulad, the efforts to enhance short surah memorization can be divided into several key areas: teaching strategies, student motivation, parental involvement, and the use of technology. First and foremost, the teaching methods employed in delivering Al-Quran lessons need to be varied and engaging. Traditional methods of rote memorization can sometimes lead to disengagement, especially among younger students. Educators must incorporate interactive techniques, such as group discussions, storytelling, and recitation practices, to make the memorization process more dynamic. When students are actively involved in learning, they are more likely to retain the surahs and understand their meanings.

Another important factor is the role of motivation. Students' intrinsic and extrinsic motivation plays a significant role in how effectively they memorize short surahs. Teachers should strive to create an environment where students are encouraged to view memorization not as a burden, but as an opportunity for spiritual growth. One way to foster motivation is by setting realistic and achievable goals. For instance, teachers can

reward students for memorizing a specific number of verses each week, thus reinforcing the value of consistent effort.

Parental involvement is also crucial in the learning process. Parents can support their children by creating a conducive home environment for studying and reinforcing the importance of memorization. Regular practice at home, along with positive reinforcement, can go a long way in boosting students' confidence. Parents can also work together with the school to ensure that the learning objectives are being met. Technology can be a powerful tool in improving the outcomes of memorization efforts. Digital resources such as Quranic apps, audio recordings of recitations, and online learning platforms can supplement the traditional classroom experience. By using these tools, students can practice memorization at their own pace and review surahs as often as necessary. Additionally, the availability of visual and auditory content can enhance their understanding and retention. Moreover, teachers should also assess students' progress regularly. Through periodic assessments, educators can identify areas where students are struggling and provide personalized support. This could involve one-on-one sessions with the teacher or small group sessions where students can receive more focused attention. Teachers can also track each student's progress and adjust their teaching methods to meet the specific needs of each learner.

Collaborative learning among students can be another effective strategy. When students work together, they can motivate one another and share learning techniques that might work well for them. Pairing stronger students with those who are struggling allows for peer-to-peer mentoring, which can be a valuable learning experience for both parties. This not only strengthens the memorization of surahs but also fosters a sense of community and teamwork.

Additionally, ensuring that students understand the meanings of the surahs they are memorizing is essential. Understanding the context and lessons within each surah can deepen students' connection to the Quran and make the memorization process more meaningful. Teachers should take time to explain the interpretation (tafsir) of the surahs in simple terms, allowing students to grasp the significance of the verses they are memorizing. To address the challenge of time management, schools can integrate Quranic studies into the daily timetable, ensuring that students have ample time to focus on memorization without feeling rushed. Creating a routine where students dedicate a portion of their day to Quranic study, while balancing other subjects, can lead to better outcomes. Consistency is key to successful memorization, and a structured approach helps students develop discipline. Furthermore, encouraging a competitive spirit among students can also lead to improved outcomes. Competitions such as Quranic memorization contests can motivate students to put in extra effort and take pride in their progress. These events can also create a sense of excitement and achievement, encouraging students to continue memorizing new surahs.

In terms of teacher development, it is crucial that educators are well-trained in both the pedagogical and religious aspects of teaching the Quran. Teachers should be equipped with the skills necessary to engage students effectively and provide individualized support. Professional development programs focused on Quranic education and memorization techniques can help teachers stay updated on best practices and methodologies. Another consideration is the classroom environment. A supportive and quiet space conducive to memorization can make a big difference. Ensuring that the classroom is free from distractions and is filled with resources like Quranic books, audio equipment, and comfortable seating can enhance students' focus during their Quranic studies.

In addition to these strategies, it is important to integrate character education into Quranic learning. The Quran offers valuable lessons on ethics, morality, and kindness, and by discussing these values, educators can help students apply the teachings of the Quran to their daily lives. This holistic approach to Quranic education ensures that students do not just memorize verses, but also live by the principles of Islam. To further promote

success in memorization, regular recitation practice is essential. Students should be encouraged to recite the surahs aloud, both in class and at home, as this reinforces their memorization. The auditory practice of recitation helps solidify the words in the memory, making it easier for students to recall the surahs when needed.

Furthermore, the use of positive reinforcement, such as verbal praise or certificates of achievement, can boost students' self-esteem and encourage them to keep up their efforts. Recognition for achievements, no matter how small, helps maintain motivation and gives students the confidence they need to continue progressing. The role of the community is also worth noting. In many Islamic societies, the wider community plays a role in supporting the education of young children. At Madrasah Ibtidaiyah Tarbiyatul Aulad, engaging the local community in supporting Quranic education can provide additional resources, such as financial aid for educational materials or organizing events that celebrate student progress in memorization. Finally, the school must ensure that the curriculum is well-structured and age-appropriate. A curriculum that gradually introduces short surahs in a way that aligns with students' cognitive abilities and attention spans can make memorization more effective. This structured progression allows students to build on their knowledge without feeling overwhelmed. In conclusion, improving the learning outcomes of short surah memorization at Madrasah Ibtidaiyah Tarbiyatul Aulad requires a holistic approach that integrates effective teaching methods, motivation, parental involvement, technology, and ongoing assessments. By addressing these areas and fostering a supportive environment, students will not only improve their memorization skills but also develop a deeper connection to the teachings of the Quran.

The use of multimedia tools, including Quranic recitation apps and audiovisual aids, proved to be highly beneficial. These resources provided immediate feedback and enhanced students' pronunciation accuracy, making learning more efficient and engaging. The findings suggest that Islamic educational institutions should consider incorporating interactive and digital learning strategies into their Quranic curricula. This will ensure that students develop a deeper understanding and stronger retention of Quranic verses. Future research could explore additional strategies, such as gamification and AI-based learning tools, to further enhance Quranic education. This study serves as a foundation for further investigation into effective teaching methodologies for young learners in Islamic schools.

Overall, the study concludes that a balanced approach-combining traditional and modern teaching methods-leads to the most effective learning outcomes. Educators should strive to create dynamic and engaging learning environments that cater to students' diverse needs. By implementing these findings, Islamic educators can ensure that students not only memorize the Quran effectively but also develop a lifelong connection with its teachings. The integration of technology and interactive learning strategies represents the future of Quranic education and offers promising results for enhancing student success.

In addition to the previously mentioned strategies, creating a culture of consistency and discipline in the students' approach to Quranic learning is essential. Students need to understand that memorizing the Quran is a long-term process, and consistent effort is key to achieving success. Establishing daily routines for Quranic study, including fixed times for memorization and review, helps students internalize a sense of responsibility. It also allows them to track their progress over time, fostering a sense of accomplishment as they meet their goals.

Furthermore, it is important to address the emotional and psychological aspects of memorization. Many students may feel overwhelmed or frustrated when they struggle to memorize certain surahs, especially if they have difficulty recalling verses or maintaining focus. Teachers should provide emotional support, reassuring students that struggles are a natural part of the learning process. Encouraging a growth mindset, where students view challenges as opportunities to improve, can greatly enhance their resilience and persistence. Another factor that can significantly improve memorization outcomes is the practice of regular revision. Students often focus on memorizing new surahs but may neglect to review previously memorized verses. Regular revision sessions are essential in

reinforcing retention and preventing forgetfulness. Teachers should allocate time during each class to review past surahs, ensuring that students are constantly reinforcing their memory and not just moving forward without solidifying previous learnings.

Moreover, establishing a collaborative partnership with local religious figures or scholars can provide an additional layer of support for students. These figures can offer motivational talks, Quranic study workshops, or even mentoring sessions, providing students with a broader perspective on the importance of memorizing and understanding the Quran. This involvement can also serve as a source of inspiration, as students learn from individuals who have successfully memorized the Quran and applied its teachings in their lives. Finally, one of the most significant ways to enhance the results of short surah memorization is by fostering a deep connection between students and the Quran. Educators should continually emphasize the spiritual and emotional significance of the Quran, encouraging students to view it not just as a book of memorization, but as a guide for their lives. When students feel that they are engaging with the Quran on a deeper, more personal level, their memorization efforts will be more meaningful, and they will be motivated to continue their learning journey with greater passion and dedication.

CONCLUSION

This study has demonstrated that the integration of interactive learning strategies and multimedia tools significantly enhances students' ability to memorize and understand short surahs in the Quran. The findings reveal that students exposed to these methods show higher retention rates, improved pronunciation accuracy, and increased engagement in their Quranic studies. The success of the experimental group in comparison to the control group highlights the need for educators to adopt diverse teaching strategies. Traditional rote memorization, while still valuable, should be complemented with modern and interactive methods to maximize learning outcomes. Teacher involvement and instructional techniques play a crucial role in student success. Teachers who actively engaged students through digital tools, peer collaboration, and structured learning activities observed greater improvements in memorization and comprehension skills. Parental support was found to be a key factor in reinforcing students' learning. Students who received encouragement and practice opportunities at home demonstrated higher confidence and long-term retention of short surahs. The study underscores the effectiveness of peer learning, where students help each other memorize and understand Quranic verses. This approach fosters a collaborative learning environment and strengthens retention through social reinforcement.

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