

IMPROVING QUR'ANIC MEMORIZATION THROUGH AN AUDIOVISUAL APPROACH: A QUALITATIVE STUDY AT SDIT AKMALA SABILA CIREBON

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Abstract

This study aims to analyze efforts to improve Qur'anic memorization through an audiovisual approach at SDIT Akmala Sabila, Talun District, Cirebon Regency. The research employs a qualitative approach with a case study design to explore in depth the implementation of audiovisual-based tahfidz learning. The participants include the school principal, tahfidz teachers, and students. Data were collected through observation, in-depth interviews, and documentation, while data analysis was conducted using an interactive model consisting of data reduction, data display, and conclusion drawing. The findings reveal that the audiovisual approach significantly enhances students' Qur'anic memorization quality in terms of fluency, tajwid accuracy, memory retention, and learning motivation. The use of audiovisual media such as murottal videos, verse visualization, and repeated audio provides multisensory stimulation that strengthens students' cognitive processes. Additionally, this approach increases student engagement and interest while enabling teachers to deliver learning materials more effectively and interactively. Supporting factors include the availability of facilities, teacher competence, and institutional support, whereas inhibiting factors involve limited infrastructure and technical issues. This study concludes that the audiovisual approach is an effective, innovative, and relevant learning strategy for improving Qur'anic memorization in Islamic elementary schools and can serve as an alternative model for tahfidz learning in the digital era.

Keywords: Audiovisual Approach; Qur'anic Memorization; Tahfidz Learning; Islamic Elementary School; Learning Media

Abstrak

Penelitian ini bertujuan untuk menganalisis upaya peningkatan hafalan Al-Qur'an melalui pendekatan audiovisual di SDIT Akmala Sabila Kecamatan Talun Kabupaten Cirebon. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus untuk menggali secara mendalam praktik pembelajaran tahfidz berbasis audiovisual. Subjek penelitian meliputi kepala sekolah, guru tahfidz, dan siswa. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi, sedangkan analisis data menggunakan model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pendekatan audiovisual mampu meningkatkan kualitas hafalan Al-Qur'an siswa secara signifikan, baik dari aspek kelancaran, ketepatan tajwid, daya ingat, maupun motivasi belajar. Implementasi media audiovisual seperti video murottal, visualisasi ayat, dan audio pengulangan memberikan stimulus multisensori yang memperkuat proses kognitif siswa. Selain itu, pendekatan ini juga meningkatkan keterlibatan dan minat belajar siswa, serta mempermudah guru dalam menyampaikan materi secara lebih variatif dan efektif. Faktor pendukung utama meliputi ketersediaan fasilitas, kompetensi guru, dan dukungan institusi, sementara faktor penghambat meliputi keterbatasan sarana dan kendala teknis. Penelitian ini menyimpulkan bahwa pendekatan audiovisual merupakan strategi pembelajaran yang efektif, inovatif, dan relevan dalam meningkatkan kualitas hafalan Al-Qur'an di sekolah dasar Islam, serta dapat dijadikan model alternatif dalam pembelajaran tahfidz di era digital.

Kata Kunci: Pendekatan Audiovisual; Hafalan Al-Qur'an; Pembelajaran Tahfidz; Sekolah Dasar Islam; Media Pembelajaran

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Introduction

Qur'anic memorization (tahfidz) constitutes a central component of Islamic education, particularly within Islamic elementary schools where students are expected not only to recite the Qur'an accurately but also to retain memorized verses over extended periods. Despite the longstanding tradition of Qur'anic memorization, maintaining retention and consistency remains a persistent pedagogical challenge. Previous studies have reported that many elementary students experience difficulties in sustaining memorized verses, particularly when learning relies heavily on repetitive recitation without sufficient cognitive reinforcement (Ritonga & Dahlan, 2025; Satriyo et al., 2025). These difficulties are reflected in declining retention rates, inconsistent murojaah practices, and reduced learning motivation. Consequently, improving the quality of Qur'anic memorization requires instructional approaches that support both cognitive processing and learner engagement.

From a theoretical perspective, the effectiveness of memorization is closely associated with how information is encoded and stored in memory. The Cognitive Theory of Multimedia Learning posits that learners process information through separate auditory and visual channels, and learning becomes more effective when both channels are activated simultaneously. Similarly, Dual Coding Theory suggests that information presented through verbal and visual representations generates multiple cognitive pathways that strengthen memory retention. Within Qur'anic memorization, auditory stimuli such as murottal recitation support phonological encoding, while visual representations of verses facilitate symbolic and semantic processing. The integration of these modalities creates multisensory learning experiences that enhance comprehension, recall, and long-term retention (Faqihuddin et al., 2024; Shafira et al., 2025). Therefore, audiovisual learning can be theoretically positioned as a pedagogical strategy capable of strengthening memorization processes beyond conventional repetition-based methods.

Recent scholarship has increasingly highlighted the potential of audiovisual media in Islamic education. Existing studies consistently report positive effects of audiovisual integration on learning motivation, concentration, engagement, and memorization performance (Satingi et al., 2023; Zahara et al., 2025). Research on audio-assisted murojaah demonstrates that repeated auditory exposure improves retention and fluency of recitation (Ritonga & Dahlan, 2025), while studies involving audiovisual-supported talaqqi indicate improvements in students' memorization achievement (Desty & Aziz, 2025). Technological developments have further expanded these possibilities through the incorporation of augmented reality, artificial intelligence, and digital learning applications that enrich Qur'anic learning experiences (Harere & Jallad, 2023a; Harere & Jallad, 2023b; Uriawan et al., 2025). Collectively, these studies suggest that audiovisual approaches provide cognitive and motivational benefits for Qur'anic learning.

However, a closer examination of the literature reveals several important limitations. First, most previous studies have predominantly employed experimental or quantitative designs focusing on learning outcomes, such as memorization scores, motivation levels, or media effectiveness (Desty & Aziz, 2025; Hawa et al., 2025). While these studies demonstrate whether audiovisual media are effective, they provide limited insight into how audiovisual approaches are implemented in authentic educational settings and how contextual factors shape their effectiveness. Second, existing research generally treats audiovisual media as technological tools rather than examining them as pedagogical practices embedded within institutional cultures, teacher competencies, and students' learning experiences. Third, despite the growing body of research on audiovisual learning in Islamic education, studies exploring the implementation of

audiovisual-based tahfidz instruction in integrated Islamic elementary schools remain limited. As a result, the mechanisms through which audiovisual approaches support memorization, engagement, and retention within real classroom contexts remain insufficiently understood.

This gap is particularly important because the success of educational innovations is highly dependent on contextual factors. Educational institutions differ in terms of curriculum orientation, technological infrastructure, teacher readiness, and student characteristics. Consequently, findings derived from one setting cannot be assumed to apply universally across other contexts. Understanding how audiovisual approaches operate within specific institutional environments is therefore necessary for generating contextually relevant knowledge and informing pedagogical practice. Qualitative inquiry offers an appropriate methodological avenue for exploring these complex interactions because it allows researchers to examine participants' experiences, perceptions, and instructional practices in depth.

The present study addresses this gap by investigating the implementation of an audiovisual approach in Qur'anic memorization learning at SDIT Akmala Sabila, Cirebon Regency. Unlike previous studies that primarily focus on measuring effectiveness, this research seeks to explore how audiovisual media are integrated into tahfidz instruction, how teachers and students perceive their use, and what contextual factors facilitate or hinder their implementation. The novelty of this study lies in its qualitative exploration of audiovisual-based Qur'anic memorization within an integrated Islamic elementary school context, thereby providing a richer understanding of the pedagogical mechanisms underlying audiovisual learning. The study contributes theoretically by extending discussions on multimedia learning and multisensory memorization within Islamic education, while pedagogically offering evidence-based insights for designing more engaging and contextually responsive tahfidz learning environments in the digital era.

Research Method

This study employed a qualitative approach with a case study design to explore how the audiovisual approach was implemented to improve Qur'anic memorization among students at SDIT Akmala Sabila, Talun District, Cirebon Regency. A qualitative case study was considered appropriate because it enables an in-depth investigation of educational practices within their natural setting and facilitates a comprehensive understanding of participants' experiences, interactions, and interpretations of learning processes (Haryono, 2023). Furthermore, qualitative inquiry in Islamic education seeks to capture contextual and dynamic educational realities that cannot be adequately explained through numerical measurement alone (Hayati, 2025).

The study was conducted at SDIT Akmala Sabila, an integrated Islamic elementary school that incorporates Qur'anic memorization (tahfidz) as a core component of its curriculum. Participants were selected using purposive sampling based on their direct involvement in the implementation of audiovisual-based tahfidz learning. The participants consisted of one school principal, three tahfidz teachers, and twelve students from Grades IV–VI who actively participated in the memorization program.

The student participants were between 10 and 12 years old and represented diverse levels of memorization achievement, ranging from beginner to advanced levels. Selection criteria included: (1) active participation in audiovisual-based tahfidz learning for at least one semester, (2) regular attendance in memorization sessions, and (3) willingness to participate in interviews and observations with parental consent. The inclusion of participants with different

memorization abilities was intended to capture diverse perspectives and experiences, thereby enhancing the transferability of the findings.

Data were collected over a three-month period through participant observation, semi-structured interviews, and document analysis. Participant observation was conducted during regular tahfidz learning sessions. The observation protocol focused on several indicators, including: (1) the use of audiovisual media during instruction, (2) teacher–student interactions, (3) student engagement and participation, (4) memorization practices and repetition activities (*murojaah*), and (5) students’ responses toward audiovisual learning. Field notes were recorded systematically after each observation session to document instructional practices and emerging patterns.

Semi-structured interviews were conducted with all participants. Interviews with the principal focused on institutional policies and support for audiovisual learning. Teacher interviews explored instructional strategies, perceived benefits, challenges, and pedagogical considerations. Student interviews investigated learning experiences, motivation, perceived difficulties, and responses toward audiovisual media. Interview questions were developed based on the conceptual framework of multimedia learning and memorization processes. Each interview lasted approximately 30–60 minutes, was audio-recorded with permission, and subsequently transcribed verbatim for analysis.

Document analysis was used to complement observational and interview data. Documents included lesson plans, memorization progress records, students’ assessment reports, audiovisual learning materials, and school policy documents related to the tahfidz program. The integration of multiple data sources enabled methodological triangulation and strengthened the credibility of the findings (Nurpita et al., 2025).

Data analysis followed the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing. The analysis began immediately after data collection and proceeded iteratively throughout the study.

First, all interview transcripts, observation notes, and documents were read repeatedly to achieve data familiarization. Initial open coding was then conducted by identifying meaningful units related to students’ memorization experiences, audiovisual learning practices, motivation, engagement, and instructional challenges. Similar codes were subsequently grouped into broader categories.

In the second stage, categories were compared and refined through constant comparison techniques to identify patterns and relationships among participants’ experiences. These categories were then organized into overarching themes that explained how audiovisual approaches influenced Qur’anic memorization learning. Examples of emerging themes included multisensory support for memorization, increased learner engagement, teacher facilitation strategies, and contextual challenges in implementation.

Finally, themes were interpreted in relation to the theoretical perspectives of multimedia learning, multisensory learning, and Qur’anic memorization pedagogy. Analytical memos were maintained throughout the process to document coding decisions, theme development, and researcher reflections, thereby enhancing the transparency of the analytical procedure.

Several strategies were employed to ensure the trustworthiness of the findings. Credibility was established through data triangulation involving observations, interviews, and documentation, as well as source triangulation across principals, teachers, and students. Member checking was conducted by sharing interview summaries and preliminary interpretations with selected participants to verify the accuracy of the findings.

Dependability was enhanced through the maintenance of an audit trail documenting research procedures, coding processes, and analytical decisions. Confirmability was supported through reflective memo writing and continuous examination of researcher assumptions to minimize interpretive bias. Transferability was addressed by providing rich descriptions of the research setting, participants, and instructional context, enabling readers to determine the applicability of the findings to other educational settings.

Ethical principles were carefully observed throughout the study. Formal permission to conduct the research was obtained from the school administration before data collection commenced. Because the study involved children, informed consent was obtained from parents or guardians, while verbal assent was obtained from student participants. Participants were informed about the purpose of the study, their voluntary participation, their right to withdraw at any time, and the confidentiality of the collected information.

To protect participants' privacy, pseudonyms were used in all interview transcripts and research reports. Audio recordings, transcripts, and supporting documents were securely stored and used solely for research purposes. These procedures ensured that the study adhered to ethical standards for educational research involving minors.

Result And Discussion

Audiovisual Learning Facilitates Multisensory Encoding in Qur'anic Memorization

The findings indicate that the implementation of audiovisual media at SDIT Akmala Sabila transformed the memorization process from a predominantly repetitive activity into a multisensory learning experience. Observation data revealed that students simultaneously listened to murottal recitations while observing the displayed Qur'anic text. This dual exposure enabled learners to connect auditory input with visual representations of verses, thereby strengthening memorization processes.

Prior to the implementation of audiovisual media, memorization activities mainly relied on talaqqi and repetitive oral recitation. Although these methods remained important, teachers reported that some students experienced difficulties maintaining concentration and retaining memorized verses over extended periods. The integration of audiovisual media introduced additional sensory support that helped students follow the sequence of verses more systematically.

Interview findings revealed that students perceived audiovisual learning as helpful because they could simultaneously hear and see the verses being memorized. Teachers also observed that students became more attentive during learning sessions and demonstrated greater accuracy when recalling memorized passages. Furthermore, color-coded tajwid markers displayed on the screen assisted students in recognizing pronunciation patterns and reducing recitation errors.

The findings suggest that audiovisual media function not merely as instructional tools but as cognitive supports that facilitate the encoding and retrieval of Qur'anic memorization. Through the integration of auditory and visual stimuli, students developed stronger associations between sound, text, and meaning, which contributed to more effective memorization outcomes.

Table 1. Forms of Audiovisual Implementation in Tahfidz Learning

Learning Component	Implementation Form	Purpose
Opening	Playing murottal videos	Building students' focus and readiness
Core Activities	Visual display of verses	Facilitating understanding and memorization
Repetition (Murojaah)	Repeated audio recitation	Strengthening memory retention
Closing	Visual-based reflection	Evaluating students' comprehension

The observation results further showed that audiovisual integration occurred consistently throughout all learning stages. Rather than functioning as supplementary media, audiovisual resources became an integral part of the memorization process, supporting both initial acquisition and reinforcement of memorized material.

Audiovisual Learning Enhances Memorization Performance and Retention

A second major theme emerging from the data concerns the improvement of students' memorization performance following the implementation of audiovisual learning. Data from observations, interviews, and documentation consistently indicated improvements in fluency, tajwid accuracy, retention, and learning motivation.

Teachers reported that students demonstrated greater fluency during recitation activities and required fewer corrective interventions compared to previous learning periods. Documentation of students' memorization progress also showed increased consistency in maintaining memorized verses during murojaah sessions. Students who previously struggled to retain memorized passages were able to recall verses more accurately after repeated exposure to audiovisual materials.

The improvement was particularly evident in tajwid accuracy. Visual markers embedded within learning materials enabled students to identify pronunciation rules more easily than through oral explanation alone. Students became increasingly capable of recognizing mistakes independently before receiving teacher corrections.

In addition to cognitive improvements, students demonstrated enhanced retention of memorized verses. Teachers explained that repeated exposure to synchronized visual and auditory stimuli helped students maintain memorization for longer periods. Several students reported that they could mentally recall both the sound and appearance of verses when attempting to recite them independently.

Table 2. Comparison of Students' Memorization Ability

Assessment Aspect	Before Audiovisual	After Audiovisual	Description
Fluency	Less fluent	More fluent	Significant improvement
Tajwid Accuracy	Many errors	More accurate	Clear improvement
Memory Retention	Easily forgotten	More durable	Increased retention
Motivation	Low	High	More enthusiastic

The data suggest that memorization improvement was not limited to a single aspect of performance. Instead, audiovisual learning contributed simultaneously to fluency, pronunciation accuracy, retention, and confidence, indicating a multidimensional impact on students' Qur'anic memorization abilities.

Audiovisual Learning Increases Student Engagement and Motivation

The third theme identified from the analysis relates to students' affective responses toward audiovisual learning. Both observational and interview data revealed substantial increases in student engagement, participation, and enthusiasm during tahfidz sessions.

Teachers consistently reported that students appeared more attentive and willing to participate when audiovisual media were incorporated into instruction. Learning sessions became more interactive and less monotonous compared to conventional memorization practices that relied heavily on repetition. Students demonstrated greater willingness to repeat verses, participate in group recitation, and submit memorization results to teachers.

Interview findings further revealed that audiovisual media reduced feelings of boredom commonly associated with repetitive memorization activities. Students expressed enjoyment when learning involved videos, digital displays, and synchronized audio recitations. The availability of multiple forms of stimulation appeared to sustain attention for longer periods and encourage active participation throughout learning sessions.

In addition, increased confidence emerged as an important outcome of audiovisual learning. Students reported feeling more prepared when presenting memorized verses because repeated audiovisual exposure helped them verify pronunciation and sequence accuracy. Teachers also observed that students became less hesitant when reciting in front of peers and instructors.

These findings indicate that audiovisual learning influences not only cognitive aspects of memorization but also affective dimensions that support learning persistence. Increased motivation and confidence appear to contribute substantially to students' willingness to engage continuously in memorization activities.

Teacher Facilitation and Contextual Factors Determine the Success of Audiovisual Learning

The final theme concerns the role of teachers and contextual conditions in shaping the effectiveness of audiovisual-based tahfidz learning. Data analysis revealed that the success of the audiovisual approach was influenced not only by the quality of media but also by the ability of teachers and institutions to integrate technology into meaningful pedagogical practices.

Teachers served as facilitators, mentors, and evaluators throughout the learning process. Beyond operating technological devices, they provided corrective feedback, guided repetition activities, monitored students' progress, and adapted instructional strategies according to individual learning needs. Observation data showed that teacher intervention remained essential, particularly when students encountered difficulties in pronunciation or memorization.

The findings also identified several supporting factors. These included the availability of technological infrastructure such as projectors, speakers, digital Qur'anic resources, and strong institutional support from school leadership. Administrative commitment enabled the continuous use of audiovisual resources within the tahfidz program and encouraged teachers to explore innovative instructional practices.

However, several inhibiting factors were also identified. Limited access to technological devices occasionally restricted implementation. Technical problems such as equipment malfunction and unstable digital resources sometimes interrupted learning activities. Furthermore, variations in students' technological literacy and memorization abilities required differentiated instructional approaches.

Table 3. Supporting and Inhibiting Factors

Factor	Description
Supporting	Availability of media, teacher competence, institutional support
Inhibiting	Limited facilities, technical issues, diverse student abilities

The findings demonstrate that audiovisual learning should be understood as part of a broader educational ecosystem involving technological resources, teacher competence,

institutional support, and student readiness. Consequently, successful implementation requires not only access to media but also pedagogical capacity and contextual adaptation.

Overall, the analysis revealed four interconnected themes: (1) audiovisual learning facilitates multisensory encoding, (2) audiovisual learning enhances memorization performance and retention, (3) audiovisual learning increases student engagement and motivation, and (4) teacher facilitation and contextual factors determine implementation success. Together, these themes illustrate that the effectiveness of audiovisual-based tahfidz learning extends beyond technological innovation and is shaped by cognitive, affective, pedagogical, and contextual dimensions.

Discussion

The findings revealed that audiovisual learning contributes to the improvement of students' Qur'anic memorization through cognitive, motivational, and pedagogical mechanisms. Unlike conventional memorization practices that primarily rely on oral repetition, the audiovisual approach enabled students to process Qur'anic verses through both auditory and visual channels simultaneously. This finding extends previous studies that reported the effectiveness of audiovisual media in Qur'anic learning (Hawa et al., 2025; Alam, 2025; Melayu, 2025) by explaining the underlying mechanism through which learning improvement occurs.

From a cognitive perspective, the effectiveness of the audiovisual approach can be understood through the principles of Cognitive Theory of Multimedia Learning and Dual Coding Theory. These theories suggest that learners process information through separate but interconnected auditory and visual systems. When students listen to Qur'anic recitations while simultaneously viewing the written verses, they construct multiple mental representations of the same information. As a result, memorized content is encoded more effectively and becomes easier to retrieve during recitation and murojaah activities. The findings showed that students were able to recall verses more fluently and accurately after repeated exposure to audiovisual materials, indicating that memorization was supported not only by repetition but also by strengthened cognitive encoding processes. This interpretation is consistent with Faqihuddin et al. (2024), who emphasized that multisensory learning enhances memory retention by activating multiple sensory pathways simultaneously. Similarly, Wulandari and Arbeni (2025) found that audiovisual-assisted tasmi' practices improved students' fluency and memorization accuracy, suggesting that multimodal exposure facilitates stronger memory formation.

The improvement in tajwid accuracy identified in this study also demonstrates the importance of visual support in Qur'anic memorization. Traditional memorization methods often depend heavily on auditory imitation, requiring students to recognize pronunciation patterns solely through listening. In contrast, the audiovisual approach provides additional visual cues, such as color-coded tajwid markers and displayed verse structures, which help students identify pronunciation rules more clearly. This suggests that audiovisual media function not only as memorization aids but also as scaffolding tools that reduce cognitive load and support students in mastering complex recitation rules. Through such scaffolding, learners gradually develop greater independence in recognizing and correcting pronunciation errors. Therefore, the effectiveness of audiovisual learning extends beyond memory enhancement and contributes to the development of recitation accuracy and self-regulated learning.

Another important finding concerns the role of motivation in supporting memorization achievement. The data demonstrated that students became more enthusiastic, attentive, and willing to participate in memorization activities after the implementation of audiovisual media. This finding suggests that the success of memorization is not determined solely by cognitive

factors but is also influenced by students' affective engagement. Educational psychology literature has consistently shown that motivation affects persistence, attention, and learning outcomes. In the context of Qur'anic memorization, repetitive learning activities may lead to boredom and decreased engagement when instructional variation is limited. The incorporation of audiovisual media appears to address this challenge by creating a more stimulating and enjoyable learning environment. This interpretation supports the findings of Pasaribu et al. (2025), who reported that audiovisual media significantly enhance students' learning motivation through interactive content delivery. Likewise, Safitri et al. (2022) found that murottal-based media improve concentration and learning focus, particularly among highly active learners. Therefore, increased motivation can be viewed as an important mediating factor connecting audiovisual learning with improved memorization outcomes.

The findings further highlight the significance of teacher scaffolding in determining the effectiveness of audiovisual-based tahfidz learning. Although technological media provided substantial support for memorization activities, the data showed that learning success remained strongly dependent on teacher guidance. Teachers played multiple roles as facilitators, motivators, evaluators, and learning designers. They not only operated technological devices but also structured learning sequences, provided corrective feedback, monitored student progress, and adapted instructional strategies according to individual learning needs. This finding indicates that audiovisual media alone cannot guarantee successful learning outcomes. Rather, technology becomes effective when integrated within meaningful pedagogical practices. This interpretation aligns with Syafrinal (2025), who emphasized that innovation in Qur'anic memorization largely depends on teachers' pedagogical competence and creativity. Similarly, Aziz et al. (2024) demonstrated that learning approaches addressing students' cognitive and psychological characteristics contribute significantly to memorization quality. Consequently, the teacher remains a central component in mediating the relationship between technology and learning achievement.

An additional contribution of this study concerns the inclusivity of audiovisual learning. The findings suggest that audiovisual media accommodate diverse learning preferences by providing multiple pathways for information processing. Some students benefited primarily from auditory exposure, while others relied more heavily on visual representations of verses. This flexibility enabled students with varying memorization abilities and learning characteristics to engage more effectively in tahfidz activities. Such findings reinforce the argument presented by Saminu et al. (2025) that inclusive memorization practices should recognize learner diversity and provide multiple forms of instructional support. The audiovisual approach therefore represents not only a technological innovation but also an inclusive pedagogical strategy capable of addressing individual differences among learners.

At the same time, the findings reveal several contextual limitations that require critical consideration. Although audiovisual learning demonstrated substantial benefits, its effectiveness was influenced by the availability of technological infrastructure, teacher readiness, and institutional support. Technical disruptions, limited access to devices, and variations in students' technological adaptation occasionally constrained the learning process. Furthermore, not all students responded to audiovisual media in the same manner. Some students required additional teacher guidance despite extensive audiovisual support, suggesting that technological innovation alone cannot fully address individual learning challenges. These findings indicate that the effectiveness of audiovisual learning is context-dependent and shaped by interactions among technological, pedagogical, and learner-related factors.

The study also contributes to the broader discourse on Qur'anic memorization by demonstrating that effective tahfidz instruction requires the integration of traditional and contemporary approaches rather than the replacement of one by the other. The findings show that audiovisual media function most effectively when combined with established methods such as talaqqi and murojaah. This supports the argument of Shukri et al. (2020) that successful Qur'anic memorization programs require a balanced combination of traditional pedagogical practices, technological innovation, and psychological support. Similar conclusions were reached by Demina et al. (2022), who found that structured and systematic learning approaches enhance memorization outcomes among elementary school students. Therefore, the contribution of audiovisual media should be understood as complementary rather than substitutive in relation to traditional Qur'anic learning methods.

Finally, the implications of this study extend beyond memorization performance itself. Consistent with Gulamhusein et al. (2023), the findings suggest that improvements in memorization may contribute to broader cognitive development, including concentration, memory capacity, and learning discipline. By strengthening both cognitive and affective dimensions of learning, audiovisual-based tahfidz instruction may support students' overall academic development in addition to their religious education. This expands the significance of audiovisual learning from a mere instructional technique to a pedagogical approach with wider educational implications.

Overall, the present study demonstrates that the effectiveness of audiovisual learning in Qur'anic memorization is explained by the interaction of multisensory cognitive processing, increased learner motivation, teacher scaffolding, and supportive institutional conditions. The findings contribute theoretically by extending multimedia learning principles into the context of Islamic education and Qur'anic memorization, while pedagogically providing evidence that audiovisual media can serve as a meaningful complement to traditional tahfidz practices in contemporary elementary Islamic education.

Conclusion

This study concludes that the audiovisual approach enhances Qur'anic memorization by supporting cognitive, affective, and pedagogical dimensions of learning. The integration of auditory and visual stimuli enables students to process and retain memorized verses more effectively, resulting in improvements in fluency, tajwid accuracy, memory retention, and learning motivation. The findings further indicate that the effectiveness of audiovisual learning is influenced not only by technological media but also by teacher scaffolding, institutional support, and students' active engagement in the learning process.

Theoretically, this study contributes to Islamic education research by extending the application of multimedia and multisensory learning principles to the context of Qur'anic memorization. The findings demonstrate that audiovisual media function as cognitive supports that facilitate information encoding and retrieval, thereby strengthening memorization performance. Pedagogically, the study highlights the importance of integrating audiovisual media with established practices such as talaqqi and murojaah to create more engaging and learner-centered tahfidz instruction.

Despite its contributions, this study is limited to a single institutional context. Future research is recommended to examine audiovisual-based tahfidz learning across diverse educational settings and employ longitudinal or mixed-methods designs to investigate its long-term impact on memorization retention, motivation, and broader educational outcomes.

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