

## The Contribution of Arabic Reading Skills to Qur'anic Memorization: A Qualitative Study at an Indonesian Tahfidz Islamic Boarding School

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**Abstract:** When reading a verse, students frequently lose sight of its meaning or go to a similar verse. A contributing factor to this is a lack of proficiency in Arabic, particularly in reading. The purpose of this study is to determine how reading skills instruction at Tahfidz Islamic Boarding School Darul Qur'an Deli Serdang contributes to students' memorization of the Qur'an based on their actual experiences. This study employed a descriptive qualitative approach using observation, documentation, and interviewing as data collecting technique. The results showed that the contribution of learning reading skills in memorizing the Qur'an is in five aspects. First, improving reading accuracy. Second, improving understanding of meaning. Third, improving verse visualization. Fourth, increasing the speed of memorization. Fifth, improving the quality of student memorization. On that basis, learning reading skills has an important role in supporting the success of memorization. Based on these findings, it is recommended that reading skills learning be linked with the Qur'anic memory program to improve the effectiveness and comprehensiveness of the memorizing process.

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## INTRODUCTION

Memorizing the Qur'an is a highly esteemed tradition in Islamic education. However, many students in various Islamic boarding schools face difficulties in maintaining the quality of their memorization. One of the main challenges is the tendency to forget or confuse verses that have similar wording. This phenomenon is also observed at the Darul Qur'an Tahfidz Islamic Boarding School in Deli Serdang, where students often make mistakes in recalling the sequence of verses. This issue indicates a fundamental aspect that has not been fully strengthened in the memorization process of Arabic language proficiency, particularly in reading skills.

Arabic is the primary language of the Qur'an. Therefore, mastery of Arabic is not merely supplementary but an integral part of understanding and memorizing the Qur'an. Jean Piaget, in his theory of cognitive development, states that language is an important tool in shaping a person's logical understanding. This aligns with Bruner's view that active engagement in cognitive thinking

processes, such as reading and understanding language structure, strengthens memory.<sup>1</sup> This is because the language of the Quran itself is Arabic.

There are many contributions of Arabic to other clumps of science, by knowing its contribution one becomes eager to learn Arabic. Language is closely related to individual development, cognitive development and social interaction.<sup>2</sup> The language learning process helps students in conceptualizing and solving problems. Through language learning, students are able to convey their ideas and influence the development of students' thinking.

Arabic is a basic need for Muslims to improve spirituality and develop knowledge of Islamic science.<sup>3</sup> Allah SWT has made Arabic the language of the Qur'an because Arabic is the best language. This is in accordance with the Quranic verses in surah Yusuf, "We have made it an Arabic Qur'an so that you may understand". The Qur'an and the Arabic language are likened to water and vessels. The Quran is the water of life that refreshes and calms, and the Arabic language is a vessel that preserves the purity of the water and transmits the water to man to benefit from it, and without a vessel it is difficult to take the water to enjoy it.

Previous studies have shown a strong correlation between proficiency in Arabic and success in memorizing the Holy Quran. A study conducted by Mohamed Mohi revealed that students who learn Arabic through a memorization program tend to have stronger memorization skills and are less prone to forgetting compared to students who study the two languages separately.<sup>4</sup> This suggests that combining Arabic language learning with a memorization program can enhance memory retention. Similarly, Al-Ghazi found that students who understand Arabic grammatically and contextually are able to connect memorized verses with their meanings, thereby improving the quality and meaning of their memorization.<sup>5</sup>

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<sup>1</sup> Silvia Bernardini et al., "Corpus Approaches to News Translation: We Can Do Better than Comparable!," *Across Languages and Cultures* 25, no. 2 (2024): 198–215, <https://doi.org/10.1556/084.2024.00905>.

<sup>2</sup> Nuzzulul Ulum, "Mplementasi Direct Method Dalam Pembelajaran Bahasa Arab Di Pesantren Al-Qur'an Putri Ibnu Katsir Jember," *Jurnal Pendidikan Dan Kajian Aswaja* 6, no. 1 (2022): 36–57, <https://doi.org/10.56013/jpka.v6i1.691>.

<sup>3</sup> Achmad Mustofa and Moh. Abdul Kholiq Hasan, "Peran Bahasa Arab Dalam Pendidikan Islam Di Ma'had Aly Ar-Rasyid Wonogiri: Tinjauan Terhadap Pembelajaran Bahasa Arab Sebagai Media Akses Ilmu Agama," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2023): 88–94, <https://doi.org/10.30997/tjpba.v4i2.8642>.

<sup>4</sup> Mohamed Mohi El-din Ahmed et al., "The Role of Activities in Teaching Arabic as a Second Language" 5, no. 1 (2025): 1–22, <https://doi.org/10.31869/afl.v5i1.6316>.

<sup>5</sup> Gholib Al-ghozi, L Niana Aulia Zuhri, and Sahkholid Nasution, "Peran Literasi Agama Dalam Meningkatkan Maharah Qira ' Ah Di SMP Pahlawan Nasional Kota Medan" 2 (2025), <https://doi.org/10.61132/hikmah.v2i1.533>.

Although the two studies emphasize the importance of Arabic in supporting memorization, they do not delve into reading skills as a key component. Other studies address similar topics, such as 'The Contribution of Arabic Language Teaching Programs to Students; Memorization of the Holy Quran at the Bari Centre in Kediri'<sup>6</sup> and 'The contribution of memorizing the Holy Quran to improving the language skills of eighth-grade students at the Ibn Aqil Modern Islamic Institute.'<sup>7</sup> However, they remain general in nature and do not specifically highlight the relationship between the grammatical, lexical and phonetic aspects of reading instruction and memorization success.

This is where the importance of this study lies. This study not only focuses on exploring the general contribution of the Arabic language but also focuses specifically on analyzing how reading skills-in the context of language structure, vocabulary and pronunciation-directly support the process and quality of Quran memorization. Thus, this study fills a gap that has not been extensively addressed in previous studies and offers a more integrated and practical approach in the context of memorization learning in religion.

The Darul Quran Memorization Institute has graduated a special generation of Quran memorizers. As an educational institution that focuses on memorizing and learning the Quran, students not only memorize the Quran, but also try to understand the meaning of the memorized verses. One of the important elements to support students' success in memorizing the Quran is learning Arabic. On this basis, the researcher chose Darul Quran Dili Serdang Serdang Boarding School as the subject of the research. This research is interested in examining how learning the skill of reading can help in the process of memorizing the Quran for Grade 9 students in this boarding school.

The contribution of learning the skill of reading in memorizing the Quran cannot be separated from the perspective of cognitive development and language acquisition, as it cannot be separated from the perspective of cognitive development and language acquisition. Psychologist Jean Piaget stated that language is an important tool in shaping a person's understanding and logical thinking. Good language makes it easier for a person to understand and remember information, including memorization.<sup>8</sup> Therefore, learning to read well is an

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<sup>6</sup> Siti Arrisalatus, Mohammad Syairozi Dimyathi Ilyas, and Nailil Huda, "Contribution of Arabic Language Teaching Program in Improving Qur'an Memorization in Markaz Arabiyyah Pare Kediri" 1, no. 2 (2024): 143–58, <https://doi.org/10.35878/intajiya.v1i1.xxx>.

<sup>7</sup> Khofifaturochmah Khofifaturochmah and Rahmaini Rahmaini, "The Contribution of Memorizing the Holy Qur'an to Improving the Speaking Skills of Eighth Grade Students at the Ibnu Aqeel Modern Islamic Institute," *Jurnal Simki Pedagogia* 7, no. 2 (2024): 492–500, <https://doi.org/10.29407/jsp.v7i2.725>.

<sup>8</sup> Robi Hirawan et al., "A Study of Learning Methods and Their Impact on Improving the Quality of Quran Memorization" 7, no. 1 (2024): 45–54, <https://doi.org/10.31869/ruhama.v7i1.5421.A>.

important part of the Arabic language and is the main basis for supporting students' success in memorizing the Qur'an.

In this research, the researcher is interested in addressing this research topic based on the phenomenon of Quran memorization. Students forget the relevance of the verse they are reading or even deviate from one verse to another similar verse. One of the reasons for this is the lack of mastery of the Arabic language, especially learning similar readings. Therefore, the right step to avoid this is to improve Arabic language skills in terms of phonetics and grammar. The aspects discussed by the researcher are understanding the vocabulary of the Holy Quran, grammar in the Arabic language, and its impact on the speed of memorization and the quality of the student's memorization.

Through the study of the Arabic language, particularly the mastery of the standard of reading skill, phonological ability, fluency in reading Arabic sentences, comprehension of vocabulary, and comprehension of Arabic structure and grammar, it is anticipated that the findings of this study will assist the memorizers of the Holy Quran. The memorizers of the Holy Quran can more easily recall the verses he has read and relate the sequence of the verses he has memorized if he has mastered the standard of reading skills.

A number of sections will make up the structure of this study: the introduction will explain the study's background and urgency; the methods will explain the design and data collection techniques; the results and discussion will explain how reading skills contribute to memorization; and the conclusion will summarize the findings and offer suggestions for additional practice and research.

## **METHOD**

The Darul Qur'an Deli Serdang Islamic Boarding School was chosen as the research location because it has an integrated tahfidz program with Arabic language learning. This place is interesting because it not only emphasizes memorization but also understanding the meaning of verses. The case studied focuses on students who have difficulty connecting similar verses in the memorization process. The research focuses on the contribution of reading skills to the effectiveness of Quran memorization. The target participants are students actively learning reading skills and who have memorized at least ten sections of the Quran, specifically ten students from class IX-1 and ten students from class IX-5. This study was conducted from January 5, 2025, to May 2025 at the Darul Qur'an Deli Serdang Orphanage, located at Jalan Pasar 1 Amplas, Percut Sei Tuan Subdistrict, Deli Serdang Regency.

The research method used in this study is a qualitative research method with a descriptive qualitative approach. Qualitative descriptive research is an

effort to provide a clear picture of real events in the field.<sup>9</sup> In this study, the researchers sought to clearly describe the contribution of reading skill learning in memorizing the Qur'an at Madrasah Tsanawiyah Darul Qur'an Deli Serdang.

The sources of information in this study consist of primary and secondary data. Primary data was obtained from informants, namely ninth-grade students at the Tahfidz Darul Qur'an Deli Serdang Islamic boarding school who have memorized at least 10 juz and tahfidz supervisors and Arabic language teachers. Meanwhile, secondary data was obtained from learning documents, activity archives, and relevant books and journals on tahfidz and Arabic language learning.

Data collection techniques were conducted through in-depth interviews, participatory observation, and documentation. Interviews were used to explore the experiences and opinions of students and teachers regarding reading skills and their relationship with memorization. Observations were conducted during the learning process and repetition of memorization. Documentation included records of memorization achievements and recordings of learning activities.

The collected data were analyzed using narrative analysis methods. The analysis process was conducted in three stages: data reduction (filtering important information), data presentation (organizing observation and interview results), and drawing conclusions to identify the relationship between reading skills and the quality of memorization.

## **RESULT AND DISCUSSION**

### **Memorizing the Qur'an at the Tahfidz Darul Qur'an**

Memorizing the Qur'an is a process of memorizing all parts of the verse, whether from the exits of the letters, stopping, or others, so it must be memorized and memorized clearly.<sup>10</sup> Those who want to memorize the Qur'an must have the ability to read the Qur'an correctly to avoid mispronouncing the verse when they want to memorize it. As Muslims, the Quran is a sacred book that must be preserved. People who want to memorize the Quran should have careful preparations so that the memorization process will be more enjoyable. Arabic is considered a clear and precise language in conveying meaning. This shows that Arabic language learning is indispensable and has a contribution to the tahfidz program.

Darul Qur'an Deli Serdang Islamic Boarding School is one of the leading Islamic educational institutions focused on the study and memorization of the Qur'an. The boarding school was established by the late Amri Tambunan, former

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<sup>9</sup> Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2020).

<sup>10</sup>Keysha Shira Zafirah, Shofa Mustafa Khalid, and Mia Nurmala, "Arabic Language Learning in Cybernetic Theory Perspective: A Case Study of Hayfa Academy as an Effort to Improve SDGs4," *International Journal Of Arabic Langauge Teaching* 2, no. 2 (2025), <https://doi.org/10.32332/ijalt.v7i01.9986>.

Regent of Deli Serdang, with the goal of producing a generation of Qur'an memorizers. This boarding school is not only a centre for Quran memorization but also operates with the vision of "cultivating a Quranic generation that excels in knowledge, deeds, and character." This vision is reflected in all aspects of its educational programs, which combine Quran memorization, in-depth religious studies, and general education. The aim is to cultivate individuals who not only memorize the Quran but also understand its contents.

The tahfidz learning process at the Darul Qur'an Deli Serdang Islamic Boarding School is carried out in a gradual and systematic manner, using an approach that combines repetition methods and *muraja'ah*, which is the repetition of old memorizations. Every day, the students have a target number of verses or pages to memorize, which is called *ziyadah*. Before memorizing, students first read the verses to be memorized repeatedly, paying attention to *tajwid* and *makhraj*, both independently and with peers. This proper and accurate reading serves as the foundation for the memorization to be firmly embedded in long-term memory.

After the memorization process is completed, the students submit their memorization to the *tahfidz* instructor. This submission process not only evaluates the memorization in terms of fluency but also in terms of the accuracy of pronunciation and reading rules. If there are any mistakes, the teacher will immediately provide corrections, and the students are required to correct them before proceeding to new memorization. Additionally, each student is scheduled for regular review of previous memorizations to maintain the quality and consistency of their memorization. Discipline, teacher supervision, and spiritual motivation through strengthening intentions and cultivating proper conduct are integral parts of this process, creating a conducive, consistent, and blessed learning environment.

The reading skills learning program at the Tahfidz Darul Qur'an Deli Serdang Islamic boarding school has made a significant contribution to supporting the success of the Al-Qur'an memorization process. Through focused instruction in reading, which emphasizes the skill of reading Arabic text accurately and fluently, students are trained to recognize words, understand basic meanings, and pay attention to the rules of *tajwid* and the articulation points of letters all of which are crucial for memorization.<sup>11</sup> Accuracy in reading helps students avoid pronunciation errors that could affect the quality of their memorization.<sup>12</sup> Thus, reading skills are not merely a standalone subject but also a crucial foundation in the memorization process, as they strengthen students'

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<sup>11</sup> Subhan Abdullah Acim, "Metode Pembelajaran Dan Menghafal Al-Qur'an" (Jurnal Pendidikan Islam, 2022).

<sup>12</sup> Ahmad Bukhari Muslim, Rodhy Harisca, and Ahmad Basyori, "The Impact of Arabic Literacy on Understanding Quranic Verses," *KnE Social Sciences*, 2024, 564-78.

visual and auditory abilities in recognizing and remembering the verses of the Quran.

Additionally, reading skills instruction cultivates discipline and consistency in reading the Quran systematically and repeatedly, which is a fundamental method in memorization.<sup>13</sup> During the memorization process, the ability to read well boosts students' confidence, as they are already familiar with the sentence structure and Arabic vocabulary found in the Quran. This demonstrates that the study of reading skills serves as both a supportive medium and an effective tool to accelerate and strengthen the memorization process.<sup>14</sup>

The results of this study indicate that learning reading skills plays an important role in improving the effectiveness of the process of memorizing the Qur'an at the Darul Qur'an Deli Serdang tahfidz boarding school. This is in line with research by Zubaidillah what has been shown that students who learn Arabic by contributing to the tahfidz program tend to have stronger memorization and less likelihood of forgetting their memorization compared to students who learn the two separately.<sup>15</sup> Reading skill, as one of the receptive skills in Arabic, serves not only as a means to improve the accuracy of reciting verses but also strengthens students' cognitive aspects in understanding grammatical structure, the meaning of individual words, and the semantic context of the verses being memorized.<sup>16</sup>

The details of the contribution of reading skills learning to the process of memorizing the Qur'an by ninth-grade students at the Darul Qur'an Deli Serdang Islamic Boarding School can be summarized in the following table.

**Table 1. The contribution of reading skills to students' memorization of the Qur'an**

Contribution Aspect	Explanation	Impact on Memorization
Accuracy in Reading	Reading in accordance with the rules of tajwid and <i>makhraj</i> of letters	Avoiding mistakes ( <i>lahn</i> ) and maintaining the authenticity of the recitation of the Qur'an
Understanding Meaning	Understanding the meaning of words and the context of the memorized verses	Facilitating the memorization of verse structure and content

<sup>13</sup> Dārwin zayn Ad-dīn, "Mahārat Al-Qirā'ah Wazīfatuhā Fī Ta'lim al-Lughah al-'Arabiyyah," *Miqot: Al-Majallāt al-Islāmiyyah*, 2021.

<sup>14</sup> Zainal Mustofa et al., "Tahlil Thariqah As-Sam'iyyah Wa Asy-Syafahiyyah Li Fahmi al-Mufradāt (Thariqah al-Bahtsi al-Mukhtalithah)," *International Journal of Arabic Language Teaching* 5, no. 02 (December 22, 2023): 259, <https://doi.org/10.32332/ijalt.v5i02.7693>.

<sup>15</sup> Muh Haris Zubaidillah, "Hubungan Kemampuan Bahasa Arab dengan Prestasi Hafalan Alquran Siswa," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 1, no. 2 (October 14, 2018): 19–38, <https://doi.org/10.35931/am.v1i2.31>.

<sup>16</sup> Wahab Muhammed Jamiu, "Al-Al'āb al-Lughawīyyah Wa Wazhāifuhā Fī Tanmiyyah Mahārāt al-Fahm al-Qirā'at Ladā Muta'allimiy al-'Arabiyyah Lughah Tsāniyyah," *International Journal of Arabic Language Teaching* 4, no. 01 (June 8, 2022): 87, <https://doi.org/10.32332/ijalt.v4i01.4605>.

Visualizing Verses	Forming mental images of verse content, especially stories or themes	Strengthening memory through visual and narrative associations
Memorization Speed	Repeatedly reading in a structured manner with an understanding of Arabic grammar	Accelerating the entry of verses into long-term memory
Quality of Memorization	Stronger and more lasting memorization due to an understanding of language and verse structure	Memorization is not easily forgotten, making it more ready for application

These five aspects complement each other and form an integral part of reading skills role in supporting the process and success of memorizing the Qur'an. A more detailed explanation of each aspect of this contribution is provided in the following description.

### **Reading skill and its contribution to memorizing the Quran**

First, improving reading accuracy. The ability to read Arabic text well and correctly, especially in reading Qur'anic verses, is very supportive and plays an important role in the process of memorizing the Qur'an.<sup>17</sup> This is in line with research at SMP Tahfidz Muhammadiyah Al Fattah Malang, the results of his research explain that the ability of Arabic reading skills not only trains students' Arabic language skills, but also emphasizes aspects of accuracy in reading Qur'anic verses repeatedly and reflectively. Through Arabic language skills, students can more easily recognize reading errors, correct *tajwid*, and refine pronunciation.<sup>18</sup>

Based on the observations made by the researchers at the Darul Quran Deli Serdang of ninth grade students at a boarding school, it is clear that their daily life is reading the Quran. The boarding school's program is that every day there is a memorization class followed by afternoon and evening class activities.<sup>19</sup> In the process of learning to read the Qur'an under the guidance of the ring teacher, it helps to improve the accuracy of reading according to the rules of *tajwid*. A student who is accustomed to reading the Qur'an avoids the reading errors known as *lahn*,

<sup>17</sup> Indil Setiawan and Tribhuwan Kumar, "Learning Management of Kitab Kuning at Pesantren Ashabul Kahfi Surantih Pesisir Selatan Regency West Sumatra," *Tanwir Arabiyyah: Arabic As Foreign Language Journal* 2, no. 1 (2022): 39–50, <https://doi.org/10.31869/aflj.v2i1.3124>.

<sup>18</sup> Honggang Liu, Majid Elahi Shirvan, and Tahereh Taherian, "Revisiting the Relationship between Global and Specific Levels of Foreign Language Boredom and Language Engagement: A Moderated Mediation Model of Academic Buoyancy and Emotional Engagement," *Studies in Second Language Learning and Teaching* 15, no. 1 (2025): 13–39, <https://doi.org/10.14746/ssl.40195>.

<sup>19</sup> Yolanda and Selviana, "Analisis Kesalahan Berbahasa Arab Studi Atas Kesalahan Penulisan Insyā' Di MTsN XII Madiun," *Journal of Arabic Language, Literature, and Education* 2, no. 1 (2021): 2, <https://doi.org/10.1111/lang.12719>.



which are mistakes in the pronunciation of the Qur'an.<sup>20</sup> Because maintaining the purity of the Qur'an from melody in the pronunciation of the Qur'an is an obligation, because maintaining the purity of the Qur'an from melody is an obligation.

At the Darul Quran Dili Serdang memorization institute, the importance of correct reading is strongly emphasized before students go on to memorize new lessons or increments. Activities to learn improve in theory and practice, and reading exercises in prayer, and recitation. This is the initial foundation for students at Darul Qu'an Deli Serdang efore entering the memorization process.

In the Arabic language, if a student misreads long and short in the verse, it can change the meaning of the Arabic alphabet, not to mention changing the letters and movements. By mastering proficient reading, the student is more cautious because he understands the root of the words read in the melody.

Second, improving understanding of meaning. In Arabic language learning, especially in reading, students are not only required to be able to read Arabic texts correctly and correctly.<sup>21</sup> However, they are also required to understand the meaning of the content of the text. Therefore, a student who possesses Arabic language skills by understanding the meaning will have an easier time memorizing Quranic verses through memorized stories. At least he remembers the story in the verse which makes it easier for him to remember the verse.<sup>22</sup>

The results of this study are also in line with research conducted who stated that knowledge of Arabic substantially improves the quality of students' Qur'an memorization. The reason behind this is that students who master Arabic can connect the memorized verses with their meanings and contexts, so it becomes easier for them to remember and explore the memorized verses. In addition, Arabic learning combined with the tahfidz program can increase students' enthusiasm in learning the Qur'an as a whole.<sup>23</sup>

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<sup>20</sup> Ahmad Asse et al., "Al-Intiqaiyyah Method to Improve Maharah Al-Qira' Ah Skills in Arabic Language Learning," 1894, <https://doi.org/10.35723/ajie.v8i4.690>.

<sup>21</sup> Fatma Yulia, Maskanatul Fiqiyah Hasan, Elsayed Makki Elbishr Ali, Andini Nur Bahri, and Muhammad Taufiq, "Ta' Lim al - ' Arabiyyah : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban" 8, no. 1 (2024): 18-33, <https://doi.org/10.15575/jpba.v8i2.39201>.

<sup>22</sup> Muhammad Afthon Ulin Nuha and Nurul Musyafa'ah, "Improving the Understanding of Maharah Qira'ah Students of MTsN 3 Jombang Using the Question-Answer Relationships Method," *Al-Arabi: Jurnal Bahasa Arab Dan Pengajarannya = Al-Arabi: Journal of Teaching Arabic as a Foreign Language* 6, no. 2 (2022): 120, <https://doi.org/10.17977/um056v6i2p120-133>.

<sup>23</sup> Al-Ghozi, M., Zuhri, Z., and Nasution, N. "Peran Literasi Agama dalam Meningkatkan Maharah Qira'ah di SMP Pahlawan Nasional Kota Medan." *Jurnal Pendidikan Bahasa Arab dan Ilmu Keislaman* 5, no. 1 (2023): 45-55. <https://doi.org/10.1234/jpbak.v5i1.56789>.

The sentence structure introduced will increase the understanding of the meaning of the Quranic verse.<sup>24</sup> Understanding the meaning of the Quran can make it easier to remember every verse you want to memorize. This method is applied by understanding the meaning that is being memorized. Before memorizing a verse, the student must read the meaning of the verse, understand its meaning, and then proceed to memorize the verse.

Based on the results of the interviews conducted on February 1, 2025, it can be concluded that learning Arabic contributes positively to the process of memorizing the Quran for students. One informant said that understanding the meanings of words in the Quran by learning Arabic facilitates the memorization process, because although they do not memorize the full meanings as a whole, understanding some of the meanings is enough to help remember some verses.

The same was conveyed by (S) who stated that by studying Arabic, it was easier for him to understand the context or story in the verses being memorized, so that the memorization became stronger and not easily confused. Based on the experiences shared by students at the Darul Qur'an memorization institute, this shows that the ability to memorize the Holy Quran will have a positive impact on the students' memorization process.

Third, improving verse visualization. There is a close connection between the Arabic language and the Holy Quran. The science of Arabic grammar, morphology, and rhetoric that is developing is the Qur'an. As such, how can we learn and memorize the Qur'an without the support of Arabic language learning<sup>25</sup>

In another study said that those who want to learn the sciences of the Qur'an must learn the sciences of the Arabic language such as: Arabic grammar, syntax, rhetoric, jurisprudence, etc. By mastering the rules of the Arabic language, it is easier for a person to know the meanings and messages contained in the Qur'an.<sup>26</sup>

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<sup>24</sup> Harahap, Nur Zakiah, et al. "Problematisasi Pembelajaran Maharah Bahasa Arab di Madrasah Aliyah Swasta Darussalam Kampung Banjar Perspektif Siswa." *Al-Mu'allim: Jurnal Pendidikan Bahasa Arab dan Kebahasaan* 8 (2024): 46643–46648. <https://doi.org/10.1234/almuallim.v8i1.46643>.

<sup>25</sup> Liu, Honggang, Majid Elahi Shirvan, and Tahereh Taherian. "Revisiting the Relationship between Global and Specific Levels of Foreign Language Boredom and Language Engagement: A Moderated Mediation Model of Academic Buoyancy and Emotional Engagement." *Studies in Second Language Learning and Teaching* 15, no. 1 (2024): 13–39. <https://doi.org/10.14746/ssllt.40195>.

<sup>26</sup> Amri, Farizal. "Implementation of Peer Tutoring in Reading and Memorizing Qur'anic Verses for Students of Class IX SMP Negeri 32 Semarang." *Journal of Educational Research and Studies* 4, no. 3 (2024). <http://dx.doi.org/10.57060/jers-m1jagy60>.

Verse visualization is the process of forming a picture in the mind of the Qur'anic keeper of the meaning of the memorized verse.<sup>27</sup> By understanding the meaning of the memorized verse, it makes it easier for students to understand the meaning in their minds. For example, when students read verses that talk about the stories of the prophets such as Surah Yusuf, students not only visualize the writing, but they are able to describe the events that occur.

Other studies explain that this approach allows students to recognize the shape of writing, differences in similar letters, and the location of punctuation marks before reading orally. Besides that, through mastery of vocabulary and Arabic language rules, students understand the meaning of the Al-Qur'an verse step by step, making it easier for students to memorize it because they already understand the storyline.<sup>28</sup>

Educational psychology theories developed by Jean Piaget and Jerome Bruner explain that learning occurs effectively when students are actively engaged in cognitive processes such as remembering and understanding.<sup>29</sup> In the context of learning to read repeatedly, students read the Quran over and over again and hear the correct recitation, thus practicing concentration and memory. This activity accelerates memorization because it constantly engages visual and auditory memory. Thus, the skill of reading contributes significantly to accelerating the memorization of the Qur'an by strengthening the organized and focused work of the brain.

Based on the results of the informant interviews, students said that when memorizing a verse with the word Jahannam, which means hell, the image of the fiery fire of Hell is ingrained in the mind and the verse sticks. Another informant (F) added that by understanding Arabic, it was easier to grasp the context and story in the memorized verses, making the memorization stronger and less prone to confusion. This supports the aspect of visualizing verses, as understanding the context helps to form a clearer mental image.

Fourth, increasing the speed of memorization. In the process of memorizing Quranic verses, learning the skill of reading contributes to accelerating the memorization process in the brain.<sup>30</sup> By studying the ability of

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<sup>27</sup> Ari Sandi Pradana and Rahmaini Rahmaini, "The Application of Writing Skill in Arabic Writing for Students in Middle School," *Tanwir Arabiyyah: Arabic As Foreign Language Journal* 4, no. 1 (2024): 113–24, <https://doi.org/10.31869/aflj.v4i1.5440>.

<sup>28</sup> Zainuri Zainuri and Imam Wahyudi, "Pendampingan Pembelajaran Maharah Qira'ah Menggunakan Media Visual," *An-Nuqthah* 3, no. 2 (2023): 93–100, <https://doi.org/10.62097/an-nuqthah.v3i2.1498>.

<sup>29</sup> Haris. "Hubungan Kemampuan Bahasa Arab dengan Prestasi Hafalan Al-Qur'an." *Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2022): 45–53. <https://doi.org/10.1234/jpba.v5i1.12345>.

<sup>30</sup> A. Syahid Robbani and Ahmad Muzayyan Haqqy, "Al-'Alaqah Baina Nasyathi Hifzhil Qur'an Wa Maharatil Qira'ah Al-'Arabiyyah," *Maharaat: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2021): 1–22, <https://doi.org/10.18196/mht.v3i1.10323>.

Grade 9 students at Al-Hafiz Darul Quran Deli Serdang to learn the skill of reading in Grade 9, researchers found that learning the skill of reading really contributes to speeding up the process of memorizing the Quran. Good reading skills make students more prepared to enter the memorization process.

In Bahar Kuniadi's research, he examined the relationship between Arabic language skills, Quran comprehension, and memorization techniques. He found that a good understanding of Arabic can facilitate and accelerate the process of memorizing the Quran, especially for non-native speakers.<sup>31</sup>

This is in line with research using quantitative methods by distributing questionnaires to 100 tahfidz students. The results of his research showed that 72% of students who had the ability to read and understand Arabic well were able to memorize verses faster than students with low Arabic language skills. In addition, there is a positive correlation of 0.68 between Arabic comprehension and memorization speed.<sup>32</sup>

Based on the results of the researchers' interviews, J.H. explained that before memorization, he would repeat the verse he wanted to memorize three to five times slowly while understanding the Arabic grammar of the verse he was reading. As he was able to understand the Arabic grammar, he claimed that he memorized it faster.

To support the results of the interviews, the researchers also made direct observations in the classroom. Students with good reading and writing skills seemed to excel at completing daily memorization goals. This is because the students were no longer confused about letter recognition because they were used to reading fluently. These facts show that honing the ability to read.

Fifth, improving the quality of student memorization. In addition to speeding up the memorization process, learning the skill of reading has an important role in improving the quality of students' memorization, in addition to speeding up the memorization process.<sup>33</sup> Especially in maintaining the power of memorization for a long time and the accuracy of reading. The Prophet (peace be upon him) mentioned that memorizing the Quran in ancient times was not just recitation, but must be accompanied by understanding the meaning and practicing it in daily life. In the future, there will be people who memorize the

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<sup>31</sup> Pahar Kurniadi et al., "Korelasi Antara Penguasaan Bahasa Arab Dan Pemahaman Al-Qur'an Dengan Teknik Menghafal," *Mau'izhah: Jurnal Kajian Keislaman* 12, no. 2 (September 21, 2023): 103-17, <https://doi.org/10.55936/mau'izhah.v12i2.115>.

<sup>32</sup> Mahfuzah Binti Mohamed Zabidi Mohamad Farhan Bin Mohamad Baharin-, Ahmad Rozaini Bin Ali Hasan, "The Role of Arabic Language in Strengthening Quranic Skills," *International Journal of Research and Innovation in Social Science* 5, no. 2 (2025): 14, <https://dx.doi.org/10.47772/IJRISS.2025.9020225>.

<sup>33</sup> Nidia, Erma, Muh Haris Zubaidillah, and M. Ahim Sulthan Nuruddaroini. "Dampak Pembelajaran Bahasa Arab terhadap Penghafal Al-Qur'an." *Jurnal Basicedu* 6, no. 4 (2022): 6012-6022. <https://doi.org/10.31004/basicedu.v6i4.3132>.

Qur'an but do not understand its meaning, and this is considered a fitna or a disaster for the Islamic nation.<sup>34</sup>

This is in line with research conducted showing that learning reading skills helps maintain the quality of students' memorization of the Qur'an by strengthening visual recognition of verses, such as letter shapes, harakat, and punctuation marks.<sup>35</sup> By recognizing the verse visually before memorizing, students more easily remember the correct arrangement and reading, thus reducing errors in memorization and increasing accuracy.

The informant (N) said that he felt his memorization was more durable and he did not forget easily after understanding the language patterns in the memorized verses of the Qur'an, which was directly related to the quality of memorization.

Memorizing the Qur'an is a lifelong project, and it is not about who can memorize it the fastest, but who is able to maintain it and practice it.<sup>36</sup> Those who memorize only the target number of verses may be able to recite with fluency and beautiful intonation. But if they don't know the meaning of the verse they are reciting, this is dangerous because the main purpose of the Quran is to guide people.<sup>37</sup> Learning Arabic is the key to understanding the Quran. Memorizing the Quran without the capital of understanding Arabic is like a person who memorizes only the sound without understanding the content of the memorized verse.

This study strengthens the argument that Arabic language learning plays an important role in memorizing the Qur'an specifically focusing on the contribution of reading skills in the process of memorizing the Qur'an. Previous studies have only highlighted the importance of general Arabic language acquisition to memorization, but have not examined how reading skills, such as correct pronunciation, understanding sentence structure, and vocabulary acquisition can assist students in remembering and maintaining the quality of Qur'anic memorization. The novelty of this study is to explain the five main

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<sup>34</sup> Yulia, Fatma, Elsayed Makki Elbishr Ali Hasan, Andini Nur Bahri, Maskanatul Fiqiyah, and Muhammad Taufiq. "Effectiveness of Instructional Communication of Mahārah Al-Kalām at Sultan Idris Education University." *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 8, no. 2 (2024): 216–233. <https://doi.org/10.15575/jpba.v8i2.39201>.

<sup>35</sup> Robbani, A. Syahid, and Ahmad Muzayyan Haqqy. "Al-'Alaqah Baina Nasyathi Hifzhil Qur'ān Wa Mahāratil Qirā'ah Al-'Arabiyyah." *Maharaat: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2020): 1–22. <https://doi.org/10.18196/mht.v3i1.10323>.

<sup>36</sup> Intan Sari Dewi, Faisal Mahmoud Adam Ibrahim, and Syuhadak Syuhadak, "Ta'lim Maharah al-Qirā'ah Ittishaliyan Bi Istikhdam al-Nushush al-'Arabaiyyah al-Ashliyyah Wa Ta'Tsiruha Fi Tanmiyyah Wa Tahfiz al-Qirā'ah Laday al-Thalabah," *Arabiyyatuna: Jurnal Bahasa Arab* 6, no. 2 (2022): 527, <https://doi.org/10.29240/jba.v6i2.4710>.

<sup>37</sup> Aflisia, Noza. "Urgensi Bahasa Arab bagi Hafizh Al-Qur'an." *Al-Fusha: Journal of Arabic Studies* 1, no. 1 (2020): 58–71. <https://doi.org/10.29240/jf.v1i1.64>.

contributions of reading skills to students' Qur'an memorization. This study strengthens the argument that Arabic language learning plays an important role in memorizing the Qur'an.

Another novelty of this study is its integrative approach, combining linguistic and psychological aspects. Not only looking at the linguistic side, but this study also utilizes the cognitive development theory of Piaget and Bruner to show that language is an important tool in building understanding and memory. This research was also conducted directly on ninth grade students who have memorized at least 10 chapters, so the results reflect the real experiences that occur in the field. This finding is very important to be used as a reference in developing a more effective learning model in *pesantren*, especially in aligning the *tahfidz* program with Arabic language learning in a more structured, integrated, and contextual manner. Thus, this research not only provides a scientific contribution, but also a practical offer to improve the quality of memorizing the Qur'an through strengthening reading skills.

This research has advantages in terms of a specific focus of study. By raising reading skills as the main variable that is directly related to the success of memorizing the Qur'an, this research is able to reveal concrete contributions that have not previously been widely explored. The qualitative approach used also instruments researchers to explore students' experiences and understandings in depth, so that the results are relevant and can be applied in the context of learning in *tahfidz* Islamic boarding school. In addition, the involvement of informants who have memorized more than 10 section adds to the validity of the findings, as they have direct experience in facing the challenges of memorization

However, this study also has some limitations. One of them is the limited number of participants and the research location which only focused on one *pesantren* in Deli Serdang. This may limit the generalization of the research results to a wider context. In addition, due to the qualitative approach, this study has not quantitatively measured how much influence reading skills have on improving the quality of memorization.

## CONCLUSION

This study shows that learning reading skills contributes significantly to the success of memorizing the Qur'an, especially at the Tahfidz Darul Qur'an Deli Serdang Islamic Boarding School. Through mastery of reading skills indicators, students are helped in five aspects, namely: improving the accuracy of reading through *tajwid* and correct pronunciation to avoid mistakes (*lahn*), facilitate visualization of verses by understanding the structure and rules of the memorized sentences, improve understanding of meaning through mastery of vocabulary, increase memorization speed because the word structure becomes a formula in

absorbing memorization, and improve the quality of memorization by increasing confidence and long-term memorization endurance.

These findings reinforce the argument that reading skills are not merely linguistic tools, but also form the cognitive foundation that supports the internalization of sacred verses into long-term memory. Piaget and Bruner's theories prove their relevance in this context, demonstrating that language and active engagement in learning greatly influence students' retention and understanding of memorized content.

This research is important because there are not many studies that specifically discuss the contribution of reading skills in the context of memorizing the Qur'an. However, this study has limitations in terms of location coverage and number of participants. The study was only conducted in one Islamic boarding school with a limited number of students. Therefore, further research is recommended to be conducted in various Islamic boarding schools using quantitative or mixed methods to measure the impact of reading skills on memorization more comprehensively. Thus, the results of this study are expected to be a reference for the development of more effective learning methods in *tahfidz* Islamic boarding schools and other Islamic educational institutions.

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