

Impact of Learning Discipline on Students' Qur'an Memorization Achievement

Syaiful Anam¹, Wahidmurni², Mohammad Samsul Ulum³, Widiyanto⁴, Miftahul Ulum⁵, Ahmad Barizi⁶

¹ Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; syaifulanan@stitmadani.ac.id

² Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia; wahidmurni@pips.uin-malang.ac.id

³ Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia; msam.unmaliki@gmail.com

⁴ STITMA Yogyakarta, Indonesia; dzakwan2014@gmail.com

⁵ Universitas Islam Negeri Kiai Haji Achmad Siddiq, Jember, Indonesia; miftahul_ulum2001@uinkhas.ac.id

⁶ Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; abarizi_mdr@uin-malang.ac.id

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ABSTRACT

This study examines the impact of learning discipline on the achievement of Qur'anic memorization among students in three Islamic boarding schools. Learning discipline is defined as students' consistent adherence to the rules governing the *tahfidzul* Qur'an process, particularly in terms of a serious attitude during Halaqoh sessions, attendance, and time management. A quantitative approach was employed using Structural Equation Modeling with Partial Least Squares (SEM-PLS) to analyze the relationship between learning discipline and Qur'anic memorization achievement. Learning discipline was measured through three indicators: (X3.1) serious engagement in memorization during Halaqoh sessions, (X3.2) attendance, and (X3.3) time management. Data were collected from students enrolled in *tahfidzul* Qur'an programs at three Islamic boarding schools. The findings indicate that learning discipline has a significant positive effect on Qur'anic memorization achievement, as demonstrated by a P-value of 0.000 (<0.005). This result confirms that students with higher levels of discipline perform better in memorization tasks. The study highlights the critical role of discipline in enhancing students' memorization achievements. The results suggest that Islamic boarding schools should strengthen policies that encourage punctuality, attendance, and focused engagement in Halaqoh sessions to optimize students' *tahfidz* outcomes. The significant effect of learning discipline on Qur'anic memorization underscores its importance in *tahfidzul* Qur'an education. These findings provide valuable insights for educators and policymakers in improving the effectiveness of Qur'anic memorization programs in Islamic boarding schools.

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Corresponding Author:

Syaiful Anam

Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; syaifulanan@stitmadani.ac.id

1. INTRODUCTION

Memorizing the Qur'an (tafhidzul Qur'an) holds immense significance for Muslims, as it is considered a noble act that preserves the sacred text and brings spiritual rewards. Islamic scholars throughout history have demonstrated a strong foundation in Qur'anic memorization before delving into other fields of knowledge. For instance, Imam Syafi'i began memorizing the Qur'an at the age of four and had completed all 30 juz by the age of seven (Askarkauny, 2024). The strength of memorization, as defined in the Kamus Besar Bahasa Indonesia (KBBI), refers to steadfastness, resilience, and fluency in retaining the Qur'anic verses (KBBI, 2022). Achieving mastery in memorization requires not only cognitive ability but also consistent discipline and dedication. Various motivations drive individuals to engage in tafhidz, ranging from spiritual rewards such as entrance to Jannah (Firdaus), the bestowal of a crown upon one's parents, and protection from the punishment of the grave to worldly incentives like scholarships for Qur'anic memorizers (Askarkauny, 2024).

Achieving mastery in tafhidz requires a high level of discipline, as memorizing 30 juz fluently (*mutqin*) is a demanding process that involves continuous repetition, structured learning environments, and strong internal motivation. Research suggests that memorization success is influenced by multiple factors, including students' religiosity, motivation, and discipline. However, studies specifically examining the effect of learning discipline on Qur'anic memorization are limited. Nurul Aini et al. (2022) found that learning discipline significantly affects Islamic Religious Education (PAI) learning achievement by 43%, indicating that students who adhere to structured learning habits tend to perform better academically. Similarly, Putra and Isetyadi (2013) identified both internal and external factors affecting tafhidz achievement. External factors include the learning environment and nutrition, while internal factors comprise emotional conditions, beliefs, habits, and discipline. These findings suggest that discipline plays a crucial role in the success of Qur'anic memorization.

Discipline in the learning process is widely recognized as a key factor in academic success. According to Handoko (as cited in Hariandja, 2002), discipline is fundamental to human life, as the absence of discipline can disrupt an individual's personal growth and impact their surroundings. In the context of *tafhidzul Qur'an*, discipline encompasses regular attendance in Halaqoh sessions, focused engagement in memorization activities, and effective time management. These structured behaviors contribute to enhanced retention, recall, and overall achievement in memorizing the Qur'an. Given that tafhidz requires long-term commitment and perseverance, it is essential to examine the extent to which discipline influences memorization success among students in Islamic boarding schools.

This study aims to investigate the impact of learning discipline on students' achievement in Qur'anic memorization. The hypothesis of this research posits that students with higher levels of learning discipline achieve greater success in their tafhidz efforts. The formulated research hypotheses are as follows: H_0 : There is no significant positive influence between discipline and students' memorization achievement. H_a : There is a significant positive influence between discipline and students' memorization achievement. By analyzing the relationship between discipline and Qur'anic memorization through empirical research, this study seeks to contribute to the ongoing discourse on effective strategies for optimizing *tafhidz* education in Islamic boarding schools.

2. METHODS

This study aims to investigate the influence of students' learning discipline on their achievement in memorizing the Qur'an. The research was conducted across three Islamic boarding schools in Yogyakarta: Bin Baz Islamic Center Islamic Boarding School, Harun Assyafii Putri Islamic Boarding School, and Ruqoba al-Atsary Islamic Boarding School. A total of 332 students participated as respondents, selected from a population of 655 tafhidz students through a random sampling technique.

The research was carried out over a period of three months, from April 2023 to June 2023, until all necessary data and information were collected. The study followed a structured sequence, beginning

with a pre-survey phase that included the identification of the problem, development of a research proposal, submission of research permits, consultation with academic advisors, design and validation of research instruments, and the eventual distribution and collection of questionnaires, followed by data processing.

This research employed a quantitative approach using a correlational design to assess the effect of the independent variable—students' learning discipline—on the dependent variable, namely their achievement in memorizing the Qur'an. The questionnaire distributed to respondents consisted of 30 items: 20 items measuring aspects of learning discipline and 10 items evaluating memorization achievement. The questions were developed using a 5-point Likert scale to capture participants' attitudes, perceptions, and behaviors regarding discipline and Qur'anic memorization, as suggested by Sugiyono (2019).

Before distribution, the questionnaire underwent expert validation to ensure content validity and reliability. The collected data were analyzed using the Partial Least Squares (PLS) method, employing SmartPLS version 3.0. PLS is a variance-based structural equation modeling (SEM) technique suitable for predictive and exploratory research, particularly in contexts characterized by high model complexity and limited theoretical support (Ghozali, 2016). This method was chosen due to its robustness in handling small to medium sample sizes and its ability to model latent variables with multiple indicators effectively.

3. FINDINGS AND DISCUSSION

The results of the analysis with smart PLS show that the null hypothesis is rejected, and the alternative hypothesis is accepted. This is indicated by the magnitude of the standardized path coefficient of 0.230 and the significance index P value of 0.000. The analysis revealed a statistically significant positive relationship between learning discipline and the achievement of memorizing the Qur'an, which supports the research hypothesis. This shows a positive influence between learning discipline and the achievement of memorizing the Qur'an. This shows that the high level of religiosity that influences learning discipline has a significant effect on the achievement of memorizing the Qur'an of students.

Before conducting further analysis, it is important to present the distribution of respondents based on their respective Islamic boarding schools (*pondok pesantren*). The participants in this study were drawn from three institutions, each with varying numbers of *tahfidz* students. Table 1 displays the grouping of respondents according to the Islamic boarding school in which they are enrolled. As shown, the majority of respondents were from Pondok Pesantren Islamic Center Bin Baz, followed by Pondok Pesantren Harun Asy-Syafi'i, and lastly, Pondok Pesantren Ruqoba Al-atsary. This distribution reflects the proportional differences in student population among the three institutions.

Table 1. Grouping of Respondents

No	<i>Pondok Pesantren</i>	Respondents	%
1	Pondok pesantren Islamic center Bin Baz	232	72.5
2	Pondok Pesantren Harun Asy-Syafi'i	67	20.9
3	Pondok Pesantren Ruqoba Al-atsary	21	6.6
	Total	320	100

Table 1 illustrates the distribution of respondents across the three participating Islamic boarding schools. The highest number of respondents was drawn from Pondok Pesantren Islamic Center Bin Baz, accounting for 232 students or 72.5% of the total sample. This is likely due to the larger student population and more developed *tahfidz* program at the institution, which aligns with its prominent

role in Qur’anic education in the region. The second largest group of respondents came from Pondok Pesantren Harun Asy-Syafi’i, comprising 67 students or 20.9% of the sample. Lastly, Pondok Pesantren Ruqoba Al-Atsary contributed 21 respondents, representing 6.6% of the total. This distribution reflects the relative size and capacity of each institution, and provides a balanced foundation for comparative analysis across different educational environments within the tahfidz context.

The distribution of students’ learning discipline levels across the three Islamic boarding schools are involved in the study. The data indicate that the majority of students demonstrated a relatively high level of learning discipline. Specifically, 121 students (37.8%) were categorized as having a very high level of discipline, followed by 107 students (33.4%) who were classified within the high category. Meanwhile, 92 students (28.8%) exhibited a moderate level of discipline. Notably, no respondents fell into the low or very low categories, suggesting that overall, the students in these institutions possess commendable levels of discipline in their learning processes. This distribution reflects a positive trend in students’ commitment and consistency in adhering to structured learning routines, which may be influenced by the disciplined environment typically cultivated within Islamic boarding schools.

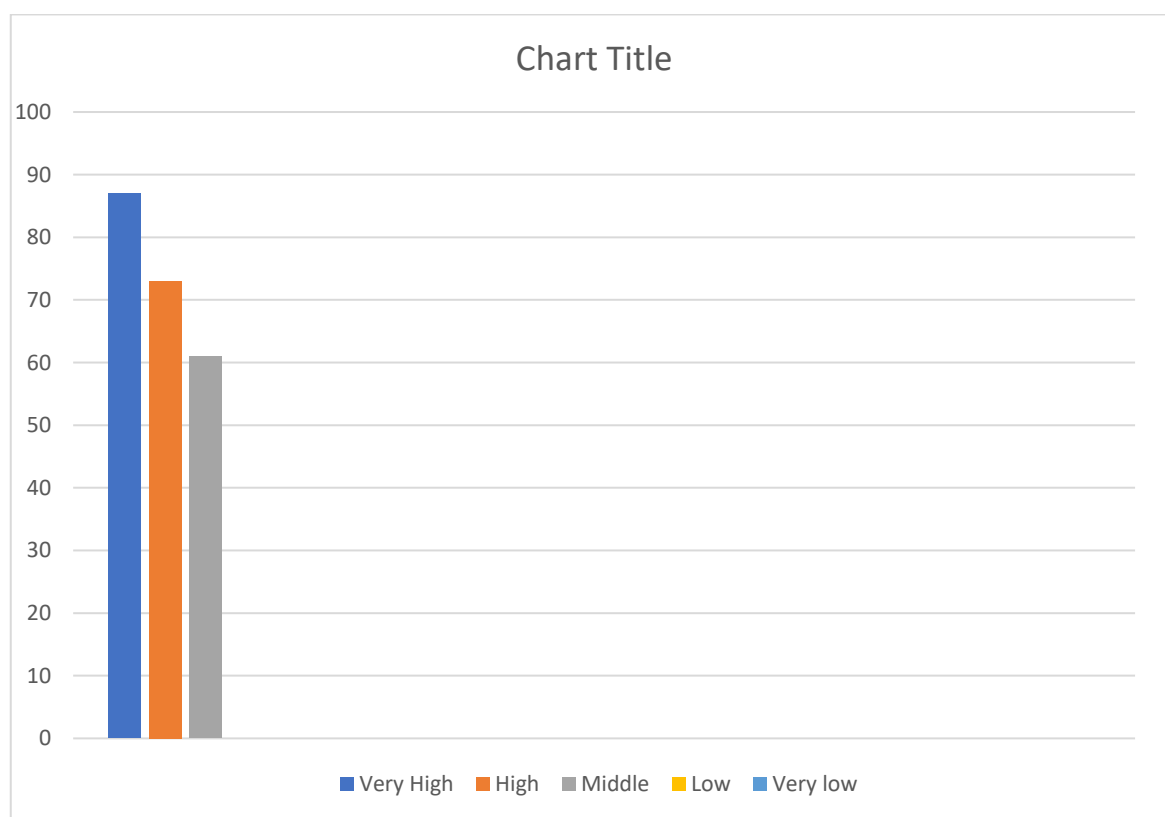


Figure 1 Level of Students’ Discipline

Based on the data presented, it can be concluded that the level of learning discipline among students at the Islamic Center Bin Baz Islamic Boarding School is predominantly within the moderate to very high range. Specifically, 28.8% of students demonstrated a moderate level of discipline, 33.4% were categorized as having a high level of discipline, and 37.8% exhibited a very high level of discipline. These findings indicate that a substantial majority of students consistently adhere to disciplined learning behaviors.

This result highlights the important role of discipline—particularly in terms of punctuality, adherence to memorization schedules, and consistency—in influencing the achievement of Qur'an memorization. A structured and disciplined approach appears to significantly support students in reaching their memorization goals. However, while this study establishes a positive correlation between learning discipline and memorization achievement, further research is recommended to explore the underlying factors that contribute to high levels of success. Future studies may investigate additional variables such as motivation, parental support, teaching methods, and the learning environment, which may interact with discipline to enhance students' memorization performance.

3.1 The Influence of Learning Discipline on Al-Qur'an Memorization Achievement

Learning discipline is defined as a form of obedience and compliance of students in carrying out the rules that have been set by the school and teachers in the learning process because it is driven by the awareness in their hearts. This awareness is obtained through practice (Fauzi, 2012). Learning discipline can also be defined as obedience supported by awareness in carrying out tasks and obligations in order to achieve learning goals.

Hurlock (1978) argues that discipline that contains four main elements, namely: obeying the rules, punishment, and rewards for those who do good, will encourage students to achieve as much as possible. Learning discipline is very important for students to have, because high learning discipline has a good impact on learning achievement. Student discipline itself arises from within, which can create the urge to obey the rules, discipline in following lessons, discipline in doing assignments, being on time for studying, studying regularly, and doing schoolwork at home. In learning, discipline is very necessary because discipline gives birth to a spirit of respecting time.

This finding shows that discipline in attending the Al-Qur'an halaqoh and obeying the rules of the *pondok* has an effect on the achievement of memorizing the Al-Qur'an which is brilliant. This is proven by the P value of 0.000. This is possible because discipline encourages students to continue memorizing and *murojaah* (routine practice), as well as to have time management and internal motivation. Based on several theories above, it can be concluded that the function of learning discipline is to forge self-control in students to comply with the rules that have been set, both written and unwritten, in the learning process so as to create a conducive learning environment. Teachers have a role as one of the determinants of a child's personality, learning discipline and character, apart from the community and school environment.

3.2 The Correlation Between Learning Discipline and Memorization Outcomes

Discipline in students emerges from internal motivation, which fosters the drive to obey rules, attend lessons consistently, complete assignments punctually, and maintain regular study habits both at school and at home. In the context of memorizing the Qur'an, discipline plays a critical role as it nurtures a deep respect for time and consistency—both of which are essential for effective rote learning and long-term retention.

The findings of this study show that students who exhibit higher levels of discipline tend to achieve better outcomes in memorizing the Qur'an. These results align with previous research conducted by Aini et al. (2022) and Atika et al. (2017), both of whom observed a positive correlation between student discipline and academic success, including memorization performance. Their findings support the notion that disciplined behavior—such as adhering to study schedules and staying focused during learning activities—positively contributes to students' cognitive achievements.

However, contrasting evidence is presented by Oktavia et al. (2023), who found no significant effect of discipline on students' performance in mathematics. This discrepancy suggests that while discipline is a critical success factor in some subjects, especially those requiring repetition and memorization (like the Qur'an), its impact may vary across disciplines depending on the nature of the content and the learning strategies involved.

Further supporting the importance of discipline, Hasibuan et al. (2024) emphasized the significant role of Islamic religious education in shaping students' disciplined character at Medan State University. Their study highlights that religious instruction not only enhances spiritual and moral values but also instills a commitment to orderly and responsible behavior, which is a foundational element of academic discipline. This insight underlines the importance of integrating character-building programs into curricula to reinforce discipline across various educational contexts, including language learning, where consistency and structured practice are also crucial.

Overall, the evidence suggests that discipline is a vital component in supporting the achievement of Qur'anic memorization and potentially other academic goals. However, further studies are needed to explore how discipline interacts with other factors—such as motivation, teaching methods, and learning environments—especially across different subjects and educational levels.

3.3 Developing Discipline for Effective Qur'an Memorization in Islamic Boarding Schools

Memorizing the Qur'an, or Tahfiz, is a deeply spiritual and intellectually demanding journey. While it is a noble pursuit with immense religious merit, the process requires more than just cognitive ability; it demands discipline, consistency, and resilience. Students embarking on this journey often begin with enthusiasm, but sustaining motivation and progress over time can be challenging without a strong foundation of self-discipline. The ability to manage time effectively, develop structured learning routines, and minimize distractions plays a crucial role in a student's success in memorizing the Qur'an. This study explores how learning discipline significantly influences Qur'anic memorization achievement, while also addressing the factors that support discipline, the challenges students encounter, and strategies for improving disciplined learning behavior.

In the context of Qur'anic memorization, discipline is defined as a student's ability to maintain consistent learning habits, adhere to structured routines, manage distractions, and stay committed to long-term goals. Disciplined students typically engage in daily memorization and revision sessions, allocate specific times for study, and remain committed even in the face of setbacks such as forgetfulness or mental fatigue. For example, students who dedicate time for memorization after Fajr and revise in the evening are more likely to retain verses than those with irregular study habits. This consistency strengthens memory and fosters a sense of responsibility toward the learning process.

The cognitive benefits of disciplined memorization are supported by research in educational psychology. Regular repetition, known to reinforce neural pathways in the brain, helps solidify long-term memory. Thus, structured memorization and scheduled revision—such as the Manzil method where students cycle through previously memorized sections—are vital for retention and recall. Moreover, discipline allows students to persevere through challenges. When faced with difficult passages, disciplined learners approach the task with patience and strategy, such as breaking verses into smaller segments or seeking support from teachers.

Another critical aspect of discipline is the ability to avoid distractions. In a world filled with digital interruptions, maintaining focus has become increasingly difficult for many students. However, those who create a distraction-free study environment—such as designating quiet spaces for memorization or limiting phone use during study sessions—demonstrate significantly higher levels of focus and progress. Implementing a “no distraction zone” or using tools like study timers can help maintain concentration and establish consistent routines.

Several external factors also support the development of learning discipline in Tahfiz students. Parental involvement plays a significant role, particularly when parents encourage their children by helping them follow routines or wake them for early morning study sessions. Teachers, too, influence student discipline through their guidance, feedback, and personal example. The presence of structured assessments and regular check-ins by educators holds students accountable and motivates them to remain consistent. Additionally, the impact of peer influence should not be underestimated. Studying within a supportive group where students encourage one another and engage in healthy competition fosters a shared commitment to progress and excellence.

Effective memorization strategies also contribute to disciplined learning. Techniques such as Takrir (repetition), Muraja'ah (review), and combining visual with auditory learning (e.g., writing verses and listening to recitations) are known to enhance retention. These strategies, when applied consistently within a disciplined framework, enable students to maintain and expand their memorized portions efficiently. Equally important is the learning environment. A calm, organized space such as a mosque or dedicated study room fosters better concentration compared to noisy or chaotic surroundings.

Spiritual motivation further reinforces discipline. A strong emotional and spiritual connection to the Qur'an instills in students the desire to continue memorizing despite challenges. Engaging with Tafsir (Qur'anic interpretation) helps deepen understanding and spiritual attachment, making the memorization process more meaningful. Regular supplication (du'a), performing additional prayers like Tahajjud, and seeking Allah's assistance are spiritual practices that nurture inner strength and discipline.

Despite its importance, maintaining discipline is not without its challenges. Students may experience a decline in motivation over time, especially when progress slows or when they face competing responsibilities such as academic coursework or family obligations. Procrastination, mental fatigue, and lack of proper guidance can further hinder memorization. These obstacles highlight the need for targeted strategies to reinforce and sustain learning discipline.

Improving learning discipline requires a multi-faceted approach. Setting clear and realistic goals—such as memorizing one page per week—helps students track progress and stay motivated. Establishing a fixed routine that prioritizes early morning study sessions, when the mind is most alert, is also effective. Mentorship from experienced teachers or Huffaz provides students with valuable feedback, corrects errors, and fosters accountability. Technological tools such as Qur'an apps, audio recitations, and online review platforms can also make memorization more interactive and engaging.

Practicing self-discipline techniques further strengthens students' ability to stay on track. Rewarding oneself for reaching milestones, maintaining a memorization journal, and using time management strategies like the Pomodoro technique can promote consistent progress. At the core of all these strategies lies the necessity of a strong spiritual foundation. Continually renewing one's intention, turning to Allah in prayer, and seeking His blessings is essential to ensure that the journey of memorizing the Qur'an remains a source of spiritual growth and fulfillment.

Discipline, therefore, is not only a practical tool for organizing study but a vital component of a student's success in Tahfiz. It directly impacts the consistency, quality, and sustainability of memorization. A disciplined student is better equipped to overcome the common setbacks that accompany the memorization process, such as forgetfulness, fatigue, or external distractions. When supported by a nurturing environment, effective teaching methods, and spiritual motivation, discipline becomes the backbone of successful Qur'anic memorization.

Ultimately, memorizing the Qur'an is more than an academic goal—it is a transformative spiritual journey that shapes character, strengthens faith, and instills lifelong values. The role of discipline in this process cannot be overstated. For students who embark on this noble path, the combination of structured habits, perseverance, teacher and family support, and sincere reliance on Allah is essential. With consistent effort and spiritual dedication, they can not only complete the memorization of the Qur'an but also embody its teachings in their daily lives, carrying its light and blessings with them wherever they go.

The findings of this study indicate that student discipline has a significant positive influence on the achievement of Qur'an memorization among students in the three Islamic boarding schools studied. Students who maintain a high level of discipline tend to demonstrate stronger memorization outcomes. This is largely because disciplined learners approach their studies in a focused, organized, and consistent manner—qualities that are essential for the successful retention and recall of Qur'anic verses. In the tahfidz learning context, discipline serves not only as a behavioral framework but also as a catalyst for mental endurance and concentration.

These results underscore the importance of cultivating discipline as a core value within Islamic boarding school environments. Several strategic efforts can be made by educational institutions to enhance student discipline. These include the enforcement of a clear and consistent code of ethics, the application of appropriate sanctions for rule violations, and the development of internal awareness about the value of discipline. Furthermore, teachers and staff must serve as role models, demonstrating disciplined behavior in daily routines, as their actions significantly influence student attitudes and habits.

Given the clear connection between discipline and memorization achievement, it is crucial for teachers and leaders of tahfidz programs to implement structured systems that promote routine, accountability, and time management. One effective approach is personalized guidance, where each student receives regular one-on-one mentoring tailored to their memorization speed and learning style. This allows educators to monitor individual progress, provide timely feedback, and offer motivation as needed.

Another strategy is the formation of peer study groups, organized according to students' memorization abilities. Such groups foster collaborative learning and mutual motivation, creating a supportive environment that encourages consistency and peer accountability. In addition, healthy competition—such as periodic memorization contests—can enhance student engagement and foster a spirit of excellence, making the learning process more dynamic and goal-oriented.

Moreover, incorporating fun and varied learning methods, such as storytelling, memorization games, or interactive activities, can make the memorization process more enjoyable and less burdensome. This approach not only maintains students' interest but also supports long-term retention through diverse learning stimuli.

A reward and punishment system can also be an effective motivational tool. For example, a point-based system may be used to recognize students who meet their memorization targets or consistently exhibit disciplined behavior. At the same time, clear and consistent consequences should be applied for those who do not adhere to learning routines or school regulations, ensuring that discipline remains a collective standard.

Lastly, beyond structured pedagogical strategies, the spiritual aspect of memorizing the Qur'an must not be overlooked. Achieving the goal of memorizing all 30 juz of the Qur'an is not solely a matter of cognitive effort but also one of spiritual commitment. Regular prayer and sincere reliance on Allah Subhanahu wa Ta'ala are essential, as divine assistance plays a crucial role in easing the path to memorization and granting blessings in the process. Therefore, spiritual guidance should remain central in supporting students' motivation and perseverance.

4. CONCLUSION

This study concludes that there is a significant relationship between students' achievement in memorizing the Qur'an and their level of learning discipline, with findings also highlighting the essential roles of religiosity and strong learning motivation in this process. To enhance student discipline, the study suggests strategies such as enforcing a student code of ethics, implementing appropriate sanctions for violations, fostering discipline awareness, and promoting teacher role-modeling through personal guidance, alongside systems of healthy competition that include rewards and punishments. However, the research is limited in scope, focusing primarily on correlations without exploring the broader range of internal and external factors influencing Qur'an memorization. Future studies are encouraged to examine both the supportive and inhibiting factors in Qur'anic memorization more comprehensively, to develop a deeper understanding of how educational, psychological, and social elements contribute to student success in religious learning contexts.

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