



Implementation of the Muri-Q Qur'an Memorization Method in Increasing Student Motivation and Learning Outcomes

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Article Info	Abstract
Article History Received: 2026-02-05 Revised: 2026-03-10 Published: 2026-04-05	<p>This study aims to describe and analyze the integration of gender perspectives and environmental values in Islamic Religious Education (PAI) learning in madrasas. Issues of gender inequality and ecological damage are contemporary challenges that demand a response in Islamic education that remains relevant and contextual. This study uses a descriptive qualitative approach with data collection techniques through observation, in-depth interviews, and documentation studies. Data analysis was conducted using the Miles & Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing. The results show that gender integration in PAI has begun to be seen through increased teacher understanding of the principle of equality in Islam and efforts to present representation of female figures in learning materials. However, patriarchal bias is still apparent in practices and teaching materials, so a more systematic strengthening of gender perspectives is needed. In the environmental aspect, madrasas have implemented ecological programs such as Clean Friday, waste banks, reforestation, and energy saving campaigns. Ecological values are integrated through the concept of khalifah fil-ardh, environmental fiqh, and the habituation of worship oriented towards nature conservation. The integrative learning strategies implemented by teachers include an integrative thematic approach, project-based learning, reflection (contemplation and reflection), and role models (uswah hasanah) which have been proven effective in increasing gender literacy, ecological awareness, strengthening social morals, and developing 21st-century skills such as creativity, collaboration, and critical thinking.</p>
Keywords: <i>Islamic Religious Education;</i> <i>Gender;</i> <i>Environment;</i> <i>Islamic Ecotheology;</i> <i>Integrative Learning.</i>	

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2026-02-05 Direvisi: 2026-03-10 Dipublikasi: 2026-04-05	<p>Penelitian ini bertujuan mendeskripsikan dan menganalisis integrasi perspektif gender dan nilai lingkungan hidup dalam pembelajaran Pendidikan Agama Islam (PAI) di madrasah. Isu ketimpangan gender dan kerusakan ekologis menjadi tantangan kontemporer yang menuntut respon pendidikan Islam agar tetap relevan dan kontekstual. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan studi dokumentasi. Analisis data dilakukan menggunakan model interaktif Miles & Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa integrasi gender dalam PAI telah mulai terlihat melalui peningkatan pemahaman guru terhadap prinsip kesetaraan dalam Islam serta upaya menghadirkan representasi tokoh perempuan dalam materi pembelajaran. Meskipun demikian, bias patriarki masih tampak dalam praktik dan bahan ajar, sehingga diperlukan penguatan perspektif gender yang lebih sistematis. Pada aspek lingkungan hidup, madrasah telah menerapkan program ekologis seperti Jumat Bersih, bank sampah, penghijauan, dan kampanye hemat energi. Nilai-nilai ekologis diintegrasikan melalui konsep khalifah fil-ardh, fiqh lingkungan, serta pembiasaan ibadah yang berorientasi pelestarian alam. Strategi pembelajaran integratif yang diterapkan guru meliputi pendekatan tematik integratif, project based learning, refleksi (tafakur dan tadabbur), serta keteladanan (uswah hasanah) terbukti efektif dalam meningkatkan literasi gender, kesadaran ekologis, penguatan akhlak sosial, serta pengembangan kecakapan abad 21 seperti kreativitas, kolaborasi, dan berpikir kritis.</p>
Kata kunci: <i>Pendidikan Agama Islam;</i> <i>Gender;</i> <i>Lingkungan Hidup;</i> <i>Ekoteologi Islam;</i> <i>Pembelajaran Integratif.</i>	

I. INTRODUCTION

The growth of Islamic boarding schools and Quran memorization centers in Indonesia is

accelerating, in line with the public's increasing awareness of the importance of Quranic education and the cultivation of a generation of

Quran memorizers. The existence of these institutions underscores the strategic role of Islamic education in shaping a generation that excels not only in general knowledge but also possesses a deep understanding of religion. However, behind this growth, there remain challenges in implementing effective, structured memorization methods capable of sustaining students' motivation so that the Quran memorization process proceeds optimally.

Various Qur'an memorization methods have been implemented in Islamic boarding schools and memorization centers, such as the Yanbu'a, Pakistani, and Sulaimaniyah methods, indicating ongoing efforts to find the most suitable learning approach. Amid the need for more engaging and relevant learning innovations, the Muri-Q method emerges as an alternative that combines memorization with rhythmic recitation (murottal) through four distinct melodies. This method is designed to help students memorize more systematically, enjoyably, and memorably. Its uniqueness lies in the application of specific tones to both short and long verses while adhering to the rules of waqaf and ibtida', thereby facilitating memorization while creating a more engaging learning rhythm for the students.

The Al-Furqon Tahfidz House in Pringsewu serves as a key context for this study because it is a pioneer in the implementation of the Muri-Q method in Pringsewu Regency and has a substantial number of students. This study aims to describe the implementation of the Muri-Q method, analyze its impact on students' memorization motivation and learning outcomes, and identify the factors that support and hinder its implementation. Unlike previous studies, this research employs a mixed-methods approach, which is expected to provide a more comprehensive understanding of the Muri-Q method's effectiveness. The findings are expected to contribute to the development of more effective, enjoyable, and student-centered tahfidz learning.

II. METHOD

This study employed a mixed-methods approach with an exploratory sequential design, in which qualitative data collection and analysis were conducted first to explore the implementation of the Muri-Q method for memorizing the Qur'an, followed by quantitative data collection and analysis to examine its impact on the students' motivation and learning outcomes. The study was conducted at the Al-

Furqon Pringsewu Tahfidz House, which was selected because it is a pioneer in the implementation of the Muri-Q method in Pringsewu Regency. The study population consisted of 148 students, while the quantitative sample of 44 students was determined using proportionate stratified random sampling based on tahfidz class strata and gender. Qualitative data were obtained through interviews, observations, and documentation of students, teachers, and the director, while quantitative data were obtained through a questionnaire on the implementation of the Muri-Q method, a Likert-scale learning motivation questionnaire, and tahfidz scores/memorization logbooks as indicators of learning outcomes. Quantitative instruments were tested for content validity and construct validity using the product-moment correlation, and for reliability using Cronbach's alpha coefficient, while the validity of qualitative data was ensured through source triangulation, methodological triangulation, and member checking. Qualitative data were analyzed using the Miles and Huberman interactive model, which includes data condensation, data presentation, and drawing conclusions, while quantitative data were analyzed using descriptive statistics and multivariate regression analysis to determine the simultaneous effects of the Muri-Q method on students' motivation and learning outcomes.

III. RESULT AND DISCUSSION

A. Result

1. Implementation of the Muri-Q Method for Memorizing the Quran at the Al Furqon Quran Memorization Center in Pringsewu

The implementation of the Muri-Q method for memorizing the Qur'an at the Al Furqon Pringsewu Tahfidz Center takes place systematically through three main stages: planning, implementation, and evaluation. The first stage is planning. During this stage, the center first arranges the classroom to ensure that the learning process takes place in an orderly, comfortable, and conducive environment. A good learning environment is crucial for memorization activities, as the students' concentration is a key factor in successful memorization. In addition, a syllabus is developed to serve as a guide for the learning process. This syllabus outlines the objectives, content, sequence of activities, and expected outcomes of the memorization process. Planning also

includes preparing facilities and equipment, ensuring that all necessary learning resources—including teaching aids, media, and supporting facilities—are fully available before the program begins.

The second stage involves the implementation of the Muri-Q method. In the diagram, this stage is divided into three parts: introductory activities, core activities, and concluding activities. During the introductory activities, the students begin their learning with a morning assembly. This activity serves as a means of instilling discipline and mental preparedness before entering the memorization session. This is followed by a prayer to strengthen memorization, indicating that the memorization process relies not only on intellectual effort but also on spiritual reinforcement. Next, the teacher offers guidance and motivation to ensure the students maintain enthusiasm, sincerity, and dedication in preserving their Quranic memorization. During the core activities, instruction focuses on the primary memorization process. The diagram illustrates the presentation of methods to the students, which can be understood as an introduction or guidance regarding the learning steps to be undertaken. Following this, students receive instruction in tajwid and tahsin. This section is crucial, as memorizing the Qur'an is not merely about quantity but must also be accurate in terms of articulation points (*makhraj*), vowel lengths, recitation rules, and fluency of pronunciation. After reinforcing the recitation, the activity continues with *talaqqi*, which is the direct learning process between the teacher and the student through the recitation and listening to verses. *Talaqqi* plays a major role in ensuring that memorization is achieved with correct recitation. After that, the students perform *ziyadah*, which is the addition of new memorization according to predetermined targets. As for the closing activity, the chart shows a stage for recording students' mistakes, which serves to monitor their progress. This is followed by a group review session to reinforce memorization so that it remains strong and is not easily forgotten. The activity concluded with a group prayer, followed by reciting the *hamdalah* and the *salam*. This

type of closing demonstrates that the *tahfidz* program at Rumah *Tahfidz Al Furqon* not only emphasizes academic aspects but also fosters religious habits and proper etiquette in learning.

The third stage is evaluation. As shown in the diagram, evaluation takes several forms, including midterm and final exams, a *tahsin* exam related to the completion of *Juz 30*, and *tasmi'*. Midterm and final exams are used to periodically assess the students' progress over a specific period of time. The *tahsin* exam aims to assess the quality of the students' recitation, ensuring that their memorization remains in accordance with the rules of Qur'anic recitation. Meanwhile, *tasmi'* serves as a performative evaluation, where students recite their memorization in front of a teacher or instructor to be assessed for fluency, accuracy, and the strength of their memorization. With this multi-layered evaluation system, the learning process becomes more focused, and students' progress can be objectively monitored.

Based on the evaluation results, several challenges were identified in the implementation of the Muri-Q method at the *Al Furqon Tahfidz House* in *Pringsewu*. One of the challenges that emerged is that students tend to feel comfortable with the Muri-Q memorization pattern, so that in some situations they rely more on the rhythm than on the strength of the memorization itself. To address this, regular review sessions are conducted so that the memorization becomes more ingrained and does not rely solely on the rhythm. The next challenge is the lack of parental involvement in supporting their children's memorization process at home. As a solution, a sound box is provided so that the recitation or memorized verses can be played back at home, making it easier for guardians to support their children's learning process. Additionally, there are still students who have not mastered the recitation of the Qur'an properly and correctly, whether in terms of articulation (*makhraj*), recitation rules (*tajwid*), or fluency. Therefore, foundational reinforcement is necessary before students are directed toward higher memorization goals. Another challenge arises when students encounter long verses, which often make it difficult to

maintain concentration and memory retention. To address this, teachers need to incorporate more variety into their lessons so that the memorization process does not feel monotonous. Additionally, distractions from peers also pose a challenge during memorization activities. The solution implemented is to instill a mindset of determination, focus, and perseverance during memorization, so that students can maintain their concentration even in a noisy environment.

2. The Effect of Implementing the Muri-Q Method on the Motivation and Academic Achievement of Students at the Al Furqon Tahfidz House in Pringsewu

The impact of the Muri-Q method on students' motivation to learn is evident in several aspects. Perseverance emerges because the tonal variations in Muri-Q serve as a catalyst that helps students stick to their memorization routines. Tenacity is evident when students encounter difficult verses; this method encourages them to break down the memorization into smaller verse segments, making the burden of memorization feel lighter. Interest in learning also increases because reciting verses with a consistent tone provides stronger energy and enthusiasm. On the other hand, a tendency toward independent work is evident when students use a music box to play the Muri-Q tones repeatedly, allowing them to practice on their own without always needing supervision from a teacher or guardian. These findings align with indicators of learning motivation that emphasize perseverance, tenacity, interest, and independence as signs of a strong drive to learn. A further effect is evident in the students' ability to cope with boredom and maintain their commitment to learning. The Muri-Q method teaches four primary intonation patterns—high, rising, falling, and low—so that memorization does not rely on a single sound pattern. This variety helps reduce boredom during routine tasks. Additionally, consistent repetition builds students' confidence to correct pronunciation errors, making them more willing to maintain a reading they believe to be correct even after receiving corrections from the teacher. The students' consistency in continuing to repeat their

memorization, even when experiencing a decline in performance, also demonstrates that this method helps them not to easily abandon what they have come to believe in. Even when mistakes occur in tone usage, students are encouraged to evaluate and correct them on their own. This shows that Muri-Q is not merely a tone-based memorization method, but also a means of practicing focus, endurance, and problem-solving in the tahfidz process.

The impact on the students' learning outcomes can be observed across three domains. In the cognitive domain, the most evident changes are seen in improved memory and the stability of memorization. In the affective domain, students appear more responsible, disciplined, and committed to their daily memorization goals. In the psychomotor domain, there is an improvement in reading quality, as well as more focused and consistent tajwid skills. This division aligns with the taxonomy of learning outcomes, which categorizes learning achievements into cognitive, affective, and psychomotor domains.

Based on the results of this qualitative research, the research hypotheses to be tested using quantitative methods are as follows:

- a) The Muri-Q method increases students' motivation, in terms of perseverance, interest, and independence.
- b) The Muri-Q method improves learning outcomes, as evidenced by memory retention, reading quality, and tajwid skills.

Step 1: Determining the Population and Sample

$$n = p \times N$$

n = sample size

p = sample proportion (30%)

N = population size

Using that formula, we obtain:

$$n = 0,30 \times 148 = 44,4$$

The sample size was calculated using the formula $n = p \times N$. With a population of 148 students and a sampling proportion of 0.30, the sample size was determined to be 44 students. Subsequently, this sample size was allocated proportionally to each stratum using the formula $n_i = N_i / (N \times n)$. Thus, the male Juz 30 memorization class had 5 students and the female Juz 30 class had 7 students; the male Juz 29 class

had 3 students and the female Juz 29 class had 5 students; the male Juz 28 class had 3 students and the female Juz 28 class had 3 students; the Juz 27 memorization class for boys has 1 student and the Juz 27 class for girls has 1 student; the Juz 26 memorization class for boys has 2 students and the Juz 26 class for girls has 2 students; and the Juz 1–6 memorization class for boys has 2 students and the Juz 1–6 class for girls has 10 students.

Step 2: Validity and Reliability Testing

Table: Summary of Instrument Validity and Reliability Testing

Variabel	Number of Items	Range of Corrected Item-Total Correlation	Alpha if Item Deleted	Description
X	18	0,476–0,757	0,923–0,929	All items are valid and reliable
Y1	12	0,321–0,705	0,793–0,826	All items are valid and reliable

Note: An item is considered valid if its Corrected Item-Total Correlation is greater than 0.30.

The validity test results show that all items in variables X and Y1 have a Corrected Item-Total Correlation above 0.30; therefore, all items are considered valid. For variable X, the Corrected Item-Total Correlation values range from 0.476 to 0.757 with Cronbach's Alpha if Item Deleted values of 0.923–0.929, while for variable Y1, the Corrected Item -Total Correlation values range from 0.321 to 0.705, with Cronbach's Alpha if Item Deleted values ranging from 0.793 to 0.826. Thus, both instruments demonstrate good internal consistency and are suitable for use in research.

Step 3: Descriptive Statistics Test

Descriptive Statistics

N	Minimum	Maximum
Mean	Std. Deviation	
MURIQ_MEAN	44	2,61
5,00	4,1754	,49727
MOT_MEAN	44	2,67
3,9830	,46122	
Total_y2	44	50
68,80	7,796	
Valid N (listwise)	44	

Based on the results of the descriptive statistical analysis, it was found that the number of respondents analyzed was 44. The MURIQ_MEAN variable has a minimum value of 2.61, a maximum of 5.00, a mean of

4.1754, and a standard deviation of 0.49727. The MOT_MEAN variable has a minimum value of 2.67, a maximum of 4.75, a mean of 3.9830, and a standard deviation of 0.46122. The Total_y2 variable has a minimum value of 50, a maximum of 83, a mean of 68.80, and a standard deviation of 7.796. These results indicate that the average scores for MURIQ_MEAN and MOT_MEAN tend to be high with relatively homogeneous data distribution, whereas Total_y2 exhibits greater data variation.

Step 4: Test for Normality

Tests of Normality

Wilk	Kolmogorov-Smirnova Shapiro-Wilk		
	Statistic	df	Sig.
Statistic	df	Sig.	
MURIQ_MEAN	,130	44	,002
MOT_MEAN	,155	44	,010
,941	44	,026	
Total_y2	,175	44	,002
,950	44	,054	

Based on the results of the normality tests, it was found that the data distribution showed variation across variables. For the MURIQ_MEAN variable, the Kolmogorov-Smirnov test yielded a p-value of 0.058 (>0.05), while the Shapiro-Wilk test yielded a p-value of 0.002 (<0.05). This indicates a discrepancy in the results between the two tests. For the MOT_MEAN variable, the Kolmogorov-Smirnov significance value was 0.010 and the Shapiro-Wilk value was 0.026, so both tests indicated that the data were not normally distributed. As for the Total_y2 variable, the Kolmogorov-Smirnov significance value was 0.002 (<0.05), while the Shapiro-Wilk significance value was 0.054 (>0.05), so there was again a difference in results. Given that the sample size in this study is 44 respondents, the interpretation of normality is more appropriately based on the Shapiro-Wilk test. Based on this test, it can be concluded that the MURIQ_MEAN and MOT_MEAN variables are not normally distributed, whereas the Total_y2 variable is normally distributed.

Step 5: Test for Linearity

Based on the scatter plot between MURIQ_MEAN and MOT_MEAN, it can be seen that the data points tend to scatter in

a positive direction, indicating that as the MURIQ_MEAN value increases, the MOT_MEAN value also tends to increase. However, this relationship does not appear to be very strong because the scatter of the points is still relatively wide. Most of the data is concentrated in the range of MURIQ_MEAN scores 4.0–4.7 and MOT_MEAN scores 3.5–4.4. Visually, no prominent nonlinear patterns were found, so the relationship between the variables can be said to be linear. Furthermore, there do not appear to be any extreme outliers that significantly deviate from the general pattern of the data distribution.

Based on the scatter plot between MURIQ_MEAN and Total_y2, it can be seen that the data points tend to scatter in a positive direction. This indicates that as the MURIQ_MEAN score increases, so does the tendency for the Total_y2 score to increase. Most of the data is concentrated in the range of MURIQ_MEAN 3.8–4.8 and Total_y2 68–78. Nevertheless, the distribution of points remains relatively wide, so that visually the relationship between the two variables appears positive with a relatively weak correlation. Furthermore, no prominent nonlinear patterns are visible, so the relationship between the variables can be said to be linear, and there are no extreme outliers that significantly deviate from the general data pattern.

Step 6: Multivariate regression analysis / Multivariate GLM

Efek	Pillai's Trace	Wilks' Lambda	F
df Hipotesis	df Error		Sig.
MURIQ_MEAN	0,113	0,887	
2,606	2	41	0,086
Insignifikan			

Based on the results of the multivariate test, the effect of MURIQ_MEAN on the combination of dependent variables was analyzed using Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root statistics. The test results showed that all statistics yielded the same significance value, namely 0.086. At a significance level of 0.05, MURIQ_MEAN did not have a significant effect on the combination of dependent variables. A Pillai's Trace value of 0.113 and a Wilks' Lambda value of 0.887 indicate that MURIQ_MEAN's contribution to explaining

the multivariate variation of the dependent variables is relatively small. Therefore, the hypothesis stating that MURIQ_MEAN has a significant effect on the dependent variables simultaneously cannot be accepted.

Table. Summary of Between-Subjects Effects

Variabel Dependen	F	df	Sig.
MOT_MEAN	0,093	1,42	0,762
Insignifikan			
Total_y2	5,234	1,42	0,027
Signifikan			

Based on the results of the Between-Subjects Effects test, it was found that the effect of MURIQ_MEAN on MOT_MEAN was not significant, as indicated by an F-value of 0.093 at df 1 and 42 with a p-value of approximately 0.762 (>0.05). This indicates that MURIQ_MEAN does not have a significant effect on MOT_MEAN. Conversely, for the dependent variable Total_y2, MURIQ_MEAN showed a significant effect with an F-value of 5.234 at df 1 and 42 and a significance level of approximately 0.027 (<0.05). Univariately, MURIQ_MEAN had a significant effect on Total_y2, but not on MOT_MEAN.

Table. Summary of Parameter Estimates Variabel Dependen

B	Std. Error	t	Sig.	95% CI (Lower Bound)
MOT_MEAN	-0,044	0,143	-0,305	
0,762	-0,332	Tidak signifikan		
Total_y2	5,219	2,281	2,288	
0,027	0,615	Signifikan		

Based on the results of the parameter estimates test, it was found that for the dependent variable MOT_MEAN, the regression coefficient for MURIQ_MEAN was -0.044 with a t-value of -0.305 and a significance level of 0.762 (>0.05). These results indicate that MURIQ_MEAN does not have a significant effect on MOT_MEAN. As for the dependent variable Total_y2, the regression coefficient for MURIQ_MEAN is 5.219 with a t-value of 2.288 and a significance level of 0.027 (<0.05). Thus, MURIQ_MEAN has a positive and significant effect on Total_y2. This means that every one-unit increase in MURIQ_MEAN tends to be followed by an increase in the Total_y2 score of 5.219 points.

B. Discussion

1. Implementation of the Muri-Q Method for Memorizing the Quran at the Al Furqon Quran Memorization Center in Pringsewu

The implementation of the Muri-Q method for memorizing the Qur'an at the Al Furqon Pringsewu Memorization Center has been carried out systematically through the stages of planning, implementation, and evaluation. During the planning stage, creating a conducive learning environment, developing a syllabus, and ensuring the readiness of facilities and infrastructure were critical factors in supporting the success of the memorization program. This demonstrates that the process of memorizing the Qur'an depends not only on the individual students' abilities but also on the institution's readiness to establish a focused and structured learning system.

During the implementation phase, the Muri-Q method is carried out through introductory, core, and concluding activities that reflect the integration of cognitive, affective, and spiritual aspects. Activities such as morning assemblies, prayers, motivational sessions, tajwid and tahsin instruction, talaqqi, and ziyadah demonstrate that learning emphasizes not only the quantity of memorization but also the quality of recitation and the character development of the students. Meanwhile, closing activities such as muroja'ah and group prayer serve to reinforce memorization while fostering religious habits. The evaluation phase, conducted through midterm exams (UTS), final exams (UAS), tahsin exams, and tasmi' assessments, demonstrates a comprehensive and ongoing assessment system for monitoring students' progress.

The implementation of the Muri-Q method also faces several challenges, such as students' tendency to rely on intonation patterns, a lack of parental involvement, and the still-weak foundational reading skills of some students. Additionally, difficulties in memorizing long verses and distractions from the environment also pose obstacles in the tahfidz process. Therefore, it is necessary to strengthen muroja'ah, enhance cooperation with parents, emphasize mastery of tahsin, and introduce innovations in learning to keep students focused and prevent them from

becoming bored. Overall, the Muri-Q method has proven to be quite effective, but it still requires continuous development to achieve more optimal results.

2. The Effect of Implementing the Muri-Q Method on the Motivation and Academic Achievement of Students at the Al Furqon Tahfidz House in Pringsewu

The Muri-Q method is a method for reading and reciting the Qur'an correctly, beautifully, easily, and practically, while adhering to the rules of tajwid, thereby helping students establish a memorization rhythm, reinforce repetition, and facilitate the internalization of Qur'anic verses. The Muri-Q method is considered to influence students' motivation and learning outcomes; the impact of the Muri-Q method on memorization motivation is evident in students' engagement in the memorization process, their efforts in performing review (muroja'ah), and their ability to persevere in the face of memorization challenges. These findings align with Sardiman's theory, which states that learning motivation is an internal driving force within students that initiates learning activities, ensures their continuity, and provides direction for such activities (Sardiman, 1990). When linked to Sardiman's indicators of motivation, the implementation of Muri-Q appears to foster perseverance in tackling tasks, resilience in the face of difficulties, interest in learning, a tendency toward independent work, steadfastness in holding onto beliefs, and efforts to identify and solve problems through review activities.

In addition to the motivational aspect, the Muri-Q method also influences students' learning outcomes. This influence is evident in students' ability to retain memorized material, improve the fluency of their recitations, and maintain the quality of their reading throughout the learning process. These findings can be explained by Bloom's theory, which categorizes learning outcomes into cognitive, affective, and psychomotor domains, as well as Sudjana's perspective, which asserts that learning outcomes are the abilities students possess after undergoing a learning experience. Muri-Q

appears to provide a structured, repetitive, and engaging learning experience, thereby helping students not only in the aspect of memorization as a cognitive product but also in developing the proper attitudes and skills for reading the Qur'an correctly. These qualitative findings were then tested in the quantitative phase. The results of the analysis indicate that, in a multivariate analysis, MURIQ_MEAN does not have a significant effect on the combined dependent variables—namely, motivation and learning outcomes—with a Pillai's Trace value of 0.113; $F(2,41) = 2.606$; $p = 0.086$. These results indicate that the simultaneous effect of the Muri-Q method on both dependent variables was not strong enough to be considered significant at the 0.05 level. However, when the analysis was continued univariately, a more specific pattern was found: MURIQ_MEAN did not have a significant effect on motivation ($F(1,42) = 0.093$; $p = 0.762$), but it did have a significant effect on learning outcomes ($F(1,42) = 5.234$; $p = 0.027$).

These results are confirmed by the parameter estimates test, which shows that the effect of MURIQ_MEAN on motivation has a coefficient of $B = -0.044$; $t = -0.305$; $p = 0.762$, and is therefore not statistically significant. Conversely, the effect of MURIQ_MEAN on learning outcomes has a coefficient of $B = 5.219$; $t = 2.288$; $p = 0.027$, which is positive and significant. These findings indicate that every increase in the Muri-Q method implementation score is followed by an increase in students' learning outcomes, but is not followed by a statistically significant increase in motivation. Thus, the quantitative results confirm the qualitative findings more strongly regarding learning outcomes, but do not fully confirm the qualitative findings regarding motivation.

Qualitatively, the Muri-Q method was indeed found to influence motivation; however, quantitatively, this influence was not yet stable enough or consistent enough across all respondents to emerge as a significant pattern. This suggests that motivation for memorization is a construct that is more sensitive to numerous factors beyond the method itself. From Sardiman's perspective, motivation is influenced by internal drives that can strengthen or

weaken depending on the learning conditions faced by students. In other words, the Muri-Q method has the potential to motivate, but the strength of its influence on motivation is highly dependent on the quality of its implementation and the accompanying learning ecosystem.

Conversely, the impact of Muri-Q on learning outcomes appears to be more consistent. This suggests that methods based on rhythm, repetition, and regularity—such as Muri-Q—are more effective at producing measurable changes in learning performance than in the psychological aspects of motivation. Learning outcomes are indeed more easily observed through concrete achievements such as fluency in memorization, the quality of recitation, and improved reading ability. Thus, the Muri-Q method is effective in improving students' learning outcomes, but its impact on memorization motivation has not been proven to be quantitatively significant, although it remains identifiable qualitatively. This finding has practical implications: the implementation of Muri-Q needs to be supported by more comprehensive strategies, such as strengthening foundational reading skills, increasing parental involvement, fostering the habit of review (*muroja'ah*), diversifying learning activities, and creating a more conducive learning environment. The success of the Muri-Q method is determined not only by the quality of the method itself but also by the extent to which the learning ecosystem supports the growth of motivation and optimal learning outcomes for students.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The implementation of the Muri-Q method for memorizing the Qur'an at the Al Furqon Pringsewu Memorization Center has been carried out systematically through three main stages: planning, implementation, and evaluation. Planning involves creating a conducive learning environment, developing a syllabus, and providing adequate facilities and resources. The method was implemented through introductory, core, and concluding activities that integrated cognitive, affective, and spiritual aspects, with an emphasis on the quality of recitation through *tahsin*, *tajwid*,

and talaqqi, as well as the reinforcement of memorization through ziyadah and muroja'ah. Evaluation was conducted continuously through midterm exams, final exams, tahsin tests, and tasmi'. Based on the results of a quantitative analysis of 44 samples from a population of 148 students, the research instruments were found to be valid and reliable, and the descriptive results indicated that the application of the Muri-Q method and learning motivation fell into the high category. However, the test results showed that the Muri-Q method did not have a significant effect on learning motivation (Sig. = 0.762 > 0.05), but had a positive and significant effect on learning outcomes (Sig. = 0.027 < 0.05) with a regression coefficient of 5.219.

Qualitatively, the Muri-Q method continues to have a positive impact on students' motivation and learning outcomes, as evidenced by increased enthusiasm, discipline, and active participation in memorization activities. Quantitatively, however, the Muri-Q method only affects learning outcomes. This indicates that the method is not entirely capable of influencing student motivation, as many other factors—such as the environmental conditions in which the Muri-Q method is implemented—play a role. Therefore, efforts to strengthen the method are necessary through increased muroja'ah activities, greater involvement of parents, more intensive tahsin training, and educational innovations to ensure the implementation of the Muri-Q method yields more optimal results.

B. Suggestion

Future researchers are advised to develop more comprehensive studies by expanding the sample scope, strengthening the analytical design, and integrating relevant contextual variables so that the effectiveness of the Muri-Q method on motivation and learning outcomes can be explained in a more in-depth, systematic, and generalizable manner.

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