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The Correlation Between Al-Qosimi Method and Juz 'Amma Memorization Success at Nurul Ulum Jatingarang Pemalang

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Abstract

Qur'an memorization (*tahfidz*) is an important component of Islamic education that contributes to students' spiritual, cognitive, and character development. Among the various memorization approaches, the Al-Qosimi method emphasizes systematic repetition and continuous teacher guidance to strengthen the quality of memorization and retention. However, previous studies have predominantly used descriptive qualitative approaches and focused on formal educational institutions, leaving limited empirical evidence regarding the effectiveness of the Al-Qosimi method in non-formal educational settings. This study aimed to examine the relationship between the Al-Qosimi method and success in memorizing *Juz 'Amma* among students at Majlis Ta'lim Nurul Ulum Jatingarang, Pemalang. A quantitative correlational design was employed involving 38 students who completed the research questionnaire. Data were collected using a Likert-scale instrument measuring perceptions of the Al-Qosimi method and memorization success. Instrument validity was assessed using Pearson's Product-Moment correlation, while reliability was evaluated using Cronbach's Alpha. Since one variable was not normally distributed, Spearman's rank correlation was used for hypothesis testing. The results of the study indicate a positive and significant relationship between the Al-Qosimi method and success in memorizing *Juz 'Amma* ($r = 0.635$; $\text{sig} = 0.000$; $p < 0.05$). These findings suggest that more effective implementation of the Al-Qosimi method is associated with higher levels of memorization success and provide empirical evidence supporting its application in non-formal Islamic educational institutions.

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Introduction

Qur'an memorization is an Islamic educational tradition that has been practiced since the earliest period of Islam and plays a significant role in preserving the authenticity of divine revelation while fostering the spiritual development of Muslims. Beyond its religious significance, the memorization process, which involves systematic and repetitive practice, enhances cognitive abilities. Previous studies have demonstrated that memorizing the Qur'an can improve memory capacity, attention, and other cognitive functions by engaging learners in intensive, sustained

mental exercise (Rozali et al., 2022). Furthermore, participation in *tahfidz* programs has been associated with improved learning concentration, study discipline, and self-regulation skills among students (Rahman et al., 2024).

In Indonesia, Qur'anic memorization programs have expanded rapidly and become an integral component of both formal and non-formal Islamic education. One of the most common memorization targets is *Juz 'Amma*, which consists of short chapters frequently recited in daily worship. As a result, many Islamic schools, Islamic boarding schools (*pesantren*), and higher education institutions have incorporated the memorization of *Juz 'Amma* into their curricula or established it as a graduation requirement (Qomariah, 2023). For example, UIN K.H. Abdurrahman Wahid Pekalongan, through Ma'had Al-Jami'ah, implements a *tahfidz* training program for new students to strengthen their religious competencies (Ma'had Al Jami'ah, 2020).

Despite its widespread implementation, the success of *tahfidz* learning remains closely linked to methodological factors, particularly the effectiveness of the memorization methods employed. Variations in instructional methods, students' abilities, and the intensity of teacher supervision substantially influence the attainment of effective and sustainable memorization outcomes (Istiqomah et al., 2024). A structured *tahfidz* learning method, supported by intensive teacher guidance, has also been shown to significantly improve the quality of students' memorization (Kurniawan & Annisa, 2025). Various approaches, including *talaqqi*, *tasmi'*, and *tikrar*, have been developed to assist students in memorizing and retaining Qur'anic verses. Among these methods, *talaqqi* is considered particularly effective because it emphasizes direct interaction between teachers and students to correct recitation and strengthen memorization (Wulandari, 2023). Moreover, systematic and well-structured memorization methods have been shown to enhance both the quality of memorization and students' ability to retain material over time (Hasbi & Mardhiah, 2024).

One method employed in *tahfidz* instruction is the Al-Qosimi method. This method emphasizes gradual, systematic recitation accompanied by direct teacher supervision to ensure both recitation accuracy and the quality of memorization. Due to its relatively simple procedures and adaptability across different age groups, the Al-Qosimi method has been widely adopted in Qur'anic memorization programs. Previous studies have suggested that this method positively affects the quality of memorization through a structured reinforcement process (Fatimah, 2023).

The Al-Qosimi method is implemented at Majlis Ta'lim Nurul Ulum Jatingarang, Pemalang, a non-formal Islamic educational institution serving approximately 60 students aged 8–15 years who participate in a structured *Juz 'Amma* memorization program. The program is conducted through regular *muraja'ah* sessions after the Maghrib prayer until approximately 7:00 p.m., with each memorization session lasting between 15 and 30 minutes. Although the students generally demonstrate a high level of memorization, preliminary observations revealed several challenges, including occasional forgetting of memorized passages, inconsistencies in *muraja'ah* practices, and variations in memorization outcomes among students despite learning using the same method and in the same environment. These conditions highlight the need to investigate the extent to which the Al-Qosimi method is associated with successful memorization of *Juz 'Amma*.

Previous studies on *tahfidz* learning methods have predominantly focused on describing the implementation of memorization techniques rather than quantitatively examining relationships among variables. For instance, Fatimah (2023) investigated the effectiveness of the Al-Qosimi method at the elementary school level using a descriptive qualitative approach, thereby providing only a narrative account of the implementation process without measuring the method's statistical contribution to memorization achievement. Similarly, Wulandari (2023) explored the effectiveness

of the *talaqqi* method through a narrative study that emphasized the importance of direct teacher–student interaction but did not employ measurable quantitative indicators of memorization success. Meanwhile, Hasbi and Mardhiah (2024) examined the relationship between structured *tahfidz* methods and memorization retention in formal educational institutions, leaving the context of non-formal educational settings, such as *majlis ta'lim*, largely unexplored. Furthermore, Kurniawan and Annisa (2025) demonstrated the importance of intensive teacher guidance for memorization quality but did not specifically investigate the Al-Qosimi method or its relationship to the achievement of *Juz 'Amma* memorization.

Based on this review of the literature, three major research gaps can be identified. First, most previous studies have employed descriptive qualitative approaches and therefore have not statistically examined the strength of relationships among variables. Second, existing research has largely focused on formal educational institutions, while non-formal settings such as *majlis ta'lim* have received relatively limited scholarly attention. Third, no previous study has specifically examined the relationship between the Al-Qosimi method and success in memorizing *Juz 'Amma* using multidimensional and measurable indicators of success. These indicators include memorization speed, recitation fluency, *tajwid* accuracy, memorization productivity, continuity of memorization, confidence in memorization outcomes, retention of memorized material, and self-efficacy perceptions.

To address these gaps, the present study offers three primary contributions. First, from a methodological perspective, it employs a quantitative correlational design to measure the direction and strength of the relationship between the implementation of the Al-Qosimi method and success in memorizing *Juz 'Amma*. Second, the study is conducted in a *majlis ta'lim* setting, representing a non-formal Islamic educational environment characterized by distinct patterns of guidance intensity and diverse student backgrounds compared with formal schools. Third, the study assesses memorization success using eight measurable indicators: memorization speed, recitation fluency, *tajwid* accuracy, memorization productivity, memorization continuity, confidence, retention, and self-efficacy. These variables have not previously been examined simultaneously within a single study.

The selection of Majlis Ta'lim Nurul Ulum Jatingarang, Pemalang, as the research site was based on several academic considerations. The institution consistently applies the Al-Qosimi method in its *Juz 'Amma* memorization program under natural learning conditions. Moreover, the observed variation in memorization achievement among students who study under the same method and in the same environment provides an appropriate basis for correlational analysis. The number of participants, approximately 60 students, is also sufficient for quantitative analysis. In addition, based on the author's literature search, no previous study has specifically investigated this institution, suggesting that the findings may offer new empirical insights into non-formal Islamic education, which remains relatively underexplored.

Accordingly, this study aims to examine the relationship between the implementation of the Al-Qosimi method and success in memorizing *Juz 'Amma* among students at Majlis Ta'lim Nurul Ulum Jatingarang, Pemalang. Specifically, the study addresses the following research question: “Is there a significant relationship between the implementation of the Al-Qosimi method and students’ success in memorizing *Juz 'Amma* at Majlis Ta'lim Nurul Ulum Jatingarang, Pemalang?” To answer this question, two hypotheses are proposed. The null hypothesis (H_0) states that there is no significant relationship between the implementation of the Al-Qosimi method and students’ success in memorizing *Juz 'Amma*. Conversely, the alternative hypothesis (H_a) states that there is a

significant relationship between the implementation of the Al-Qosimi method and students' success in memorizing *Juz 'Amma*. These hypotheses were tested using Spearman's rank correlation analysis, as described in the methodology section.

Method

This study employed a quantitative approach with a correlational design to examine the relationship between the implementation of the Al-Qosimi method and students' success in memorizing Juz 'Amma at Majlis Ta'lim Nurul Ulum Jatingarang, Pemalang. A correlational design was selected because it enables the measurement of both the strength and direction of the relationship between the research variables (Azwar, 2011).

The population consisted of 60 students enrolled in the Juz 'Amma memorization program. The study employed a total sampling strategy, targeting the entire population as respondents (Sugiyono, 2019). However, of the 60 questionnaires distributed, only 38 were returned and met the criteria for analysis, resulting in a response rate of 63.3%. Consequently, although the study initially targeted the entire population, the final dataset functioned as a sample of 38 respondents. Therefore, the findings should be interpreted as representing the respondents with valid data rather than the entire population. The less-than-complete response rate also presents a potential risk of nonresponse bias (Nikolopoulou, 2024).

Research Variables

This study involved two variables: the Al-Qosimi method as the independent variable (X) and success in memorizing *Juz 'Amma* as the dependent variable (Y). The operational indicators for each variable are presented in Table 2.

Table 1. Research Variables

Variable	Indicators
Al-Qosimi Method (X)	Interest in the memorization method; Comfort during memorization; Memorization discipline; Effectiveness of repetition; Memorization organization; Self-confidence; Ease of memorizing difficult verses
Success in Memorizing Juz 'Amma (Y)	Memorization speed; Recitation fluency; Tajwid accuracy; Memorization productivity; Memorization continuity; Confidence in memorization outcomes; Memory retention; Self-efficacy perception

Source: Variable X-Y, 2026

The Al-Qosimi method was operationalized through seven interconnected stages: (1) *talaqqi* (teacher modeling), (2) *tikrar* (repetitive recitation), (3) *zayadah* (addition of new memorization), (4) *muraja'ah* (review), (5) *setoran/tasmi'* (memorization submission), (6) *tajwid* evaluation, and (7) remedial reinforcement. These components form a structured learning cycle designed to strengthen the quality of memorization and retention (Hamdani & Joko Subando, 2026). In this framework, *tikrar*, *tasmi'*, *muraja'ah*, and peer tutoring function as supporting techniques within the Al-Qosimi method rather than as independent methods.

Research Instrument

Data were collected using a structured questionnaire based on a four-point Likert scale consisting of: Strongly Agree, Agree, Disagree, and Strongly Disagree. The questionnaire measured students' perceptions of the Al-Qosimi method and their success in memorizing *Juz 'Amma*.

The Al-Qosimi Method variable was assessed through seven indicators reflecting students' experiences and perceptions of the method, while the Success in Memorizing *Juz 'Amma* variable was measured using eight indicators representing both cognitive and behavioral dimensions of memorization achievement. Prior to data collection, the instrument was pilot-tested to evaluate its validity and reliability.

1. Instrument Validity Test

Item validity was assessed using Pearson's Product-Moment correlation. Based on the analysis, the critical r -value at the 5% significance level was 0.320. Of the 15 questionnaire items tested, 14 met the validity criteria ($r\text{-count} > r\text{-table}$ and $p < 0.05$), while one item (Item 7) did not satisfy the requirements ($r = 0.267$; $p = 0.105$) and was excluded from subsequent analyses.

Table 2. Validity Test Results

Variable	Item No.	r-count	r-table	Sig.	Result
Al-Qosimi Method	1	0.501	0.320	0.001	Valid
	2	0.662	0.320	0.000	Valid
	3	0.547	0.320	0.000	Valid
	4	0.456	0.320	0.004	Valid
	5	0.563	0.320	0.000	Valid
	6	0.700	0.320	0.000	Valid
	7	0.267	0.320	0.105	Invalid
Success in Memorization	8	0.460	0.320	0.004	Valid
	9	0.570	0.320	0.000	Valid
	10	0.506	0.320	0.001	Valid
	11	0.744	0.320	0.000	Valid
	12	0.437	0.320	0.006	Valid
	13	0.652	0.320	0.000	Valid
	14	0.600	0.320	0.000	Valid
	15	0.559	0.320	0.000	Valid

Source: Primary data processed using SPSS, 2026.

As a result, the final instrument used in this study consisted of 14 valid items.

2. Instrument Reliability Test

Instrument reliability was evaluated using Cronbach's Alpha. The results indicate that both research variables exceeded the recommended threshold of 0.70, demonstrating satisfactory internal consistency (Ghozali, 2021).

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Number of Items	Result
Al-Qosimi Method	0.727	7	Reliable
Success in Memorizing	0.754	8	Reliable

Data Collection Procedure

Questionnaires were distributed directly to respondents during the memorization program. To complement the quantitative data, non-participant observations were conducted during *muraja'ah*

activities and learning sessions. These observations were used solely to provide contextual support for interpreting the quantitative findings and were not included in the statistical analysis.

To minimize potential bias, respondent anonymity and confidentiality were guaranteed. In addition, the questionnaire items were systematically organized and administered directly by the researcher to ensure respondents' understanding and to improve response completeness.

Data Analysis

Data were analyzed using SPSS version 26. Prior to hypothesis testing, normality was assessed using the Shapiro-Wilk test. The results indicated that the data were not normally distributed ($p < 0.05$). Furthermore, the data were measured using a Likert scale, producing ordinal-level measurements.

Given the ordinal nature of the data and the violation of the normality assumption, Spearman's Rank Correlation was employed to test the relationship between the Al-Qosimi method and success in memorizing *Juz 'Amma*. This non-parametric technique is appropriate for analyzing the strength and direction of relationships between ordinal variables without requiring normally distributed data (Sugiyono, 2019).

Research Ethics

This study adhered to fundamental ethical principles for research involving human participants. Research permission was obtained from the researcher's institution (reference number B-1325/Un.27/J.II.1/TL.00/09/2026) and approved by the administrators of Majlis Ta'lim Nurul Ulum Jatingarang, Pemalang, prior to data collection. Participation was voluntary; respondents were informed of the study objectives, and all responses were kept confidential and used exclusively for academic purposes. Since the study involved only questionnaire responses regarding routine educational activities, the level of risk to participants was considered minimal.

Research Procedure

Table 4. Research Procedure

No.	Stage	Description
1	Population Determination	60 students enrolled in the memorization program
2	Sampling Technique	Total sampling; valid responses analyzed (N = 38)
3	Data Collection	Questionnaire distribution
4	Instrument Testing	Validity and reliability testing
5	Normality Testing	Shapiro-Wilk test
6	Hypothesis Testing	Spearman's Rank Correlation
7	Interpretation of Results	Relationship between the Al-Qosimi Method and memorization success

The research procedure consisted of seven sequential stages, beginning with population determination and ending with the interpretation of findings. Instrument testing, normality testing, and hypothesis testing constituted the core analytical procedures used to examine the relationship between the Al-Qosimi method and success in memorizing *Juz 'Amma*.

Findings

Respondent Characteristics

This study analyzed data from 38 students of Majlis Ta'lim Nurul Ulum Jatingarang, Pemalang, who participated in the *Juz 'Amma* memorization program. All returned questionnaires met the criteria for analysis and were therefore included in the statistical procedures. The demographic characteristics of the respondents are presented in Table 6.

Table 5. Respondent Characteristics (n = 38)

Characteristic	Category	Frequency (n)	Percentage (%)
Gender	Male	23	60.53
	Female	15	39.47
Age	8–10 years	18	47.37
	11–15 years	20	52.63
Length of Participation in the Tahfidz Program	< 1 year	15	39.47
	≥ 1 year	23	60.53

Source: *Respondent Characteristics*, 2026.

Table 5 shows that the majority of respondents were male students (60.53%), while female students accounted for 39.47% of the sample. In terms of age distribution, respondents aged 11–15 years comprised a slightly larger proportion (52.63%) than those aged 8–10 years (47.37%). Regarding participation in the tahfidz program, most respondents (60.53%) had been enrolled for one year or longer, indicating that the majority had sufficient experience with the memorization activities and learning procedures implemented through the Al-Qosimi method.

Descriptive Statistics of Research Variables

Descriptive statistical analysis was conducted to provide an overview of respondents' perceptions regarding the Al-Qosimi method and their level of success in memorizing *Juz 'Amma* before hypothesis testing.

Table 6. Descriptive Statistics of Research Variables

Variable	Mean	SD	Min–Max	Category
Al-Qosimi Method (X)	24.34	2.293	20–28	High
Success in Memorizing <i>Juz 'Amma</i> (Y)	27.29	3.204	20–32	High

Source: *Descriptive Statistics of Research Variables*, 2026.

As presented in Table 6, the Al-Qosimi Method variable obtained a mean score of 24.34 (SD = 2.293) with an observed score range of 20–28. Meanwhile, the Success in Memorizing *Juz 'Amma* variable achieved a mean score of 27.29 (SD = 3.204) with scores ranging from 20 to 32. Based on the classification using the ideal mean (M_i) and ideal standard deviation (SD_i) approach (Azwar, 2011), both variables fall within the high category. These findings indicate that respondents generally perceived the implementation of the Al-Qosimi method positively and reported relatively high levels of memorization achievement.

Normality Test

Prior to hypothesis testing, the normality of the data was assessed using the Shapiro-Wilk test because the number of respondents was below 50.

Table 7. Results of the Normality Test

Variable	Statistic	df	Sig.
Al-Qosimi Method (X)	0.949	38	0.084
Success in Memorizing Juz 'Amma (Y)	0.942	38	0.047

Source: Primary data processed using SPSS, 2026.

The results indicate that the Al-Qosimi Method variable was normally distributed, as evidenced by a significance value of 0.084 (> 0.05). In contrast, the Success in Memorizing Juz 'Amma variable produced a significance value of 0.047 (< 0.05), indicating a non-normal distribution. Because one of the variables did not satisfy the normality assumption, a non-parametric statistical technique was selected for hypothesis testing.

Hypothesis Testing

The relationship between the Al-Qosimi Method and success in memorizing Juz 'Amma was examined using Spearman's Rank Correlation. This analysis was chosen because one variable did not meet the assumption of normality and the data were measured using an ordinal scale.

Table 8. Results of the Spearman Rank Correlation Test

Variable	Correlation Coefficient	P- Value	Result
The Al-Qosimi Method and Perception Of Memorization Success	0,635	$< 0,001$	Positive and Significant

Source: Primary data analyzed using SPSS, 2026

The correlation analysis revealed a Spearman correlation coefficient (r_s) of 0.635 ($p < 0.001$). Since the probability value is lower than the predetermined significance level of 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. These findings indicate a statistically significant relationship between the implementation of the Al-Qosimi method and students' success in memorizing Juz 'Amma.

According to the correlation coefficient interpretation guidelines proposed by Sugiyono (2019), a coefficient of 0.635 falls within the strong correlation category. Moreover, the positive direction of the relationship suggests that better implementation and stronger student engagement with the Al-Qosimi method are associated with higher levels of memorization success. In practical terms, students who reported more positive experiences with the method tended to exhibit greater fluency, accuracy, confidence, productivity, consistency, and retention in their memorization activities.

Overall, the findings demonstrate that the Al-Qosimi method is positively and significantly associated with students' success in memorizing Juz 'Amma at Majlis Ta'lim Nurul Ulum Jatingarang, Pemalang. These results provide empirical support for the proposed hypothesis and indicate that the method constitutes an important factor in facilitating successful Qur'anic memorization among students.

Discussion

The Al-Qosimi Method in Juz 'Amma Memorization Instruction

The research results show that the Al-Qosimi method has been systematically applied in the teaching of Juz 'Amma memorization at the Nurul Ulum Jatingarang Pemalang Majelis Ta'lim. The method is implemented through group review sessions held regularly every Tuesday evening. During these sessions, students are encouraged to review their memorization together using an odd-even system. In this system, some students recite their memorized verses with the Quran open, while others close their copies once they have mastered a passage and can continue reciting independently. This learning pattern allows students to listen to one another, correct recitation errors, and reinforce their memorization through collective repetition. This finding aligns with the view that repeated, structured recitation is a crucial strategy in Quran memorization (tahfidz) because it strengthens memory and reduces the likelihood of forgetting what has been memorized (Sa'dulloh, 2018). In addition, other studies have shown that collective muraja'ah activities can improve the quality of memorization, the accuracy of recitation, and students' confidence in reciting the Qur'an (Atmi, 2023).

The implementation of the Al-Qosimi method at the Nurul Ulum Majelis Ta'lim involves not only the ustadz as the primary instructor but also senior students who serve as learning mentors. The involvement of senior students in the learning process demonstrates peer teaching, which supports memorization. Peer teaching provides students with the opportunity to learn together, discuss, and help one another in overcoming difficulties during the memorization process. According to Agusman (2021), in the Al-Qosimi method, the importance of continuous guidance and supervision lies in maintaining the quality of Qur'an memorization. With the involvement of the ustadz and senior students, the learning process becomes more effective because students receive direct feedback on their recitation and memorization. This finding is supported by research by Zulkifli & Maryama (2020), which states that peer learning in tahfidz programs can increase motivation to learn, accelerate improvements in recitation, and foster positive social interactions among students. Thus, the involvement of senior students serves not only as mentors but also as facilitators in creating a collaborative learning environment.

In addition to group muraja'ah, students also engage in individual muraja'ah according to their respective abilities. Individual muraja'ah is conducted flexibly without fixed time constraints, allowing students to adjust their recitation review activities to their own circumstances and readiness. This flexibility provides students with the opportunity to develop independence in maintaining their Quranic memorization. Nevertheless, the routine group muraja'ah sessions remain the core of the Al-Qosimi method's implementation in this majlis ta'lim. According to Afidah & Anggraini (2022), it is easily forgotten. This view is supported by Mauludi et al. (2025), who find that the intensity of muraja'ah is significantly related to students' success in retaining their Qur'anic memorization. The more frequently students engage in muraja'ah—whether individually or in groups—the better the quality of their memorization. Therefore, the combination of group and individual muraja'ah is one of the factors supporting the successful implementation of the Al-Qosimi method at the Nurul Ulum Jatingarang Pemalang Majelis Ta'lim.

These findings align with the study by Sholihah et al. (2024), which states that the Al-Qosimi method can improve the quality of memorization through structured activities such as talaqqi, muraja'ah, and memorization review. Similar results were found in the study by Wulandayu & Istanto (2024), which showed that the Al-Qosimi method can improve students' motivation and discipline in memorizing the Qur'an. Furthermore, other studies indicate that the success of tahfidz

learning is significantly influenced by the consistency of the method, the intensity of teacher guidance, and a supportive learning environment (Azhari & Subando, 2025). Thus, the implementation of the Al-Qosimi method at the Nurul Ulum Majlis Ta'lim demonstrates that collaborative, structured, and sustained tahfidz instruction can foster a learning environment conducive to students' memorization of Juz 'Amma.

Success in Memorizing Juz 'Amma Among Students

The research results indicate that the success rate in memorizing Juz 'Amma among students at the Nurul Ulum Jatingarang Pemalang Majlis Ta'lim is relatively high. This success is reflected in most students' ability to recite their memorized passages fluently without significant difficulty. Based on the observations, the memorization process that uses a relaxed tempo makes it easier for students to recall and continue memorizing consistently. The use of rhythm in tahfidz learning helps students more easily recognize reading patterns, making memorization smoother and more enjoyable. These findings indicate that learning strategies tailored to students' characteristics can support successful memorization of the Qur'an.

In addition to the fluency of their memorization, the students' *tajwid* accuracy was also positive. Based on the observation results, the majority of students have been able to recite Qur'anic verses in accordance with the correct rules of tajwid, although some students still require further guidance in letter pronunciation and the application of specific recitation rules. This situation indicates that regular learning, along with guidance from teachers and senior students, helps improve the quality of students' recitation. According to Sa'dulloh (2018), success in memorizing the Qur'an is not only measured by the amount of material memorized but also by the accuracy of recitation in accordance with the rules of tajwid. Therefore, tajwid accuracy must be consistently maintained and improved to ensure the quality of students' memorization remains intact.

The success of students' memorization is also demonstrated by its durability. Based on field observations, most students retain what they have learned well and do not easily forget it. The durability of their memorization is supported by regular group muraja'ah sessions. These structured muraja'ah sessions allow students to continuously review and reinforce their memorization, ensuring it remains intact. Thus, the consistent practice of muraja'ah plays a crucial role in supporting students' success in memorization.

The high success rate in students' memorization is closely linked to supportive factors within the learning environment and the learning system implemented. Based on observation results, a conducive majlis ta'lim environment, along with support from teachers, senior students, and peers, fosters a learning atmosphere that facilitates memorizing the Qur'an. Furthermore, the structured implementation of muraja'ah is also a key factor driving the students' success in memorization (Azhari & Subando, 2025). This finding aligns with research indicating that a positive learning environment and high intensity of muraja'ah are important factors in enhancing the success of the Qur'an memorization program. Therefore, the success of students at Majlis Ta'lim Nurul Ulum in memorizing Juz 'Amma is influenced not only by individual ability but also by environmental support and a consistently applied learning system.

The Relationship Between the Al-Qosimi Method and Success in Memorizing Juz 'Amma

The research results indicate that there is a positive and significant relationship between the Al-Qosimi method and success in memorizing Juz 'Amma among students at the Nurul Ulum Jatingarang Pemalang Majlis Ta'lim. The results of the Spearman Rank correlation test showed r_s

= 0.635, $p < 0.001$. A p -value less than 0.05 indicates that the relationship between the two variables is statistically significant. Furthermore, a correlation coefficient of 0.635 indicates that the relationship between the Al-Qosimi method and success in memorizing Juz 'Amma falls into the “strong” category (Sugiyono, 2019). These findings suggest that the better the Al-Qosimi method is implemented, the higher the success rate in memorizing Juz 'Amma among the students. These results align with the notion that learning methods applied systematically and consistently are associated with higher-quality students' Qur'an memorization (Sholihah et al., 2024).

The correlation coefficient value of 0.635 should not be interpreted further by squaring it to obtain the coefficient of determination (R^2) to express the “contribution” or “percentage of influence” of the Al-Qosimi method on memorization success. Interpreting R^2 as the proportion of explained variance is commonly used with Pearson's correlation coefficient in the context of linear regression; its application to the Spearman rank correlation coefficient, which measures the strength of a monotonic relationship between ranks (rather than a linear relationship between raw values), lacks an equivalent interpretation of explained variance, and squaring it to claim the magnitude of the contribution can be misleading (online.stat.psu.edu, 2026). The only valid conclusion that can be drawn from the value of $r_s = 0.635$ is that the strength of the monotonic relationship between the Al-Qosimi method and success in memorizing Juz 'Amma is strong and positively directed (Sugiyono, 2019); this value does not indicate to what extent the method “causes” or “contributes to” memorization success, given that the study design is a cross-sectional correlational study, not an experimental one. As emphasized in the methodological literature, a strong and significant correlation cannot be interpreted as evidence of a cause-and-effect relationship or as a measure of the proportion of variance “explained” by one of the variables (Wikipedia: Correlation does not imply causation, accessed 2026). Thus, what can be stated methodologically is that the Al Qosimi method is strongly and positively associated with students' memorization success, while other factors not measured in this study may also play a role in shaping that success, though their exact proportions cannot be determined from this data.

These findings can be interpreted more conceptually through several theoretical perspectives. From the perspective of memory theory, the rehearsal mechanism, which is central to the application of the Al-Qosimi method, aligns with the multi-store model of memory proposed by Atkinson & Shiffrin (1968), which explains that information continuously repeated in short-term memory has a greater chance of being transferred and permanently stored in long-term memory. The muraja'ah, conducted routinely and in a structured manner in the Al-Qosimi method, serves as a rehearsal mechanism, thereby strengthening the retention of memorized material in students' long-term memory and explaining why consistent repetition is closely related to the durability of memorization (mutqin). From a learning-theory perspective, the involvement of teachers and senior students as mentors in the muraja'ah process aligns with the principles of social learning, in which guidance, feedback, and modeling from more competent individuals help learners gradually internalize skills until they can perform them independently. Meanwhile, from the perspective of motivation theory, specifically Self-Determination Theory, the successful implementation of the Al-Qosimi method can also be interpreted as the fulfillment of students' basic psychological needs, namely a sense of competence through the gradual achievement of memorization goals, a sense of relatedness through collaborative learning with teachers and peers, and a sense of autonomy through the students' freedom to conduct individual review sessions according to their respective abilities (Ryan & Deci, 2020). These three theoretical perspectives complement one another in

explaining why the use of a method that emphasizes repetition, guidance, and social engagement is significantly associated with students' success in memorization.

The relationship between the Al-Qosimi method and success in memorizing Juz 'Amma is believed to stem from the method's emphasis on consistency in the memorization process. Based on field observations, consistency in memorization emerged as the dominant factor supporting students' success in memorization. Students routinely engage in mandatory memorization activities, accompanied by group review sessions, once a week on Tuesday evenings. These activities allow students to continuously review what they have memorized, thereby strengthening their retention and preventing forgetting. This continuous review process is one of the key characteristics of the Al-Qosimi method in maintaining the quality of memorization. Thus, the more consistent students are in performing their memorization and review sessions, the greater their chances of successfully memorizing Juz 'Amma. This aligns with the view expressed in Afidah & Anggraini (2022), which states that *muraja'ah* is the key to maintaining and strengthening the memorization of the Qur'an so that it is not easily forgotten, and is supported by the study by Wulandayu & Istanto (2024), which found that consistency in applying the Al-Qosimi method influences students' success in memorization.

Conceptually, the Al-Qosimi method emphasizes memorization, repetition, intensive guidance, and continuous evaluation of memorization. These characteristics enable students not only to add new verses to their memorization but also to maintain and reinforce what they have already memorized. Regular *muraja'ah* sessions help retain memorization so it is not easily forgotten. In addition, the guidance provided by male and female instructors throughout the learning process helps students correct errors in recitation, *tajwid*, and the fluency of their memorization. According to Agusman(2021), the Al-Qosimi method is a Qur'an memorization (*tahfidz*) approach that emphasizes regularity in the memorization process through systematic stages, thereby enhancing the effectiveness of Qur'anic memorization. Similarly, another study indicates that Qur'an memorization instruction, conducted through the stages of *talaqqi*, *muraja'ah*, and periodic evaluation, can significantly improve students' memorization quality (Arifia & Prahastiwi, 2024). Thus, the consistent application of the Al-Qosimi method can create a more focused Quran memorization process and support students' successful memorization.

The findings of this study are consistent with the results of the research (Sholihah et al., 2024), which show that the application of the Al-Qosimi method can improve the quality of the Qur'an memorization through a structured system of repetition, *talaqqi*, and *muraja'ah*. Similar results were also found in the study by Wulandayu & Istanto (2024), which states that the Al-Qosimi method can improve students' motivation and discipline in the process of memorizing the Qur'an. Furthermore, the study (Sabiq et al., 2020) revealed that teachers' consistency in applying the steps of the Al-Qosimi method influences the quality of students' memorization. The study by (Arifia & Prahastiwi, 2024) also indicates that applying the Al-Qosimi method at the elementary education level can help students improve the effectiveness of their Qur'an memorization. These consistent findings suggest that memorization success is influenced not only by students' individual abilities but also by the consistent application of a systematic and sustained learning method. These findings are also supported by similar studies indicating that the success of memorization programs is significantly influenced by the learning method, the intensity of review (*muraja'ah*), and continuous teacher guidance (Sabiq et al., 2020).

The findings of this study have practical implications for implementing *tahfidz* programs in non-formal Islamic educational institutions, particularly *majlis ta'lim*. The application of the Al-

Qosimi method can serve as an effective alternative strategy for tahfidz instruction to enhance students' success in memorization. Therefore, the routine practice of muraja'ah, consistent memorization habits, and intensive guidance by ustadz and ustadzah must be maintained and continuously developed. In addition, educational institutions need to create a conducive learning environment to help students maintain motivation and consistency in memorizing the Qur'an. Thus, the Al-Qosimi method serves not only as a learning method but also as a means to foster a culture of continuous Qur'anic learning. These implications align with the findings of the study by Febriyarni et al. 2022), which states that a conducive learning environment, teacher support, and the use of appropriate methods are key factors in enhancing the success of Qur'an memorization programs in Islamic educational institutions.

Other Factors That May Influence Memorization Success

Despite the strong and statistically significant Spearman correlation identified between the Al-Qosimi method and the success of *Juz 'Amma* memorization, this finding does not suggest that the method is the sole factor determining students' memorization achievement. Several other variables, both theoretically and empirically, may also contribute to successful memorization but were not examined in the present study.

First, students' motivation and self-regulation are likely to play a substantial role in achieving memorization targets. Previous studies have indicated that self-regulation significantly influences Qur'anic memorization outcomes, as students who demonstrate effective time management, goal setting, and self-evaluation tend to achieve memorization targets more successfully than those who depend exclusively on institutional learning methods. In addition, peer interaction has been found to positively contribute to motivation for memorization. Positive social engagement among students in a tahfidz environment can foster greater enthusiasm and persistence in memorization. This finding aligns with the collaborative learning atmosphere observed during the implementation of the Al-Qosimi method at Majlis Ta'lim Nurul Ulum.

Second, students' prior Qur'anic reading competence (*tahsin*) before commencing memorization may also influence the quality of memorization. Earlier research has demonstrated a positive relationship between Qur'anic reading proficiency and the quality of memorization of Juz 30. Students who possess adequate fluency and accuracy in tajwid are generally better prepared to process and retain new memorization material than those who are simultaneously attempting to improve their recitation skills. Variations in students' initial reading abilities, as observed during the preliminary stage of this study, may partly explain the differences in memorization achievement despite the uniform application of the same instructional method.

Third, the family environment is an important external factor that supports memorization beyond the educational setting. Parental involvement through supervision, encouragement, and consistent motivation has been shown to strengthen students' commitment to reviewing and maintaining their memorized passages. Consequently, success in Qur'anic memorization is shaped not only by instructional practices within the majlis ta'lim but also by the extent to which the home environment facilitates regular muraja'ah and reinforces students' learning habits outside formal study sessions.

Fourth, the intensity of individual learning activities, particularly the frequency of independent muraja'ah outside structured programs, may also contribute to variations in memorization outcomes. Because this study did not strictly regulate students' independent review practices, differences in memorization achievement may have been influenced by varying levels of personal

commitment to muraja'ah. Students who engage more consistently in self-directed review are likely to demonstrate stronger retention and recall of memorized verses than those who rely solely on scheduled group review sessions.

Taken together, these findings suggest that the success of *Juz 'Amma* memorization is influenced by a range of interrelated factors beyond the Al-Qosimi method itself. Motivation and self-regulation, prior Qur'anic reading ability, family support, and the intensity of independent study all appear to affect memorization achievement. Since these variables were not measured separately in the present study, future research should incorporate them as control variables or additional independent variables to develop a more comprehensive understanding of the determinants of successful *Juz 'Amma* memorization.

Study Limitations

This study has several limitations that need to be openly acknowledged. First, the correlational design used can only identify a relationship between the Al-Qosimi method and success in memorizing *Juz 'Amma*, but cannot prove a causal (cause-and-effect) relationship between the two variables. Second, the research data were obtained through a self-report questionnaire; thus, the results reflect the students' perceptions of the method's implementation and their own success in memorization, rather than direct measures such as an oral recitation test administered by an independent examiner. Third, the questionnaire response rate, at only 63.3% (38 out of 60 respondents), has the potential to introduce nonresponse bias, given that students who did not complete the questionnaire may differ in characteristics of memorization success from those who did. Fourth, this study was conducted at only one non-formal educational institution; therefore, the results cannot yet be broadly generalized to other majlis ta'lim or tahfidz institutions with different characteristics. Fifth, given that Spearman's correlation coefficient only indicates the strength and direction of a relationship without specifying the proportion of causal contribution, this study did not measure several other variables that may be associated with memorization success, such as motivation, self-regulation, initial ability to read the Qur'an, family environment, and individual study intensity; consequently, the resulting relationship model remains partial. These limitations should be taken into account when interpreting the research results and should serve as a reference for the development of more comprehensive future research.

Conclusion

Research findings indicate that the Al-Qosimi method has been successfully implemented for teaching *Juz 'Amma* memorization at the Nurul Ulum Jatingarang Pemalang Majlis Ta'lim. This method incorporates group review sessions, an odd-even system, peer teaching, and guidance from teachers and senior students, creating a structured and supportive learning environment.

The success rate of memorizing *Juz 'Amma* among students is high, as evidenced by their fluency, accuracy in tajwid, and strong retention of the material. The Spearman Rank correlation test shows a significant positive relationship ($r_s = 0.635$, $p < 0.001$) between the application of the Al-Qosimi method and memorization success, indicating that a better implementation of this method correlates with higher rates of memorization success.

However, the study does have limitations, including its correlational design, which cannot establish causation. Data collection relied on a self-report questionnaire, producing a response rate of only 63.3%, and was limited to a single institution, making it difficult to generalize the findings.

Theoretically, this study provides empirical evidence regarding the relationship between the Al-Qosimi method and success in Qur'an memorization, building on previous qualitative research. Practically, the findings can inform the development of tahfidz programs that emphasize consistent *muraja'ah*, guidance, and peer learning.

Future research should explore experimental designs to test causation, use mixed methods to gain deeper insights, and include variables such as motivation and family environment to improve understanding and generalizability across multiple institutions.

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