



## THE FOLLOW THE LINE METHOD FOR QURAN MEMORISATION: A CASE STUDY OF GRADE 3 STUDENTS AT AN INDONESIAN ISLAMIC JUNIOR HIGH SCHOOL

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### Abstract

This study aims to describe the implementation and effectiveness of Quran memorization learning using the follow-the-line method for third-grade students at MTs Al-Mukmin. The research method used is a qualitative case study, using observation and in-depth interviews. semi-structured study of 13 third-grade Islamic Junior High School students who met the criteria, and documentation. The results showed that the implementation of Quran memorization learning using the "Follow the Line" method was structured through the stages of reading verses, bolding obscure letters, and reading together. This process helps students become more focused, consistent, and systematic in memorizing. In terms of effectiveness, this method has been proven to improve the quality of student memorization through visual-motor involvement, maintaining learning motivation through various methods, and optimizing the role of teachers as guides, motivators, and correctors. Furthermore, this method also contributes to the development of positive character traits in students, such as discipline, patience, thoroughness, and consistency. Thus, the "Follow the Line" method can be categorized as effective in improving Quran memorization learning and developing student character.

**Keywords:** Memorizing the Quran, Method of Following the Line, Memorization, Students

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## INTRODUCTION

## مقدمة

Quranic education is the primary foundation for shaping the personality and character of students in Islamic boarding schools (pesantren). One form of this education is learning to memorize the Quran. Memorizing the Quran is a fardu kifayah (mandatory obligation), meaning that this obligation is waived if performed by some members of society, but will bring great rewards for those who do (Al-Dausary, 2019). Memorizing the Quran is the process of memorizing and studying the holy book of the Quran carefully to maintain the sanctity of its contents and understand its messages (Bahruddin, 2022). The process of memorizing the Quran not only aims to instill memorization but also fosters moral, spiritual, and discipline values in students. This also includes instilling and applying the moral values of the Quran in everyday life (Shobirin, 2018). The virtue of memorizing the Quran has been emphasized in many hadiths, including the saying of the Prophet Muhammad (peace be upon him): "The best among you are those who learn the Quran and teach it" (Narrated by Bukhari and Muslim). This shows that memorizing the Quran is not only a cognitive process, but also an act of worship with deep spiritual and moral dimensions. Furthermore, Allah SWT also emphasizes in Surah Al-Isra, verse 82, that the Quran is a healing and a mercy for the believers. Thus, memorizing the Quran plays

a strategic role in maintaining the authenticity of revelation (Mustofa Hafifi et al., 2024) while simultaneously fostering Islamic character in students (Aprianti, 2016).

However, in practice, memorizing the Quran faces various obstacles. Even in Islamic boarding schools (Alfarisyi, 2022), students often experience difficulties in maintaining memorization, such as forgetting the order of verses, an inability to consistently recite (Nidhom, 2018), and decreased motivation due to boredom and fatigue (Batubara Elviana Eka et al., 2024). Time is also a challenge, as students must divide their attention between memorizing the Quran and other academic and non-academic activities (Syafira, 2021). These obstacles are not only felt by students but also by tahfidz teachers, who often struggle to motivate students and do not understand the appropriate variety of learning methods (Sahfitri et al., 2023). As a result, learning tends to be monotonous, less enjoyable, and risks causing students to lose enthusiasm for achieving predetermined memorization targets.

Learning, according to the Big Indonesian Dictionary, is a process, method, or action to make humans or living things learn (Ministry of National Education, 2012). Learning or teaching is an effort to teach a person or group of people through various strategies (Gunawan, 2012), and through various methods and approaches to achieve predetermined goals (Masitoh and Laksmi Dewi, 2009). Learning can be defined as a conceptual framework that describes systematic procedures in organizing learning experiences to achieve learning goals (Suprijono, 2009). Learning also requires teaching aids, classroom arrangements, learning evaluations, and learning follow-ups (Widiasworo, 2017). Learning is a series of activities or situations that are deliberately designed so that student interactions with educators and learning resources can carry out learning activities (Wina Sanjaya, 2006).

According to cognitive learning theory, learning effectiveness is greatly influenced by students' active involvement in the learning process. Bruner's theory, for example, emphasizes the importance of discovery learning where students must be actively involved, while Ausubel emphasizes the importance of meaningful learning so that the information received is easier to understand and remember. Tahfidz al-Qur'an is the process of memorizing verses of the Qur'an systematically and continuously. Tahfidzul Qur'an can mean making (someone) memorize the Qur'an. (A. Warson Munawwir, 1997) In the context of tahfidz, memorizing the Qur'an is not only repetition (rote learning), but also requires the integration of visual, auditory, and kinesthetic aspects so that memory becomes stronger (Maulidina et al., 2022). On the other hand, Ebbinghaus's memory theory explains that memorization tends to decline if not reinforced through diverse repetition. Therefore, innovative methods in tahfidz learning are essential to make the memorization process more effective, enjoyable, and suited to students' learning styles.

One innovative method that is beginning to be developed is the "Following the Lines" method. This method involves bolding the lines of faintly printed Quranic verses, allowing students to not only read but also actively write and follow the shapes of the letters. This approach is believed to improve focus, strengthen visual memory, and create a more diverse and enjoyable learning experience (Faradilla, 2023). This method also has a positive influence on student learning outcomes in Quran and Hadith subjects (Silvia & Husniyah, 2024). Furthermore, this method is effective in improving children's writing skills or fine motor skills (Irman Sumantri, 2022) and strengthening students' emotional and motor attachment to Quranic manuscripts. Furthermore, this method also instills discipline, perseverance, and good Quranic writing skills, thus supporting the development of students' holistic character. Through this easy and enjoyable

activity, it is hoped that children will experience the benefits that will then foster an emotional bond between them and the Quran (Aushaf & Hariyadi, 2025).

However, research on the effectiveness of the Follow the Line method is still very limited. Previous studies generally only emphasize the methods of *tikrar* (repetition), *sima'i* (listening), or *muraja'ah* (memorization repetition), while Follow the Line has been studied in the context of improving Quranic writing skills, not directly in memorization learning. This indicates a research gap, namely the lack of in-depth studies on the application of the Follow the Line method to improve the quality of students' Quran memorization. However, with its potential, this method has the potential to be an effective alternative to overcome classic obstacles in memorization learning.

Based on initial observations at three Islamic boarding schools, researchers found that the variety of memorization methods was still minimal, particularly at MTs Al-Mukmin, which has the largest number of students with diverse backgrounds from various regions. This condition makes student characters more complex, while the methods used in memorization tend to be monotonous and lack variety. Therefore, this study was conducted to further examine the application of the "Follow the Line" method in learning to memorize the Quran at MTs Al-Mukmin. It is hoped that this research can make a real contribution to the development of a memorization learning model that is more effective, inspiring, and appropriate to the needs and challenges of Islamic education in the modern era.

## METHOD

## منهج

This study used a qualitative approach. Qualitative research is research that utilizes the natural environment in depth with the aim of interpreting the phenomena that occur and is conducted using various existing methods (Moleong, 2014). The qualitative approach, with the type of case study used by the researcher, was used to understand the implementation of the Follow the Line method in learning to memorize the Qur'an and its influence on student character. This research was conducted at MTs Pondok Pesantren Al Mukmin, Ngruki, Sukoharjo, from August to November 2025.

The interview guide was developed by the researcher after obtaining an overview of the initial study results. After completing the interview guide, the researcher then sought out informants or participants who met the criteria: third-grade students at MTS AL MUKMIN with average to low memorization scores.

Data collection used semi-structured in-depth interviews and observation. Prior to the interview process, the researcher provided an overview of the research to be conducted, including the objectives, benefits of the research, and an overview of the interview process. Prior to the study, the researcher provided a letter of informed consent to all participants, the tahfidz teachers/ustadz, and the MTS AL MUKMIN institution. All subject names used in this study use initials to maintain data confidentiality and participant comfort.

Primary data sources were obtained from 13 students participating in the tahfidz program as participants, 2 tahfidz ustadz teachers, and the deputy head of curriculum. Secondary data consisted of lesson plans (RPP) or tahfidz syllabus, learning notes, activity recordings, documentary photos, and memorization progress reports. Data collection was carried out through three main techniques: (1) participant observation to directly observe the implementation of the Follow the Line method; (2) in-depth interviews with teachers, students,

and school officials to explore their experiences and perceptions; and (3) documentation in the form of activity notes, photos, and official documents related to tahfidz learning.

The collected data were analyzed using the Miles and Huberman interactive model, through the stages of data reduction, data presentation, as well as drawing conclusions and verification. The researcher used triangulation techniques, both technical triangulation (comparing the results of observations, interviews, and documentation) and source triangulation. Source triangulation by interviewing significant others, namely people around the subject, namely the subject's teacher/ustadz, the subject's deputy head of curriculum (comparing information from teachers, students, and schools). To ensure the validity of the data in this qualitative research, the data will be declared valid if there is no difference between the researcher's report and what actually happened (Sugiyono, 2021),

The research was conducted for 4 months at MTs Pondok Pesantren Al Mukmin, Ngruki, Sukoharjo, from August to November 2025. where the researcher conducted eight observations or direct observations with a duration of 60 minutes for each tahfidz learning session using the follow the line method. The implementation of memorization learning with the Follow the Line method at MTs Al-Mukmin took place in a structured manner through the stages of reading verses, thickening faint letters on thin mushaf sheets of juz 28 and 29 and muraja'ah together. While the teacher or ustadz also played a role in accompanying the follow the line method activities of the students including 13 research participants.

The researcher also conducted interviews with 13 students and 2 ustadz and the deputy head of curriculum with a duration of 30-60 minutes for each interview session. In addition, the researcher also observed and collected data from the students' memorization achievement books to see the influence of the follow the line method on the students' memory of memorizing the Qur'an.

After collecting data from field observations, interviews, and student memorization achievement books, the researcher conducted member checking and triangulation to validate the data and avoid bias. Coding was conducted inductively, identifying common codes and themes among participants, which were then grouped into subcategories and larger categories.

## RESULT | نتائج

### Implementation of Tahfidz Using the Line Following Method in Learning the Al-Quran

Observation of the data results from the students' memorization achievement book showed a significant increase in the number of memorizations, especially in memorizing juz 28 and 29, according to the follow the line mushaf sheets distributed, namely juz 28 and juz 29. The participants felt it was much easier to remember the verses that had been written on the follow the line sheets, such as the interview quote from the TA participant "after practicing bolding the verses, it became easier for me to remember the verses, Tadz" and also from the BS participant "after finishing writing juz 28, I rarely forget because I remember the writing that has been written"

Repeated follow-the-line writing activities have been shown to significantly impact participants' memorization strength. This approach can strengthen visual memory while improving memorization quality. Theoretically, this method aligns with Bruner's view of discovery learning, which emphasizes active student involvement, and Ausubel's emphasis on the importance of meaningful learning in strengthening understanding (Maulidina et al., 2022).

Therefore, participating in Follow-the-Line-based memorization learning is expected to improve memorization effectiveness and minimize classic obstacles. However, the effectiveness of this method has not been widely empirically studied, particularly in the context of memorization in Islamic boarding schools. Several previous studies have only examined the application of *tikrar* (repetition), *sima'i* (listening), and *muraja'ah* (memorization), while Follow-the-Line is more often used to improve Quranic writing skills, not memorization (Faradilla, 2023).

Tahfidz learning in Islamic boarding schools plays a central role in maintaining the sanctity of the Quran while also shaping students' character (Saifuddin, 2022). Quran memorization is also expected to be deeply ingrained and influence daily attitudes and behavior through its practice (Ramadi, 2021). However, its practice often faces serious challenges. Students often experience difficulties retaining memorization, such as forgetting the order of verses, making reading errors, or declining motivation due to boredom and fatigue (Nidhom, 2018; Batubara & Elviana, 2024). Furthermore, the limited variety of methods used in tahfidz classes leads to a monotonous learning process, which impacts student interest and enthusiasm (Rahmi et al., 2021). Furthermore, tahfidz teachers also face challenges in maintaining consistent learning, especially when motivating students with diverse backgrounds and abilities (Sahfitri et al., 2023).

To address this issue, the "Follow the Line" method was developed, a learning approach that involves thickening obscure Quranic text. This method emphasizes not only reading but also writing skills, allowing students to practice focus, accuracy, and active memorization (Faradilla, 2023). This approach is believed to strengthen visual memory while improving memorization quality. Theoretically, this method aligns with Bruner's view of discovery learning, which emphasizes active student involvement, and Ausubel's emphasis on the importance of meaningful learning in strengthening understanding (Maulidina et al., 2022). Thus, "Follow the Line"-based memorization learning is expected to increase memorization effectiveness and minimize the classic obstacles encountered.

However, the effectiveness of this method has not been extensively empirically studied, particularly in the context of tahfidz (memorization) learning in Islamic boarding schools. Several previous studies have only examined the application of *tikrar* (repetition), *sima'i* (listening), and *muraja'ah* (memorization), while the Follow the Line method is more often used to improve Quranic writing skills, not memorization (Faradilla, 2023). This indicates a significant research gap that needs to be addressed: how the Follow the Line method can be systematically implemented in tahfidz learning and to what extent it can improve students' memorization.

Furthermore, it is necessary to explore the factors that support and hinder the implementation of this method. Supporting factors can include students' intrinsic motivation, teacher support, and the availability of learning media, while inhibiting factors can include limited learning time, student boredom, and lack of teacher training in innovative methods (Sahfitri et al., 2023). Identifying these factors is crucial because it will determine the success of the Follow the Line method in real-world contexts. Furthermore, the implementation of the Follow the Line method also has implications for student character development. Memorizing the Quran requires precision, patience, and discipline. A systematic and enjoyable learning method will positively impact the development of a sense of responsibility and consistency in students.

Therefore, the use of the "Follow the Line" method not only improves memorization but also contributes to the development of noble morals, such as accuracy, patience, and perseverance, which are very important in education in Islamic boarding schools. Based on this explanation, it can be concluded that this study is important to dig deeper into the

implementation of memorization learning using the "Follow the Line" method, assess its effectiveness in improving students' memorization, identify supporting and inhibiting factors, and examine its implications for the character development of grade 3 students of MTs Al-Mukmin Ngruki.

**Table 1:** Implementation of Memorization Learning Using the Line Following Method

Aspects of Tahfidz Learning	Empirical Findings
Structured Learning Process	The implementation is done by reading the verses, thickening the faint letters, and then muraja'ah so that students can be more focused and consistent in memorizing.
The Central Role of Teachers	Teachers play an active role in guiding, motivating, and correcting students' reading. However, limited strategy variety can sometimes make learning monotonous.
Impact on Memorization and Character	The "Follow the Line" method improves students' accuracy, patience, and discipline, and has a positive impact on memorization ability.

Based on the table above, the implementation of memorization learning using the "Follow the Line" method at MTs Al-Mukmin takes place in a structured manner through the stages of reading verses, emphasizing obscure letters, and muraja'ah (pronunciation) together. This process has been proven to help students focus and be more consistent in memorizing. The teacher's role is a key factor in guiding, motivating, and correcting reading, although the limited variety of strategies sometimes remains a barrier. Overall, the "Follow the Line" method has a positive impact not only on improving memorization but also on developing students' character, particularly in terms of accuracy, patience, and discipline.

### The Effectiveness of Tahfidz Learning Using the Line Following Method for Students at MTs Al-Mukmin

The effectiveness of memorization learning using the "Follow the Line" method for students at MTs Al-Mukmin can be seen in various aspects, including improved memorization skills, the role of teachers, and its impact on character development. The research results show that this method significantly contributes to helping students become more focused, disciplined, and consistent in memorizing the Quran.

First, in terms of improving memorization, the Follow the Line method has been proven to strengthen students' memory. The activity of highlighting obscure letters in the Quranic recitation (mushaf) encourages students to be more thorough and engage visually and motorically. In this way, students not only read but also "rewrite" the Quranic verses in their memory. This aligns with research by Faradilla (2023), which confirms that this method is effective in improving reading and memorization skills because it combines visual and kinesthetic abilities. Maulidina et al. (2022) also stated that memorization learning will be more successful if a method that integrates cognitive, emotional, and spiritual aspects is used.

Second, from a learning motivation perspective, this method provides a new variation that can reduce student boredom. Most students are previously accustomed to repetition (tikrar) or memorization by the teacher. With the addition of the "Follow the Line" variation, the learning process becomes more enjoyable and interactive. This can be seen from several interview results, such as the quote from participant KS, "I enjoy writing follow the line because my Arabic writing becomes neater." Also, participant UN, "After four months of writing follow the line, my writing has become better and memorization has become easier, so I'm more enthusiastic." And almost the same reasons were expressed by all participants, and this is what makes most participants more motivated to memorize the Qur'an. This is in accordance with research. Nidhom (2018)

emphasized that a lack of method variation often leads to a decrease in student motivation to memorize. Therefore, using this method is an alternative solution that can maintain student enthusiasm for learning at MTs Al-Mukmin.

Third, its effectiveness can also be seen from the role of memorization teachers in guiding the implementation of this method. With the Follow the Line method, The teacher not only acts as a rote corrector but also as a motivator and facilitator. namely facilitating children with various methods and media that are diverse and interesting. With this method, teachers can more easily monitor students' memorization process because they can immediately see the results of their work through the "Follow the Line" sheet.

In addition, the tahfidz teacher also plays a role as a motivator because he has to motivate the students to complete the writing of follow the line and strengthen the memorization of the Al-Qur'an of the students as well as a corrector, namely having to correct the results of the writing and memorization of the students if there are mistakes or errors such as a quote from the participant ustadz BD "yes.. as a ustadz I feel responsible for the students to continue to accompany, motivate the children and correct them if there are mistakes in writing or memorization". The many variations of interesting methods that the teacher has turned out to have a big impact on the enthusiasm of the students in learning to memorize the Al-Qur'an. This is in accordance with Research by Sahfitri et al. (2023) found that teachers' limited understanding of innovative methods can sometimes be a barrier. This was also found at MTs Al-Mukmin, necessitating teacher training to strengthen the effectiveness of these methods.

Fourth, in terms of character development, Based on the results of observations and interviews with 13 participants, it was found that the use of the Follow the Line method not only improves memorization but also contributes to the development of noble morals such as accuracy, patience, and perseverance which are very important in Islamic boarding school education.

All participants had the perception that by writing continuously, they indirectly learned consistency and patience as expressed by one of the AAM participants, "I feel like I've become more patient, because I have to write slowly and carefully according to the lines so it's good and neat." Also, as expressed by AZ, "I have to be disciplined in doing it so it's finished quickly."

All participants felt positive feelings within themselves, including feelings of happiness and being challenged to finish when they finished writing Follow the Line.

Students accustomed to the "Follow the Line" method demonstrated improvements in discipline, accuracy, and patience. The process of thickening obscured letters requires perseverance, while collective memorization fosters consistency and responsibility in maintaining memorization. Tahfidz education is not only oriented towards memorization, but also towards developing noble morals and Islamic character. Character is crucial in preparing students for their future involvement in society, the nation, and the state (Nur Chanifah, 2019). Character development involves three important aspects: moral knowledge (understanding of values), moral feeling (feelings about values), and moral action (Sani, 2016). From an Islamic perspective, character formation is synonymous with developing noble morals that align with the teachings of the Quran and Sunnah (Sholihah & Maulida, 2020).

The effectiveness of this method is measured not only by the amount of memorization achieved but also by the character values instilled in students. Considering these aspects, it can be concluded that the Follow the Line method is quite effective in improving the quality of

memorization learning at MTs Al-Mukmin. This effectiveness is evident in stronger memorization skills, maintained learning motivation, a more focused teacher role, and more positive student character development. However, this effectiveness still requires support in the form of teacher training, good learning time management, and student consistency in following each stage of the learning process.

**Table 2:** Effectiveness of rote learning using the Follow the Line method

Components of the Effectiveness of Tahfidz Learning	Analysis and Interpretation of Research Results
Memory Enhancement	Bolding faint letters helps students to be more focused, thorough, and strengthens memory through visual-motor engagement.
Motivation to learn	Variation in teaching methods makes learning more enjoyable, reduces boredom, and maintains student enthusiasm.
The Role of Teachers	Teachers function as motivators, guides, and correctors; their effectiveness is influenced by their understanding of innovative methods.
character building	Train students' discipline, accuracy, patience and consistency in maintaining memorization.

Based on the table above, the "Follow the Line" method has proven effective in teaching tahfidz (memorization) at MTs Al-Mukmin. Its effectiveness is evident in the improvement in students' memorization through visual-motor engagement, increased learning motivation due to a variety of engaging methods, and the strategic role of teachers as motivators, guides, and correctors. Furthermore, this method also contributes to the development of positive character traits in students, particularly discipline, thoroughness, patience, and consistency in maintaining memorization.

## DISCUSSION | مناقشة

Analysis of the Implementation and Effectiveness of the Following the Line Method in Tahfidz Learning. The results of this study indicate that the implementation of the Following the Line method in tahfidz learning in grade 3 of MTs Al-Mukmin Ngruki has a positive impact on improving the quality of memorization and developing students' character. This finding supports previous research (Faradilla, 2023; Maulidina et al., 2022), which states that combining reading and writing skills in Quran learning can strengthen students' focus, accuracy, and memorization abilities. The implementation at MTs Al-Mukmin shows that the process involving reading verses, highlighting obscure letters, and performing muraja'ah (pronunciation) encourages students to be more cognitively and kinesthetically active. This learning pattern aligns with Bruner's discovery learning concept, which emphasizes active student involvement, and Ausubel's meaningful learning theory, which emphasizes the importance of connecting new knowledge with existing cognitive structures.

The effectiveness of this method is evident in several aspects. In terms of improving memorization, the "Follow the Line" method has been shown to train students to focus more and repeat Quranic verses while engaging visual and motor coordination. Through this process, memorization becomes more meaningful because students not only read but also "rewrite" the verses in their minds. This finding aligns with cognitive learning theory, which states that the more senses involved in the learning process, the stronger a person's memory. Thus, the "Follow the Line" method integrates visual, auditory, and kinesthetic modalities, strengthening students' memorization and pronunciation accuracy.

In terms of learning motivation, this method provides a refreshing new variation compared to conventional memorization approaches that emphasize repetition (tikrar) or listening (sima'i). Students reported being more enthusiastic and less bored due to the active and creative nature

of this activity. These results support the findings of Nidhom (2018), who stated that a lack of method variation can reduce student learning motivation. In the context of MTs Al-Mukmin, the implementation of the Follow the Line method has created a more enjoyable and interactive learning environment while maintaining student consistency in the memorization process.

The teacher's role is also a key factor in the success of this method. Tahfidz teachers not only act as spell checkers but also as motivators and facilitators, guiding students through each stage of memorization. However, research has also found that the effectiveness of this method depends on the teacher's understanding of innovative learning techniques. Some teachers still tend to use traditional patterns and are unfamiliar with new methods. This aligns with the findings of research by Sahfitri et al. (2023), which stated that teacher readiness and professional competence significantly influence the success of innovative learning strategies. Therefore, training and professional development for teachers are crucial for optimal implementation of the Follow the Line method.

Another important finding relates to this method's contribution to student character development. The process of highlighting obscure letters and consistently repeating memorization requires patience, discipline, and thoroughness. This activity indirectly trains students in moral values such as perseverance, responsibility, and consistency. This aligns with the views of Nur Chanifah (2019) and Sani (2016), who emphasize that education, particularly in an Islamic context, aims not only to transfer knowledge but also to instill moral and spiritual values. Through this method, students not only strengthen memorization but also develop *akhlak al-karimah*—the noble character that is the primary goal of Islamic education.

Overall, the results of this study indicate that the Follow the Line method is effective in improving memorization learning outcomes at MTs Al-Mukmin Ngruki. This effectiveness is evident in improved memorization quality, higher learning motivation, a more dynamic teacher role, and the development of positive character traits in students. However, this study also identified several challenges, such as limited learning time, the need for teacher training, and the importance of supervision and consistency in the method's implementation.

Thus, the Follow the Line method can be considered an innovative and holistic approach to tahfidz learning that harmoniously combines cognitive, emotional, and moral engagement. Its implementation at MTs Al-Mukmin Ngruki is a concrete example of how traditional tahfidz practices can be revived through creative and meaningful pedagogical strategies.

## CONCLUSION

## خاتمة

The implementation of the "Follow the Line" method in tahfidz learning at MTs Al-Mukmin Ngruki has proven effective in improving the quality of memorization and developing students' character. Through activities such as reading verses, bolding unclear letters, and *muraja'ah*, students become more focused, thorough, and consistent in memorizing. This method also increases learning motivation because it presents fun variations and actively involves teachers as guides and motivators. In addition to impacting cognitive aspects, this method also fosters the values of patience, thoroughness, discipline, and responsibility, thus integrating memorization skills with Islamic character development, which is the main goal of tahfidz education in Islamic boarding schools.

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