

Application of Behavioristic Learning Theory With The Qiro'ah Method In Al-Qur'an Memorization Learning

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Abstract

Purpose: The purpose of this study is to explore the application of the Qiro'ah method in Qur'an memorization. This method emphasizes systematic recitation, mastery of correct tajwid (rules of Qur'anic recitation), and the use of supportive learning media to enhance the memorization process.

Method: A descriptive qualitative field approach was employed to examine the use of paper-based media in Qur'an memorization through the Qiro'ah method at the Tarbiyatul Ajjal Darussalam Foundation.

Practical Applications: In practice, the Qiro'ah method is designed to help students understand and memorize Qur'anic verses more effectively, while also improving the quality of their recitation according to the rules of tajwid. The structured repetition and integration of learning tools support both retention and proper pronunciation.

Conclusion: Rooted in behaviorist theory, the Qiro'ah method proves effective in enhancing students' motivation, consistency, and overall quality of Qur'an memorization. Its success is driven by systematic repetition and positive reinforcement. Despite challenges such as varying learning abilities and limited resources, the method remains a structured, engaging, and relevant approach to Qur'anic education.



Introduction

The Tarbiyatul Ajsaal Darussalam Foundation employs the Qiro'ah method in Qur'an memorization, which emphasizes systematic repetition, correct tajwid instruction, and the use of supportive educational media. This approach aims to enhance students' understanding and memorization of Qur'anic verses while improving recitation quality. However, challenges persist, including low student motivation, difficulties in retention, and limited variation in teaching methods to accommodate individual learning needs. These issues underscore the necessity for a more structured and adaptive instructional strategy to improve learning outcomes.

In the field of educational psychology, behaviorist learning theory provides a strong foundation for addressing these challenges. Developed by figures such as John B. Watson and B.F. Skinner, behaviorist theory emphasizes that learning is a change in behavior resulting from the interaction between stimulus and response, reinforced through reinforcement. This approach highlights the importance of repetition, positive reinforcement, and habit formation as key factors in successful learning. Therefore, the application of behaviorist learning theory in Qur'an memorization can help enhance students' motivation and consistency through appropriate stimuli and continuous reinforcement.

The integration of behaviorist learning theory with the Qiro'ah method at the Tarbiyatul Ajsaal Darussalam Foundation represents an innovation aimed at enhancing the quality of Qur'an memorization learning. For example, by providing positive reinforcement such as praise, rewards, or recognition to students who achieve their memorization targets, their learning motivation can be increased. In addition, the application of systematic repetition techniques in line with behaviorist principles can strengthen students' memory retention and the durability of their memorization. This approach also enables educators to conduct objective evaluations based on observable behavioral changes in the learning process.

The author conducted community service activities at the Tarbiyatul Ajsaal Darussalam Foundation with the main objective of examining and documenting the application of behavioristic learning theory through the Qiro'ah method in Al-Qur'an memorization learning. This internship activity is expected to provide a comprehensive overview of the learning process, the obstacles encountered, and the strategies applied in overcoming various problems based on learning psychology theory. This community service project adopts a descriptive qualitative approach using field methods to examine the implementation of the Qiro'ah method, with a particular focus on the use of Surah Al-Ma'un paper-based media in Qur'an memorization learning at the Tarbiyatul Ajsaal Darussalam Foundation. Data were collected through observation, documentation, interviews with teachers, and questionnaires administered to 30 active students. The study was conducted at the El-Imam Ibnu Qoyyim Qur'an Memorization Center in Palembang, an institution dedicated to Islamic character education and Qur'an memorization training. The sample was selected through purposive sampling, targeting students who actively and consistently participate in Qiro'ah-based instruction. This approach offers a comprehensive understanding of the Qiro'ah method's contribution to students' memorization success and serves as a foundation for future recommendations regarding the method's development.

Method

This community service activity employed a descriptive qualitative approach using field research methods to examine the implementation of the Qiro'ah method in Qur'an memorization learning at the Tarbiyatul Ajsaal Darussalam Foundation. The study focused specifically on the integration of behaviorist learning theory and the use of paper-based learning media—particularly Surah Al-Ma'un—as a supportive tool in enhancing students' memorization performance. The research was conducted at the El-Imam Ibnu Qoyyim Qur'an Memorization Center in Palembang, an educational institution dedicated to Islamic character development and Qur'anic memorization (tahfiz) training. Data were collected over a three-

month period (February to May 2025) through multiple techniques, including participant observation, in-depth interviews, document analysis, and questionnaire distribution. Observations were carried out during daily memorization sessions to understand the learning process, instructor-student interactions, and the application of systematic repetition and reinforcement within the Qiro'ah framework. Semi-structured interviews were conducted with three key instructors (musyrifin) who are directly involved in guiding students' memorization progress. These interviews aimed to explore their teaching strategies, perceptions of student motivation, and experiences in applying behaviorist principles.

Additionally, a questionnaire was administered to 30 active students selected through purposive sampling. The sample consisted of students who consistently participate in the "One Day One Page" program and have been enrolled in the Qiro'ah method for at least six months. The questionnaire assessed students' learning experiences, perceived effectiveness of the method, and changes in motivation and memorization habits. Supporting documents, such as students' memorization evaluation records from February to May 2025, were analyzed to measure improvements in memorization accuracy and fluency. These quantitative data were used to complement the qualitative findings and provide a comprehensive understanding of the method's impact.

The collected data were analyzed using qualitative descriptive analysis, which involved data reduction, data display, and conclusion drawing. The integration of multiple data sources ensured triangulation, enhancing the credibility and validity of the findings. This methodological approach allowed for an in-depth exploration of how the Qiro'ah method, grounded in behaviorist learning theory, contributes to effective Qur'an memorization in a real-world educational setting.

Result

The implementation of the Qiro'ah method in Qur'an memorization learning at the Tarbiyatul Ajjal Darussalam Foundation is carried out in a systematic and structured manner. Based on observations, interviews with instructors, and questionnaires completed by students, several notable findings were identified regarding the effectiveness of this method.

The memorization activity begins with the "One Day One Page" program, in which students are required to read and memorize at least one page of the Qur'an each day. The learning process is conducted in stages, starting with group recitation, followed by individual repetition during muroja'ah sessions, and ending with daily evaluations by the musyrif (supervisor). (Observation at Tarbiyatul Ajjal Darussalam Foundation, May 20, 2025)

Based on memorization score evaluation data over a three-month period (February to May), there was a significant improvement in students' memorization achievements. The average memorization score increased from 70.0 in February to 86.1 in May. This trend indicates that the Qiro'ah method consistently supports students in improving the accuracy and fluency of their memorization. (Memorization Evaluation Data, Tarbiyatul Ajjal Darussalam Foundation, 2025).

In addition, interview results with instructors revealed that students participating in this method showed increased learning motivation. Many students voluntarily dedicated extra time outside of class hours to repeat their memorization. Ustadzah Vania stated, "Some students who used to be difficult to motivate are now the ones requesting additional time for muroja'ah. They appear more enthusiastic and responsible for their memorization. This shows that the Qiro'ah method not only improves memorization skills but also fosters good study habits." (Interview with Ustadzah Vania, May 20, 2025).

This aligns with the habit formation principle in behaviorist theory, where consistent repetition strengthens learning habits. Positive reinforcement provided by instructors—such as verbal praise, certificates of achievement, and small rewards—plays a significant role in encouraging students to continue improving their memorization progress. This reinforcement is consistent with the behaviorist principle that positively reinforced behaviors are more likely

to be repeated and sustained.

Figure 1. Quran Memorization Activities



Source: Private Documentation, 2025.

The Qiro'ah method also contributes to the development of positive learning attitudes among students. According to the Self-Determination Theory (Deci & Ryan, 1985), successful memorization experiences and positive reinforcement from instructors can enhance students' intrinsic motivation. This is reflected in interviews with several students who expressed feeling more confident and eager to memorize additional verses after successfully achieving the small targets set in the Qiro'ah program.

It is also important to note that the Qiro'ah method aligns with the concept of habit-based learning or habit formation, as described in Clark Hull's theory (1943). According to Hull, repeated actions in a specific context can establish lasting habits. At the Tahfiz Center, students who regularly engage in memorization repetition through the Qiro'ah method over several months showed a tendency toward independent learning and the development of personal memorization routines, even outside of formal learning hours.

Other research also supports the effectiveness of the Qiro'ah method. For instance, a study by Al-Ghamdi (2023) found that implementing this method in a Qur'an Tahfiz school in Saudi Arabia increased students' intrinsic motivation by 35% compared to a control group. Similarly, a study by Rahman et al. (2020) in Malaysia showed that the use of the Qiro'ah method, when combined with positive reinforcement and visual media, improved memorization speed by 38% and reduced students' anxiety during memorization tests.

Overall, field findings indicate that the Qiro'ah method, when integrated with behaviorist principles, is effective in enhancing memorization ability, motivation, and students' learning satisfaction. The significant improvement in memorization results, high levels of learning satisfaction, and the development of independent study habits provide concrete evidence of the success of this method's implementation at the Tarbiyatul Ajyaal Darussalam Foundation. The Qiro'ah method, when implemented with principles of reinforcement and systematic repetition, has proven effective in improving memorization achievement, fostering intrinsic motivation, and creating positive learning experiences for students. Field findings confirm that this method can be more widely adopted in Qur'an memorization instruction.

Based on these findings, it can be concluded that the application of the Qiro'ah method at the Tahfiz Center is not merely a technique of recitation repetition, but a holistic pedagogical approach that integrates cognitive, affective, and behavioral elements in the process of learning the Qur'an. Supported by modern learning psychology theories and empirical research findings, this method has been shown to effectively build strong memorization skills, high learning motivation, and positive study habits among students.

Discussion

The findings of this community service activity demonstrate that the integration of behaviorist learning theory with the Qiro'ah method has significantly enhanced the effectiveness of Qur'an memorization at the Tarbiyatul Ajyaal Darussalam Foundation. The structured, repetitive, and reinforcement-based nature of the Qiro'ah method aligns closely with core principles of behaviorism, particularly those proposed by B.F. Skinner and Clark Hull, making it a powerful pedagogical tool for fostering lasting learning outcomes.

One of the most prominent outcomes observed is the substantial improvement in students' memorization performance, as evidenced by the increase in average memorization scores from 70.0 in February to 86.1 in May. This upward trend underscores the efficacy of systematic repetition—a cornerstone of the Qiro'ah method—in strengthening memory retention and recall accuracy. According to the behaviorist perspective, repeated exposure to stimuli (in this case, Qur'anic verses) strengthens the stimulus-response connection, leading to habit formation (Hull, 1943). The "One Day One Page" program, which mandates daily memorization, operationalizes this principle by creating a consistent learning routine that gradually builds students' capacity for long-term retention.

Furthermore, the role of positive reinforcement cannot be overstated. Instructors' use of verbal praise, certificates of achievement, and small rewards for students who meet or exceed their memorization targets has proven to be a powerful motivator. This practice is directly supported by Skinner's operant conditioning theory, which posits that behaviors followed by positive consequences are more likely to be repeated (Skinner, 1953). The observed increase in student initiative—such as voluntarily extending muroja'ah (review) sessions—illustrates how reinforcement has not only improved performance but also cultivated a sense of responsibility and self-discipline. Interestingly, the impact of the Qiro'ah method extends beyond the behavioral domain into the affective and cognitive dimensions of learning. Students reported higher levels of confidence and intrinsic motivation, indicating that external reinforcement has gradually fostered internal drive. This phenomenon can be explained through Self-Determination Theory (Deci & Ryan, 1985), which emphasizes the importance of competence, autonomy, and relatedness in nurturing intrinsic motivation. As students experience success in achieving their daily goals, their sense of competence grows, which in turn enhances their willingness to engage in independent learning.

Moreover, the social environment within the Tahfiz Center plays a crucial supportive role. The encouragement from teachers (musyrif) and peer interaction during group recitation sessions fulfill the need for relatedness, further strengthening students' emotional commitment to the learning process. This synergy between behavioral techniques and socio-affective support creates a holistic learning ecosystem that promotes not only memorization but also character development.

The use of paper-based media, particularly Surah Al-Ma'un, also contributes to the method's success. Such tangible learning tools provide visual and tactile stimuli that aid in encoding information, especially for students with varying learning styles. This aligns with research by Rahman et al. (2020), which found that the integration of printed media in the Qiro'ah method improves memorization speed and reduces anxiety during recitation assessments. The simplicity and accessibility of paper-based materials make them particularly suitable for resource-limited settings, ensuring inclusivity and sustainability. Additionally, the findings resonate with Al-Ghamdi's (2023) study in Saudi Arabia, which reported a 35% increase in intrinsic motivation among students using similar reinforcement strategies. This cross-contextual consistency strengthens the argument that the Qiro'ah method, when grounded in psychological principles, can be effectively adapted across different Islamic educational environments.

It is also important to acknowledge the method's limitations, including individual differences in learning pace and memory capacity. While the structured approach benefits most students, those with slower retention may require differentiated support. Nevertheless,

the overall positive trajectory suggests that with patience and consistent reinforcement, even these challenges can be mitigated over time. In sum, the Qiro'ah method, when enriched with behaviorist principles, transcends mere rote memorization. It becomes a comprehensive educational model that nurtures cognitive mastery, emotional engagement, and behavioral discipline. Its success at the Tarbiyatul Ajyaal Darussalam Foundation offers valuable insights for other Qur'anic education institutions seeking to enhance both the quality and sustainability of their memorization programs.

Conclusion

Based on the results of community service activities conducted at the Tarbiyatul Ajyaal Darussalam Foundation, it can be concluded that the application of behaviorist theory through the Qiro'ah method is effective in improving motivation, consistency, and the quality of Quran memorization among students. Systematic repetition strategies and positive reinforcement are the keys to the success of this learning approach. Despite challenges such as varying abilities and limited resources, this approach continues to yield significant results in cognitive, affective, and behavioral domains. The Qiro'ah method has proven to be an enjoyable, structured, and relevant model for the development of Quranic memorization-based Islamic education.

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