

Application of the Hanifida Method in Improving Memorization of Short Surahs in Students of SD Negeri 145 OKU

Yusmarita^{1*}, Ali Akbarjono²

¹Sekolah Dasar Negeri 145 OKU, Sumatera Selatan, Indonesia

²Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia

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ABSTRACT

At the elementary school level, memorizing short chapters of the Qur'an is one of the challenging materials to learn, especially for students. In students, the delivery of short surah Al_Qur'an material that has been done by teachers at school with the lecture method makes this material difficult for students to understand and remember. This study aims to determine the application of the hanifida method in improving the memorization of short surahs in SD Negeri 145 OKU students. This research is a Classroom Action Research (PTK). The subjects in this study were third grade students, totaling 20 children at SD Negeri 145 OKU. Data collection techniques used in this study were using test and non-test techniques. Data analysis includes observation sheets for learner and teacher activities, as well as written test results. The results showed that the application of the Hanifida method in memorizing short sentences can optimize memorization results. This is indicated by significant changes in students' enthusiasm in following the learning material and the percentage of memorization results. The implementation of the study of the application of the Hanifida method to increase memorization speed took place as planned.

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1. INTRODUCTION

Rigorous teaching of Islam can begin by presenting the Qur'an, as the "expression of God" revealed to the Prophet Muhammad. Preserving the Qur'an requires a strategy to make the most common way of remembering the Qur'an more straightforward (Widiantoro, 2022). The learning strategies implemented by educational institutions today are not fully implemented properly because many educators use discussion strategies so that the data consumed by students does not pass assumptions. This makes students become tired and not enthusiastic in learning. Islamic Religious Education is one of the subjects that focuses on short chapters in the Qur'an (Deviyanti & Eli, 2020). The activity of memorizing Al_Qur'an is a process of remembering all the verse material in Al_Qur'an such as phonetics related to the pronunciation of sound symbols based on the science of tajweed and waqf, and the meaning of alQur'an verses and their content (Mubarakah, 2019). Thus, the whole process of remembering verses and their parts from the initial process, to recalling (recalling) must be appropriate. The benefits of memorizing Al_Qur'an scientifically. Especially for those who can already understand the content of Al_Qur'an is that they will find a lot of expressions

* Corresponding Author:

Yusmarita, yusmaritabanuayu17081969@gmail.com

Address: Banu Ayu, Kec. Lubuk Batang, Kabupaten Ogan Komering Ulu, Sumatera Selatan 32111, Indonesia

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related to various kinds of science. There are many more benefits of memorizing the Qur'an. At this time the activity of memorizing Al_Qur'an in Indonesia, as well as in other parts of the world, even in Europe and America, is on a massive scale (Muhammad, 2018).

At the elementary school level, memorizing short chapters of the Qur'an is one of the challenging materials to learn, especially for students. In students, the delivery of short Al_Qur'an surah material that has been done by teachers at school with the lecture method makes this material difficult for students to understand and remember (Akhyaruddin, 2023). The subject matter of short letters that requires students to memorize is not enough if the delivery is only by lecturing but needs other learning methods that are easier for students to learn. One method that can be taught to students is the Hanifida method. The Hanifida method is one of the new methods for memorizing Al_Qur'an formulated by Hanifudin Mahadun and his wife named Khoirotul Idawati as caretakers of the La Raiba Hanifida Islamic Boarding School, Jombang, East Java (Maghfuroh, 2017).

Memorizing surah Al_Qur'an has various methods in its application, one of which is the Hanifida method. The Hanifida method is a method of understanding memorization with an association system, namely the memorized object is associated with words that are familiar to the ear or in the human mind and also with imagination (Fatih, 2018). Knowledge is built little by little through visualization, imagination and self-made stories according to real-life contexts. The Hanifida method utilizes both the right and left brain of humans (Sinangjyo & Damasdino, 2019). In this case, the right brain functions in the process of imagination while the left brain functions in the process of analyzing and mathematical thinking. This memorization method functions both hemispheres of the brain with a balance of the right brain and left brain. Memorizing sequences of letters, words, sentences, numbers, and languages is a left brain activity, then combined with right brain activity that imagines (Julinah, 2014). The Hanifida method uses a balance of the right brain and left brain so that it can streamline the process of memorizing the Qur'an.

The use of the Hanifida method emphasizes the role of the teacher as a facilitator, motivator, mediator, and evaluator, and the teacher also plays a role in providing learning facilities, so that the learning atmosphere is not monotonous and boring. The Hanifida method is a 21st century fast learning method that explores all the abilities of the human brain consisting of the right brain and left brain with the aim of making it easier, faster, and happier for learners to learn, memorize and analyze subject matter at school (Fadlilah et al., 2023). Through this learning method, students can read or memorize according to the numbers that students want to learn. Can mention randomly can go backwards, to the middle up and down, not like usually memorizing in order.

Until now, third grade students of SD Negeri 145 OKU still experience problems in remembering short surahs. This happens because of several elements, both interior and external factors. The introduction of short Qur'anic surah material that is completed using a speech strategy makes this material difficult for students to understand and remember. The Hanifida Strategy is another technique for memorizing the Qur'an. By utilizing the Hanifida Technique, memorizing the Qur'an becomes faster. By utilizing the Hanifida Technique properly, it is hoped that students can easily master short surahs. Therefore the author conducted a study with the title Efforts to Apply the Hanifida Method in Improving Memorization of Short Surahs in Third Grade Students at SD Negeri 145 OKU.

This study aims to determine the application of the hanifida method in improving the memorization of short surahs in SD Negeri 145 OKU students. The focus of the study discusses the role of religion teachers in providing action through the Hanifida learning method in improving the memorization of short surahs in students.

2. METHOD

2.1 Research Design

This research is a Classroom Action Research (PTK), so the research procedure is adjusted to the Classroom Action Research (PTK) procedure which is carried out in a cyclic process including action planning (planning), action implementation (action), observation (observation) and evaluation (reflection). The four stages in PTK form a PTK cycle which is described in the form of a spiral. As in the picture below.

Classroom action research (PTK) is implemented as a problem-solving strategy by utilizing real action and then reflecting on the results of the action. Action research is suitable for improving the quality of the subject to be studied. This research was conducted in collaboration between the researcher and the teacher. The researcher acts as an observer and the teacher acts as a teacher. In this case the researcher collaborates with the teacher with the aim of being easier and more thorough in observation activities. The flow of this research is more clearly explained below the stages of research

2.1.1. Planning

At this stage, the activities carried out by researchers include all detailed action steps such as all the needs for implementing PTK, teaching materials, teaching plans, teaching methods/techniques, and observation/evaluation techniques or instruments, carefully prepared at the planning stage. Take into account all the obstacles that may arise during the implementation stage. By anticipating, it is expected that the implementation of PTK can take place well in accordance with the predetermined hypothesis..

2.1.2. Action

At this stage, researchers carry out learning in accordance with the lesson plan that has been prepared by referring to the learning model to be applied in order to improve memorization of short surahs through the Hanitfida method.

2.1.3. Observation

At this stage the researcher makes observations to find out how far the effect of the action has reached the target. In this study, observation activities were carried out by teachers as research partners using the observation sheets that had been provided. Observation activities are carried out as long as researchers implement learning actions in the classroom.

2.1.4. Reflection.

At this stage the researcher conducted a thorough reflection with the students on the process of implementing the action. In reflecting, researchers together with partner teachers (collaborators) can express the successes that have been achieved and the shortcomings that need to be corrected / addressed to then be outlined in the action planning in the next cycle.

2.2 Research Subject

The subjects in this study were third grade students, totaling 20 children at SD Negeri 145 OKU. Third grade students were chosen as the subject of the study because several problems were found as described in the background. The object in this class action research is the sharpness of students' memory, the ability and interest in learning to memorize students, the influence or response of students to the process of applying the hanifida method in memorizing short surahs.

2.3 Instrumens and Data Collection

In the data collection process, using students' scores obtained through process and outcome assessments. The data collection techniques used in this study were using test and non-test techniques. This data analysis technique is carried out qualitatively and quantitatively.

The test technique is used by researchers in the form of questions made by researchers together with subject teachers to obtain an overview of the level of student mastery of the material that has been learned during the action. This includes the awal test and the final test of the implementation of the action.

The observation technique is used by researchers in the form of observation (data collection) to photograph how far the effect of the action has reached the target. This observation is used to observe student and teacher activities during the learning process.

2.5 Data Analysis

After collecting data, the research was carried out in cycles consisting of planning, action implementation, observation, and reflection stages. Data analysis includes observation sheets for learner and teacher activities, as well as written test results. Activities carried out by students and teachers were analyzed descriptively qualitatively, while test results were analyzed using simple formulas to measure the improvement of student learning outcomes.

As for data collection techniques that are quantitative in the form of data presented based on numbers, using descriptive percentage analysis with the following formula:

$$\text{Percentage} = \frac{\text{Score achieved}}{\text{Number of students}} \times 100$$

3. RESULTS AND DISCUSSION

3.2 Result

3.1.1 Description of Research Data

The description of research data that has been processed and classified by researchers related to research subjects before being given the Hanifdida method is explained in the following Pre-Cycle table:

Table 1. Pre-cycle Before Application of Hanifida Method

No.	Student Name	KKM	Scores	Description
1.	Arga Saputra	70	50	Incomplete
2.	Delvira Alzahra	70	70	Completed
3.	Fadhil Juliansyah	70	50	Incomplete
4.	Faiha Nadita	70	40	Incomplete
5.	Fefi Marwah	70	70	Completed
6.	Hayra Kinanti	70	70	Completed
7.	Iqbal Maulana Putra	70	70	Completed
8.	Kiranti Astuti	70	80	Completed
9.	M Ahdan Azizah	70	40	Incomplete
10.	M Raffif	70	60	Incomplete
11.	M Zidan Alfarezi	70	50	Incomplete
12.	Marsha Lolita	70	70	Completed
13.	M Arkan Ramadhan	70	40	Incomplete
14.	Neiyra Roshelia A	70	40	Incomplete
15.	Ozzi Saputra	70	40	Incomplete
16.	Sapuan Alfandi	70	80	Completed
17.	Verro Arga Winata	70	80	Completed
18.	Khira Jenisa	70	70	Completed
19.	Intan Putri	70	75	Completed
20.	Kevin Adam	70	80	Completed
Score			1.135	
Avarage			59,73	
Percentage %			47,4 %	

3.1.2 Data Description of Research Results

1) Cycle 1

The first planning begins with the preparation of a lesson plan that includes primary activities, main activities, and final activities. In addition, in relation to the implementation of the applicable steps, namely the preparation of the learning environment, it is carried out by adjusting the lesson plan. Followed by the planning carried out, namely the learning objectives, namely to speed up learners by memorizing, which includes memory evaluation forms and memory tests for each cycle. The next plan is related to reflection, so that it is in the form of improvement ideas according to the results of observations made after the implementation of the study. This implementation is carried out in period I-II which is carried out in research activities.

In teaching and learning activities, students and teachers should be equally active so that students really understand what is being taught and teachers can guide students to achieve learning goals effectively and efficiently.

With the Hanifida method in the classroom, it is hoped that it can provide new interesting solutions and an atmosphere of memorization so as to give birth to new concepts. The Hanifida method reminds us of the concept of learning that is fast, hard to forget and fun. This will improve the ability of students to memorize verses quickly. The following are the learning outcomes of students after cycle 1 action.

Table 2. Student Learning Outcomes after Cycle I Action

No.	Student Name	KKM	Scores	Description
1.	Arga Saputra	70	40	Incomplete
2.	Delvira Alzahra	70	70	Completed
3.	Fadhil Juliansyah	70	75	Completed

No.	Student Name	KKM	Scores	Description
4.	Faiha Nadita	70	50	Incomplete
5.	Fefi Marwah	70	80	Completed
6.	Hayra Kinanti	70	70	Completed
7.	Iqbal Maulana Putra	70	70	Completed
8.	Kiranti Astuti	70	75	Completed
9.	M Ahdan Azizah	70	70	Completed
10.	M Raffif	70	50	Incomplete
11.	M Zidan Alfarezi	70	60	Incomplete
12.	Marsha Lolita	70	70	Completed
13.	M Arkan Ramadhan	70	70	Completed
14.	Neiyra Roshelia A	70	50	Incomplete
15.	Ozzi Saputra	70	70	Completed
16.	Sapuan Alfandi	70	40	Incomplete
17.	Verro Arga Winata	70	70	Completed
18.	Khira Jenisa	70	700	Completed
19.	Intan Putri	70	60	Incomplete
20.	Kevin Adam	70	50	Incomplete
Score			1.260	
Avarage			66,32	
Percentage %			68,4 %	

Reflection: The application of the Hanifida method in cycle I was not satisfactory, this was because students were not yet familiar with the Hanifida method. students were sometimes still confused about using the memorization techniques in the Hanifida method..

2) Cycle II

Responding to the lack of maximum implementation and observation in Cycle I, the researcher continued the research to the next stage or Cycle II continued using the Hanifida method. By applying the Hanifida method and some improvisations, it is hoped that students can further optimize the results of students' memorization. The following are the results of student learning outcomes in cycle II.

Table 3. Student Learning Outcomes after Cycle II Action

No.	Student Name	KKM	Scores	Description
1.	Arga Saputra	70	80	Completed
2.	Delvira Alzahra	70	75	Completed
3.	Fadhil Juliansyah	70	70	Completed
4.	Faiha Nadita	70	80	Completed
5.	Fefi Marwah	70	90	Completed
6.	Hayra Kinanti	70	60	Incomplete
7.	Iqbal Maulana Putra	70	75	Completed
8.	Kiranti Astuti	70	80	Completed
9.	M Ahdan Azizah	70	75	Completed
10.	M Raffif	70	60	Incomplete
11.	M Zidan Alfarezi	70	70	Completed
12.	Marsha Lolita	70	90	Completed
13.	M Arkan Ramadhan	70	55	Incomplete
14.	Neiyra Roshelia A	70	80	Completed
15.	Ozzi Saputra	70	60	Incomplete
16.	Sapuan Alfandi	70	70	Completed
17.	Verro Arga Winata	70	100	Completed
18.	Khira Jenisa	70	80	Completed
19.	Intan Putri	70	40	Incomplete
20.	Kevin Adam	70	60	Incomplete
Score			1.355	
Avarage			72,90	

No.	Student Name	KKM	Scores	Description
	Percentage %		78,9 %	

Reflection: In cycle II, students seemed more enthusiastic in memorizing, this was evident from their enthusiasm and effort in increasing memorization. Thus the observation results of cycle II show an increase in the amount of memorization with the same amount of time and it can be seen that the application of the hanifida method is able to help students to accelerate memorization..

3) Cycle III

Responding to the results of implementation and observation in cycle II which had improved, the researchers continued the research to the next stage, namely in cycle III while still using the Hanifida method. So that students' memorization is even better. The following table data on student learning outcomes in cycle III

Table 4. Student Learning Outcomes after Cycle III Action

No.	Student Name	KKM	Scores	Description
1.	Arga Saputra	70	90	Completed
2.	Delvira Alzahra	70	75	Completed
3.	Fadhil Juliansyah	70	90	Completed
4.	Faiha Nadita	70	90	Completed
5.	Fefi Marwah	70	90	Completed
6.	Hayra Kinanti	70	85	Completed
7.	Iqbal Maulana Putra	70	75	Completed
8.	Kiranti Astuti	70	80	Completed
9.	M Ahdan Azizah	70	75	Completed
10.	M Raffif	70	60	Incomplete
11.	M Zidan Alfarezi	70	80	Completed
12.	Marsha Lolita	70	90	Completed
13.	M Arkan Ramadhan	70	90	Completed
14.	Neiyra Roshelia A	70	100	Completed
15.	Ozzi Saputra	70	65	Incomplete
16.	Sapuan Alfandi	70	85	Completed
17.	Verro Arga Winata	70	100	Completed
18.	Khira Jenisa	70	80	Completed
19.	Intan Putri	70	40	Incomplete
	Score		1.505	
	Avarage		79,2	
	Percentage %		89,5 %	

Refleksi: Adapun pelaksanaan siklus III adalah upaya agar siswa terbiasa dengan teknik-teknik menghafal yang ada di metode Hanifida, selain itu juga sebagai pertimbangan peneliti dalam mengolah data hasil penerapan metode Hanifida.

3.3 Tingkat Kenaikan Hasil Halajar Siswa Setelah Tindakan

Bardasarkan hasil siklus tindakan, hasil rekapitulasi observasi dan hasil belajar siswa kelas IV SDN 10 Seluma dijelaskan pada tabel berikut:

Tabel 5.. Rekapitulasi Hasil belajar Siswa setelah Diberi Tindakan

No.	Observation Score	Cycle	Percentage of Completion	Kategori
1.		I	87,4%	Simply
2.	47,4%	II	78,9%	Good
3.		III	89,5%	Good

From the table above, it can be seen that the increase in memorization of short material is generally satisfactory, where the application of the Hanifida method has a positive effect on improving student learning outcomes after being given action. The percentage of completeness in Cycle I was 87.4%, Cycle II was 78.9% and Cycle III was 89.5% with clear perfection to achieve the desired material indicators. Based on the explanation above, the answer to

the problem formulation question is that using the Hanifida method can accelerate memorization. This is reflected in the number of students' memorization from each meeting and from each cycle both in quantity and quality of students' memorization increases..

3.2 Discussion

Classroom action research conducted by researchers is using the Hanifida method as an effort to accelerate students' memorization. The implementation of this class action research was carried out for fourteen days in conjunction with the active hours of school lessons, carried out with three cycles, all of which were carried out sequentially. Based on observations, interviews and test results on the application of the Hanifida method in memorizing short surahs as above, it has shown evidence that students have begun to be able to memorize short surahs.

Three cycles totaling fourteen meetings constitute the Hanifida approach learning plan. There were four meetings in the initial cycle. Researchers first had problems in the classroom before practicing cycle I actions. The researcher used the Hanifida method to try to improve the previous learning process because there was a gap between the competency standards and the assessment results. It was clear that the teacher lacked discipline and did not use interesting methods, thus making children slow in opening books. Especially if you are instructed to memorize, do it. According to the researcher's findings, students are quite busy but make little effort to memorize information. This can be seen when they play a lot and are careless. With the data that is considered to have been collected and considered sufficient, further planning is prepared..

Memorizing using conventional methods is an activity using the left brain whose capacity can only last for 6 hours and will forget the memorization if not repeated. As a result, conventional methods prove to be less effective. They memorize slowly until the time limit is often unlimited, and the results are not so optimal. However, this is the opposite of the Hanifida method. The Hanifida method uses a constructivistic model which is a practical method in rapid memorization used in the twenty-first century (Mayasari, W. 2022).

A memorization method that functions both hemispheres of the brain with a balance of the right brain and the left brain (Thoifah, 2020). By using two primary and secondary number systems and a story system so as to be able to memorize random, name, meaning and sequence numbers (Fitriyani, 2018). Memorization is also defined as the activity of embedding verbal material in memory, in accordance with the original material. Thus, memorization can be interpreted by putting the subject matter into memory in accordance with the original material so as to be able to say it easily even without seeing the writing or pronunciation (Masrurroh & Ma'ruf, 2020).

The role of the teacher in applying the Hanifida method is to manage the process of memorizing Al_Qur'an activities of students. The application of the Hanifida method has the aim that students are able to memorize short chapters of Al_Qur'an according to Makhaarij al-Huruuf, tajweed science properly and correctly (Hasan, 2023). In addition, students have different experiences in the method of memorizing short chapters of Al_Qur'an in accordance with the development of today's times. The process of memorizing short chapters of Al_Qur'an with the Hanifida method is very suitable to be applied in this day and age (Mustafa, 2018). The learning system here is enjoy full learning, which is learning but fun, so it is also not easy to get bored in learning, which was previously sleepy and not excited to be excited again (Yusuf & Arfiansyah, 2021). In addition, memorizing short chapters of Al_Qur'an with the Hanifida method is the main program echoed by the school.

Based on the discussion that has been described above, the success of memorizing short chapters of Al_Qur'an by students is inseparable from the methods used. This indicates that the method is an important thing to achieve success in memorizing short chapters of the Qur'an. For this reason, in choosing a method of memorizing short chapters of the Qur'an, the teacher must be able to understand well and must be in accordance with the situation and conditions that are increasingly developing at this time. This is because with the rapid development of the times, schools and teachers must be smart to innovate in everything, both curriculum, methods, infrastructure and so on that serve as support for learning in the classroom.

4. RESEARCH IMPLICATIONS

Theoretically, the results of this study are expected to develop insights and khazanah of science, especially Islamic religious education in order to improve the quality of understanding of the application of the Hanifida method in memorizing short chapters of Al_Qur'an, as well as a reference to add and develop knowledge in the field of applying the Hanifida method in memorizing short chapters of Al_Qur'an.

Practically, through the actions in this study, it can be taken into consideration for religious teachers in order to improve student learning outcomes in memorizing short surahs through the Hanifida method..

5. CONCLUSIONS

The results of classroom action research carried out in three meetings from Cycle I to Cycle III, the application of the Hanifida method in memorizing short sentences can optimize memorization results. This is indicated by significant changes in students' enthusiasm in following the learning material and the percentage of memorization results. The implementation of the study on the application of the Hanifida method to increase memorization speed took place as planned. The applied learning environment can increase students' enthusiasm for memorization. Students are more active and the classroom atmosphere is more lively because everyone is trying to be the best. The success of memorizing short chapters of the Al_Qur'an by students is inseparable from the method used. The role of the administrator in applying the Hanifida method is to regulate the process of running the students' Al_Qur'an memorization activities, this marks that the method is an important thing to achieve success in memorizing short chapters of the Qur'an.

Research suggestions. For further research as a follow-up, future researchers are expected to focus on the factors and problems that cause students difficulty in memorizing short chapters of Al_Qur'an and strategies to overcome them. Through the results of this study, it can be used as a reference and reference for stakeholders, especially for religion teachers, school principals and parents at home..

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AUTHOR CONTRIBUTION STATEMENT

All data in this article are the results of research that has been conducted by researchers and has been processed through data analysis. The researcher is fully responsible.

DECLARATION OF COMPETING INTERESTS

The authors declare that this article has no competing interests in connection with the research, authorship, and/or publication of this article.

ETHICAL APPROVAL STATEMENT

The authors have agreed that this article should be published in accordance with publication ethics and journal policies.

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