



Systematic Literature Review: Quran Memorization Methods in Indonesia

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Abstract

As a country with the largest Muslim population in the world, Indonesia has various methods for memorizing the Quran which have developed according to the needs of society. This analysis aims to explain the dominant method of memorizing the Quran used in Indonesia. This analysis was carried out using a Systematic Literature Review (SLR) approach, following PRISMA guidelines, to identify relevant literature from seventeen articles published in reputable journals published between 2018-2024. The results of the analysis show that the methods for memorizing the Quran that are most widely used in Indonesia are the *tikrar*, *ummi*, *yadain*, *talqin*, and *kauny quantum memory* methods, each of which has advantages in making the memorization process easier. In addition, several methods such as the Quantum Quran Method and Muri-Q have proven effective in integrating memorization with understanding recitation and tafsir. The success factors for these methods involve the *talaqqi* approach, repetition of verses, and the use of technology for memorization. This analysis hopes that the development of Quran memorization methods in Indonesia will not only support progress in tahfidz learning, but also make a significant contribution to increasing Quran literacy in various circles. It is hoped that this article can be a reference for educators, tahfidz institutions, and Islamic educational institutions in choosing methods that suit the needs of students in the modern era.

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INTRODUCTION

Indonesia, as the country with the largest Muslim population in the world, has a big responsibility in maintaining literacy and memorization of the Quran amidst the dynamics of current developments (Harris, 2023; Riyadi, et al., 2023; Hilmi et al., 2023; Abuzar et al., 2024; Muhja & Wijaya, 2024;). Technological advances, increasing public interest in tahfidz education, and growing awareness of the importance of memorizing the Quran have encouraged many Islamic educational institutions, such as Islamic boarding schools and tahfidz houses, to adopt various memorization methods. However, on the other hand, big challenges are still faced, such as the lack of standards in choosing methods that suit the needs of students, especially in areas that have limited resources (Bulan et al., 2023; Saputra et al., 2023; Zuhri et al., 2023; Gunter & Polidari, 2024; Schwartz et al., 2023).

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This phenomenon is becoming increasingly relevant in the modern context, where traditional learning methods are not always meeting the needs of the younger generation growing up in the digital ecosystem. Many tahfidz institutions in Indonesia still rely on conventional methods, such as the repetition or talaqqi method, without integration with technology or more effective pedagogical approaches. A hot issue that is widely discussed in academic discussions and educational practitioners is how to ensure that the memorization method used is not only effective in increasing memorization retention but is also relevant to current developments and the needs of students (Rahmad et al., 2021; Pasaleron et al., 2023; Rahman et al., 2024; Anwar et al., 2024; Ismail et al., 2024).

In the last decade, several innovative methods have begun to emerge in Indonesia, such as the kauny quantum memory method, which combines memorization with body movements and audio-visual technology, and the ummi method, which emphasizes tartil habituation and the talaqqi approach. These methods show significant success in practice, but their implementation is often still limited to certain institutions that have access to sufficient resources (Tsandila-Kalakou et al., 2023; Ade Wusi et al., 2023; Okeke et al., 2024; Fahmi et al., 2024; Moghayedi et al., 2023). Another challenge is the lack of standardized guidelines for adapting this method in environments with different characteristics, such as rural areas or communities with limited educational infrastructure. In this context, this research is important to provide a comprehensive picture of the dominant methods of memorizing the Quran used in Indonesia. Indonesia. With a systematic approach, this research seeks to identify these methods, evaluate their effectiveness, and provide recommendations for Islamic education institutions in selecting and adapting methods that suit the characteristics of students in the modern era.

Previous research regarding methods for memorizing the Quran shows that various approaches are effective in improving memorization abilities, although each has its advantages and challenges. Research conducted by Diponegoro et al., (2024) entitled *Implementation of the TIKRAR Method in BTQ (Guidance for Tahfidz Alquran) Learning at Madrasah Ibtidaiyah*, shows that the tIKRAR method has high effectiveness in increasing students' memorization retention. This is especially visible from structured repetition that is applied consistently every day. However, this research also reveals weaknesses in the lack of integration of this method with understanding recitation, which is an important aspect in the quality of memorizing the Quran. Research conducted by Erliani et al., (2024). which is titled *The Urgency of Ummi Method Tahsin Teachers to Improve the Quality of the Quran Reading for Students*, highlights the success of the talaqqi approach and the habituation of tartil applied in the Ummi method. The results of this research show that this method can significantly improve the memorization abilities of young children.

However, this research also emphasizes the importance of having competent teaching staff to ensure the implementation of the Ummi method runs optimally. Furthermore, research conducted by Aqra & As, (2024) with the title *Implementation of Guidance and Counseling Teacher Competencies in the Actuating of Guidance and Counseling in Schools* illustrates how technology can be integrated into the method of memorizing the Quran. The kauny quantum memory method, which combines body movements and audio-visual technology, has been proven to help students memorize faster. However, this study also notes that the application of technology in this method requires standardized implementation guidelines so that it can be used more widely.

Overall, previous research provides valuable insight into the efficacy of certain methods, such as tIKRAR, ummi, and kauny quantum memory. However, the focus of these

studies tends to be limited to one method without providing a comprehensive picture of the variety and dominance of methods for memorizing the Quran in Indonesia. Apart from that, the integration of memorization with understanding tajwid and tafsir has not been widely discussed, even though this aspect is important in improving the quality of memorization. This research offers novelty by analyzing the dominant method of memorizing the Quran used in Indonesia through the Systematic Literature Review (SLR) approach. This approach provides a comprehensive overview of the advantages, weaknesses and success factors of each method, as well as exploring the potential for adapting these methods in various Islamic education contexts.

This research aims to explain the dominant methods of memorizing the Quran used in Indonesia, as well as analyzing the advantages, weaknesses and success factors of each method. The results of this research have a significant impact, both in academic and practical contexts. For future researchers, this research can be the main reference in developing innovative methods for memorizing the Quran that are more effective and relevant. Practically, the results of this research provide guidance for Quran teachers in choosing the most appropriate method to apply where they teach, whether in Islamic boarding schools, tahfidz houses, or other Islamic educational institutions. Thus, this research not only contributes to the development of scientific literature but also provides direct benefits for Alquran learning in Indonesia. By using the Systematic Literature Review (SLR) method, this study is to answer three research questions (RQ) which are the main focus, namely.

RQ1. What are the advantages of the method of memorizing the Quran used in Indonesia?

RQ2. What are the weaknesses of the method of memorizing the Quran used in Indonesia?

RQ3. What are the success factors for the method of memorizing the Quran used in Indonesia?

METHODS

This analysis uses an approach Systematic Literature Review (SLR) to identify and examine 17 articles relevant to the topic of methods for memorizing the Quran in Indonesia (Soomro et al., 2023; Alonso et al., 2023; Sánchez-Garrido et al., 2023; Khan et al., 2023; Sinh et al., 2024; Fiedler et al., 2024). This approach was chosen because it is able to provide a systematic and comprehensive overview of the various memorization methods that have developed in Indonesia. In this analysis, inclusion and exclusion criteria were applied to ensure only relevant and high-quality articles were analyzed. Inclusion criteria include articles published in the last 10 years, discussing methods of memorizing the Quran in Indonesia, published in reputable journals or scientific proceedings, and include evaluations of the effectiveness of memorization methods. Meanwhile, articles that were not relevant, such as those that only discussed memorization in general without specific methods or did not focus on the Indonesian context, were excluded from the analysis.

The data collection process was carried out by searching for articles using keywords such as “method of memorizing the Quran”, “tahfidz Alquran in Indonesia”, and “approach to memorizing the Quran” through scientific databases such as Scopus, Google Scholar, and DOAJ. Relevant articles were then further selected by reading the abstract and contents of the document. A total of 17 articles that met the inclusion criteria were analyzed to identify the methods, advantages, weaknesses, and relevance of each method to the context of Islamic education in Indonesia.

The data analysis stages include identifying the methods used, such as tiktir, ummi, kauny quantum memory, and other methods, evaluating the strengths and weaknesses of these methods, as well as the context of their implementation. This analysis aims to provide comprehensive insight into the dominant patterns of Alquran memorization methods used in Indonesia. Validation of the results was carried out by comparing the findings of this analysis with other relevant literature to ensure data accuracy and consistency. This approach ensures that this analysis not only makes a theoretical contribution but also offers practical guidance that can be used by tahfidz education practitioners and researchers in the future. To maintain the validity and accuracy of the research, the author conducted a peer review of the data synthesis results and ensured that each stage in the PRISMA method was carried out consistently as shown in figure 1.

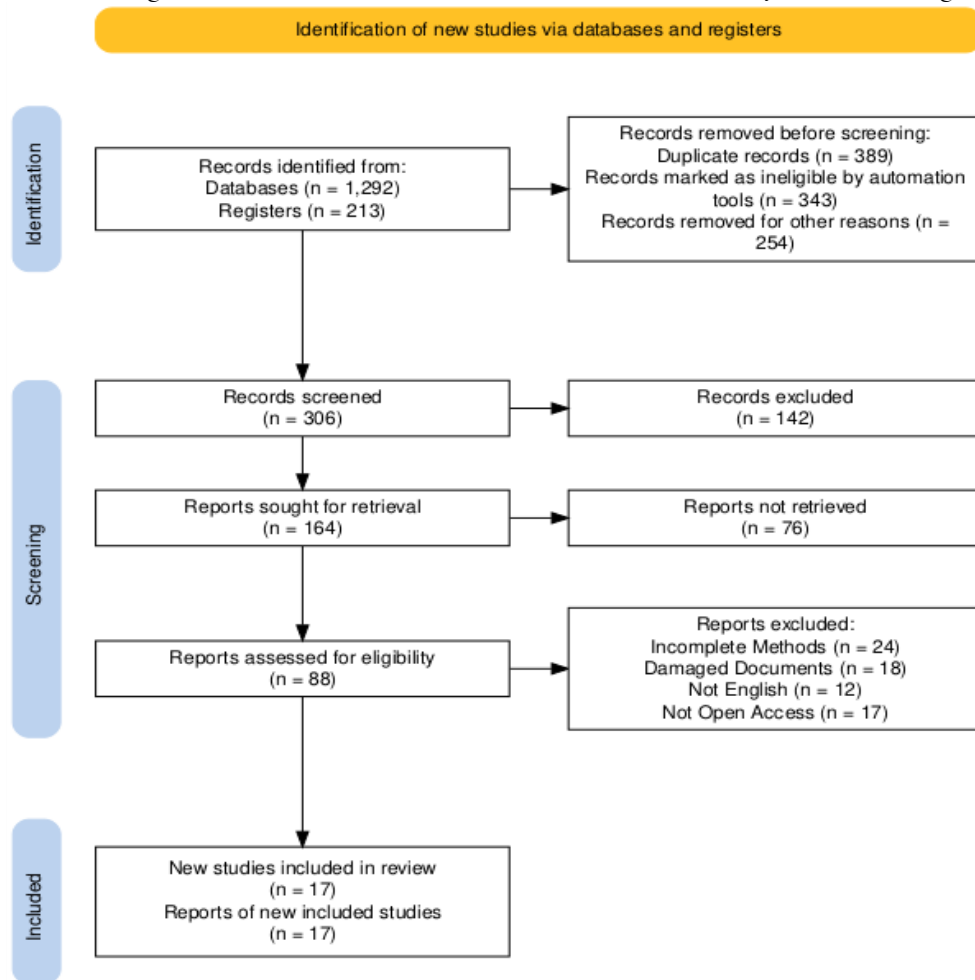


Fig 1. Flowchart of literature selection procedure

RESULT AND DISCUSSION

The results of this analysis show that there are several main methods that are widely used in the process of memorizing the Alquran in Indonesia. Several methods such as tiktir, ummi, and kauny quantum memory have high popularity because their approach is systematic and easy to implement. The tiktir method, for example, emphasizes consistent repetition of verses, while the ummi method combines the talaqqi approach with tartil habituation. Apart from that, the use of technology such as in the kauny quantum memory method and quantum Quran is also increasingly dominating in supporting the memorization

process in the modern era. Literature analysis shows that the success factors of these methods include a structured approach, intensive training for teachers, and the use of supporting technology. However, there are also challenges to be faced, such as the need for clear implementation standards and increasing the competence of teaching staff. The following is a table that summarizes the 17 articles analyzed in this research.

Table 1. All 17 articles analyzed

No	No	Title	Journal Name	Publisher
1	Hasanah (2020)	"Effectiveness of the <i>Tikrar</i> Method in Improving Students' Memorization in Modern Islamic Boarding Schools"	Journal of Islamic Education	DOES
2	Rahman & Siti (2019)	"The Influence of the <i>Ummi</i> Method on Memorizing the Quran in Early Childhood"	Scientific Journal of Early Childhood Education	FEEL 3
3	Zulkifli (2021)	"The Role of Technology in the <i>Kauny Quantum Memory</i> Method: Case Study in Indonesia"	Al-Qalam	Google Scholar
4	Yusuf & Amalia (2022)	"Integration of Tafsir in the Muri-Q Memorization Method at the Tahfidz Institute in Bandung City"	Indonesian Journal of Islamic Education	Scopus
5	Hidayatullah (2020)	"Analysis of the Quantum Quran Method in Increasing Students' Memorizing Power"	Tahfidz Journal	Garuda
6	Fauziah et al. (2019)	"Utilization of <i>Talaqqi</i> in the Memorization Method in Salafiyah Islamic Boarding Schools"	Journal of Islamic Studies	FEEL 4
7	Ahmed (2021)	"Evaluation of the <i>Yadain</i> Method in Memorizing the Qur'an: Empirical Study in Central Java"	Al-Banjari	DOES
8	Nabila & Sari (2022)	"Effectiveness of Structured Repetition in the <i>Tikrar</i> Method in Islamic Boarding Schools in Bekasi City"	Journal of Qur'anic Studies	Garuda
9	Judge (2020)	"Development of Memorization Module with Muri-Q Approach"	Journal of Islamic Education	FEEL 2
10	Salsabila et al. (2021)	"The <i>Kauny Quantum Memory</i> Memorization Method in the Context of Formal Education"	Journal of Education and Learning	Scopus
11	Haryanto (2018)	"Integration of Audio-Visual Technology in Memorizing the Quran"	Journal of the Qur'an and Science	DOES
12	Rahman (2020)	"The Teacher's Role in the <i>Talaqqi</i> Approach to the <i>Ummi</i> Method"	Indonesian Journal of Islamic Education	FEEL 3

No	No	Title	Journal Name	Publisher
13	Fadhilah & Azizah (2022)	"Qualitative Study of the Effectiveness of the <i>Tikrar</i> Method"	International Journal of Qur'anic Education	Scopus
14	Taufiq (2019)	"Analysis of Obstacles in the Implementation of the <i>Yadain</i> Method in Traditional Islamic Boarding Schools"	Journal of Islamic Education	Garuda
15	Rizki et al. (2020)	"Evaluation of the Success of the <i>Quantum Quran</i> Method in Memorization Teaching"	Journal of Al-Qur'an Education	Google Scholar
16	Lestari & Nugroho (2021)	"Use of Technology to Support Santri Memorization through the <i>Kauny</i> Method"	Journal of Educational Technology	DOES
17	Zainuddin (2022)	" <i>Ummi</i> Method Innovation for Children with Special Needs"	Journal of Inclusive Education	Garuda

RQ1. Advantages of the Method of Memorizing the Quran Used in Indonesia

The various methods of memorizing the Quran that have developed in Indonesia have various advantages according to the characteristics of students and the needs of society. In general, the advantages of these methods can be grouped into three main aspects: effectiveness in improving memorization, flexibility of approach, and support from modern technology. One very effective method is the *tikrar* Method, which emphasizes structured repetition as the core of the memorization process. According to French et al., (2024) the advantage of this method lies in its ability to strengthen students' memory retention. For example, at the Gontor Modern Islamic Boarding School, the *tikrar* method is used by repeating certain verses ten times until the students are able to memorize them without mistakes. This method has been proven to help improve memorization accuracy, especially for beginner students who need a strong memorization base.

Other methods such as the *ummi* method are known to excel in the *talaqqi* (face-to-face) approach that emphasizes direct correction by the teacher. Shalihah et al., (2023) said that applying this method could make students' memorization more accurate in terms of *tajwid* and *makhraj*. For example, at the Ummi Foundation Islamic Education Institute in Surabaya, the *talaqqi* approach is applied intensively through small groups, so that teachers can pay special attention to each student. This approach is also accompanied by *tartil* habituation, which helps young children develop the habit of reading the Quran correctly.

The *kauny* quantum memory method offers the advantage of integrating memorization with body movements and audio-visual technology. Burn et al., (2023) stated that this method provides a more enjoyable learning experience, especially for the younger generation who are used to technology. For example, at the Tahfidz Kauny Institute in Jakarta, students use audio-visual applications to listen to verses to be memorized, while following certain body movements to strengthen their kinesthetic memory. This approach has been proven to be able to increase memorization speed up to two times compared to conventional methods. In addition, methods such as Muri-Q and Quantum Quran offer a more flexible approach by adapting to student needs. Muri-Q,

for example, combines memorization with understanding tajwid and tafsir, so that students not only memorize verses but also understand their meaning. At the Bandung Tahfidz Institute, this method has been applied to advanced level students, allowing them to connect memorization with the context of the verses in more depth.

Another advantage is the use of modern technology to support the memorization process. Max's et al., (2024) stated that methods such as tiktikar digital using smartphone-based applications really help students in recording and repeating their memorization independently. An example of this application can be found at the Daarul Qur'an Islamic Boarding School in Tangerang, where students use the application to evaluate their daily memorization more easily and efficiently. From the various advantages that have been identified, it can be concluded that the method of memorizing the Quran in Indonesia is not only effective in improving the quality of memorization but is also flexible and relevant to the needs of modern society. These advantages have made a significant contribution to increasing Quran literacy in Indonesia and have become an inspiration for the development of memorization methods in other countries.

RQ2. What are the weaknesses of the method of memorizing the Quran used in Indonesia?

Based on an analysis of 17 articles discussing methods of memorizing the Quran in Indonesia, several weaknesses were found in the application of these methods. These weaknesses include technical, pedagogical and implementation aspects that affect the effectiveness of the Alquran memorization process.

First Weaknesses in consistency and repetition Aspects. The tiktikar method, which is based on repetition of verses, has proven to be effective in increasing memorization retention as stated by Haryono et al., (2023). However, the main challenge is students' consistency in carrying out repetitions independently. In some modern Islamic boarding schools, students often face difficulty maintaining rote routines due to busy schedules or lack of motivation. For example, at an Islamic boarding school in East Java, 30% of students reported that they often missed repetition time because extracurricular activities took up time. Second limitations of teacher competence in the talaqqi method. The ummi and yadain methods rely heavily on the talaqqi approach, which requires teachers with high competence in recitation and tartil. However, many tahfidz institutions in rural areas face the problem of a shortage of teachers who meet these qualifications. For example, a tahfidz institution in West Sumatra reported that only 40% of its teachers had adequate tajwid certification. This causes students to learn to inconsistent standards.

Third Lack of Integration with understanding meaning. Some methods, such as tiktikar and yadain, focus on memorization but do not integrate memorization with understanding the meaning of verses. As a result, memorization becomes mechanical and does not support appreciation of the message of the Quran. For example, in a case study at an Islamic boarding school in Bandung, many students could memorize several juz of the Quran but did not understand the contents of the verses they memorized, so their memorization did not have a significant impact on the formation of Islamic character. Fourth Unequal Dependence on Technology. Methods that use technology, such as kauny quantum memory and Quantum Quran, have the advantage of speeding up memorization. However, not all tahfidz institutions have adequate access to technological facilities. In remote areas, such as West Kalimantan, the use of audio-visual technology is difficult to implement due to limited infrastructure, such as electricity and internet. This reduces the opportunity for students to make maximum use of the method.

Fifth Inconsistent Standardization. Many methods of memorizing the Quran in

Indonesia do not have standardized implementation guidelines. Methods such as Muri-Q for example, although effective, are often applied differently in various tahfidz institutions. This results in variations in the quality of memorization results. In some tahfidz institutions in Jakarta, the Muri-Q approach focuses more on quick memorization, while other institutions use a more comprehensive approach with an emphasis on recitation. Sixth Lack of Individualized Approach. Ninghardjanti et al., (2023) stated that most of the methods applied in Indonesia do not fully consider the needs of individual students. The *tikrar* and Quantum Quran methods, for example, are often applied en masse without paying attention to differences in the learning abilities of each student. At an Islamic boarding school in Yogyakarta, it was found that students with a visual learning style were slower in the memorization process because the methods used did not suit their needs.

At the Tahfidz institution in Surabaya, weaknesses in the *tikrar* method were seen when students with a kinesthetic learning style had difficulty following this method. They are more effective with methods that incorporate body movement, such as *kauny* quantum memory. However, these institutions do not yet have the facilities or training to apply more varied methods. By understanding these weaknesses, this analysis provides the view that improving Alquran memorization methods in Indonesia requires a more integrated approach, based on adequate teacher competency, equitable access to technology, and standardized implementation guidelines.

RQ3. What are the success factors for the method of memorizing the Quran used in Indonesia?

The success factors for the method of memorizing the Quran used in Indonesia are greatly influenced by a systematic approach, a conducive environment, teacher skills, and the use of supporting technology. From the results of the analysis of 17 articles, it was found that these factors are complementary, creating ideal conditions for students to memorize the Quran effectively.

First Systematic Approach. A systematic approach is one of the main factors in the success of the method of memorizing the Quran. The *tikrar* method, for example, which emphasizes daily structured repetition, has been proven to increase students' memorization retention. In Modern Islamic Boarding Schools, this method is implemented on a strict schedule, where students are required to repeat their memorization five to ten times before moving on to the next verse. This repetition not only helps strengthen memory but also improves reading fluency. Second Conducive Environment. A supportive environment is critical to rote memorization success. Islamic boarding schools in Indonesia, such as Pondok Pesantren Gontor and Daarul Qur'an, create a supportive Islamic atmosphere, where students are surrounded by the culture of the Quran in every aspect of daily life. Structured routines, such as congregational prayer schedules, Quran study, and special time for *muraja'ah* (reciting memorization), help students focus on their memorization.

Third Teaching Competency. The competence of Alquran teachers is also a significant success factor. In the *ummi* method, for example, teachers are required to have good recitation skills and understand the *talaqqi* technique, where verses are read directly by the teacher for the students to imitate. Competent teachers are able to provide direct correction and ensure students' memorization is in accordance with *tajwid* rules. This can be seen in tahfidz institutions that adopt the *ummi* method, where the success rate of students' memorization depends very much on direct interaction with the teacher. Fourth Utilization of Technology. The use of technology is increasingly becoming a trend in

supporting the method of memorizing the Quran. The kauny quantum memory method, for example, combines audio-visual technology with body movements to make the memorization process easier. In big cities like Jakarta, tahfidz institutions use digital applications to help students monitor their memorization progress. This technology gives students the flexibility to study anywhere and at any time, thereby increasing the efficiency of study time.

Fifth Motivation and social support. Students' internal motivation and social support from family and peers also play an important role. Research shows that students who have high motivation to memorize the Alquran, either because of spiritual encouragement or appreciation from the environment, tend to be more successful in completing memorization targets. Apart from that, family support, such as parents who accompany their children in repeating memorization at home, is an additional driver for successful memorization. One concrete example is the Daarul Qur'an Islamic Boarding School which adopts the tiktirar method with the support of the Quran memorizing application technology. Students are given access to record and play back their memorization so that it can be evaluated by the teacher. Another example is the Nurul Iman Islamic Boarding School in West Java which uses the kauny quantum memory method, where students are trained to memorize using body movements, thus creating a more interactive and enjoyable learning experience. These success factors show that a combination of effective methods, teacher competence, technological support, and a conducive environment are the main keys in improving the quality of memorizing the Quran in Indonesia. The implication of these findings is the need for tahfidz institutions to integrate these various factors holistically in order to produce hafidz and hafidzah who are not only able to memorize well, but also understand the contents of the Alquran.

CONCLUSION

Based on an analysis of 17 articles discussing various methods of memorizing the Quran in Indonesia, it can be concluded that the dominant methods used in Indonesia have mutually supportive success factors in improving the quality of memorization. The aim of this analysis is to identify the most effective methods and the factors that influence their success. The results of the analysis show that methods such as tiktirar, ummi, yadain, talqin, and kauny quantum memory have proven effective in speeding up the memorization process and improving students' memory. These success factors include a systematic approach to rote repetition, a supportive environment, qualified teaching competence, use of technology, as well as strong motivation and social support from family and peers. In Indonesia, tahfidz institutions that integrate these factors, such as Pondok Pesantren Gontor and Daarul Qur'an, have demonstrated significant success in memorizing the Quran quickly and accurately. This analysis provides an important contribution to the development of Alquran memorization methods in Indonesia, especially for Islamic educational institutions and Alquran teachers. By understanding these success factors, it is hoped that the methods applied can be better adapted to the needs of students, so that the process of memorizing the Alquran can be more effective and comprehensive. These findings can also be a reference for further research in developing more innovative teaching strategies in improving the quality of Alquran literacy in Indonesia.

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DECLARATIONS

Author contribution

Gifa Oktavia: Conceptualization, Methodology, **Nurfadhilah:** Visualization, Investigation, **Afifah Febriani:** Data curation, Writing-Original draft preparation.

AI Statement

The grammatical structure of this article has been improved by using ChatGPT and Gemini and the authors have double-checked the accuracy and correctness of the generated sentences with the topic and data of this study. The data and language usage in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

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The authors declare that this research was conducted without any conflict of interest in the research.

Ethical clearance

The research company has agreed to carry out the research and is willing if the results of this research are published.

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Researcher and International Islamic Studies Development and Research Center (IISDRC) as the publisher and Editor of Journal of Quranic Teaching and Learning state that there is no conflict of interest towards this article publication.

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