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MURAJAAH IN QURAN MEMORIZATION AMONG ISLAMIC STUDENTS: A SYSTEMATIC LITERATURE REVIEW

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Abstract:

This systematic literature review aims to review the Murajaah (revision) practice for the memorization of the Quran by Islamic students with multidimensional patterns which include the impact, challenges as well as strategies. Murajaah is the most important step to remembering the verses of the Quran for a long time. Still, many problems can obstruct the process such as time, motivation, academic pressure, as well as less support. The review used the PRISMA framework to perform a systematic search in Scopus and ERIC databases, producing 16 primary studies to address different aspects of Murajaah in the context of Islamic education. These limited studies focus on aspects like self-regulation, social-emotional support, instructional strategies, as well as technology use for revision. The findings also portioned into three themes, namely (1) Islamic Education and Pedagogy, (2) Islamic Education and Technology (3) Global and Comparative Perspectives on Islamic Education. The results indicate that Murajaah has a vital role in Quran memorizing, but students experience big constraints that cause Murajaah to be less effective. In addition, the use of digital tools as well as mobile apps has demonstrated potential in providing more flexible and reachable revision practices. In summary, a few outlined supportive mechanisms, self-regulatory and technology integration aspects were discussed that have the capability of enhancing the Murajaah process, which may further enhance the retention and comprehension of the Quran. This review may provide useful insights for educators and researchers to formulate the best methods of Murajaah practices and planning Quran memorization outputs for Islamic students.

Keywords:

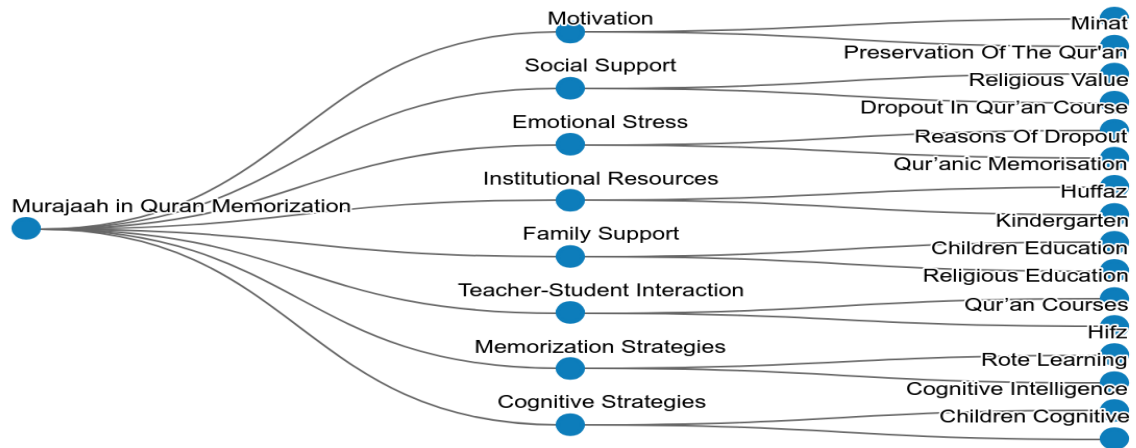
al-Quran Education, Islamic Education, Quran Practices, Tahfiz School, Tahfiz Student

Introduction

The memorization of the Quran (*Hifz*) is the foremost practice in *Tahfiz* schools (bin Umar et al., 2023a; Ishak et al., 2022; Munana Maksalmina & Atabik, 2023; Yusuf & Isnawati, 2023) state that *Murajaah* is the best way to maintain the memorization. It helps to deepen the understanding and reflection of the Quran among *Tahfiz* students (Fakhrudin et al., 2020; Amalia & Mahariah, 2023) and is gaining growing attention among academic and religious scholars, given its importance to the educational experience towards the *Tahfiz* students. Despite that, there is relatively little research available on the *Murajaah* process, particularly among tahfiz students in a secondary school context although rigorous research has been done on Quran memorization (Rusadi, 2020; Fakhrudin et al., 2020a, 2020b; Nik Abdullah et al., 2021).

Despite the growing interest in *Murajaah*, several research gaps remain, including a lack of consensus on the most effective *Murajaah* methods, limited exploration of emotional stress, motivation, and social support in relation to *Murajaah* effectiveness, and insufficient understanding of the interactions between external factors such as family support and institutional resources with the *Murajaah* process (Mutaqin et al., 2021). Previous studies have focused primarily on memorization strategies, teacher-student interactions, and cognitive factors, but few have specifically examined *Murajaah* among secondary school *Tahfiz* students (Sari et al., 2023). Although structured review plans have been emphasized, there is still no consensus on the best method for *Murajaah*. In addition, the relationship between *Murajaah* and psychological and social factors as key factors has not been fully explored (Fathah, 2021; Hasanah et al., 2023; Maimunah & Kharir, 2021). Therefore, the complex role of external factors in the *Murajaah* process remains underexplored (Abdul Rahim et al., 2021; Siti Nurjanah et al., 2021; Wan Ahmad Zakry Wan Kamaruddin et al., 2021).

This paper attempts to address this gap by conducting a systematic literature review to explore the key factors that influence the effectiveness of *Murajaah* in Quran memorization among secondary school *Tahfiz* students. It aims to identify best practices, challenges and potential solutions, provide a holistic view of the importance of *Murajaah* in Quran memorization while suggesting future research avenues that can inform educational practices and policies in *Tahfiz* schools.



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Figure 1. Mapping

Literature Review

For Tahfiz students at the high school level, Murajaah or the revision of verses of the Quran memorized in the past are significant parts of Quran memorization (Basir et al., 2020). It is also important to ensure that the components of their memory remain and that they can retrieve them correctly. Practicing structured as well as disciplined Murajaah methods is highly stressed in research (Maimunah & Kharir, 2021). Common practices include reading, repeating, and refining reading skills through the mastery of tajwid (rules of reciting the Quran), which significantly increases retention and memorization (Fakhrudin et al., 2020a). In addition, comprehension of verses of the Quran and the linguistic structure of the Arabic language help memorization which works. Students who test well on Arabic grammar and morphology often memorize best (Mohammed Cassim & Zunoomy, 2022; Othman et al., 2020). This alignment of instructions also encourages practice and leads to a deeper comprehension of the Quranic text, which makes the memorization process more systematic and holistic (Hussin et al., 2021; Amirul Mukminin, 2020; Aryati et al., 2020; Aziz Muzayin & Meitia Faramida Sugiharyati, 2023; Oktafia et al., 2023).

Information Processing Theory can explain how the Murajaah process strengthens memory. As students review memorized Quranic verses through repetition and chunking, they engage in active processing that enhances long-term memory retention (M. A. Dzulkifli et al., 2016). Chunking breaks down the verses into manageable units, making it easier for students to store and retrieve information effectively (M. A. Dzulkifli et al., 2016). This is particularly relevant to the practice of repetition and reflection, which strengthens neural pathways for better memory (Wixted, 2023). Time management as well as an efficient environment are similarly vital for effective Murajaah. However, when students change to a higher level of education, there comes a great deal of academic pressure that triggers the problems of an unfavorable atmosphere and ineffective time management skills (Berlian, 2022; Nurhakim et al., 2021; Syabibi et al., 2023).

According to Zulkarnaen and Ruli (2023) Motivation Theory, both intrinsic and extrinsic motivations play an important role in maintaining engagement in Murajaah memorization. Intrinsic motivation, such as the desire to understand the Quran in depth, and extrinsic

motivation, such as recognition from peers or family, can influence the retention and effectiveness of the memorization process (Ramli & Salim, 2020). In order to mitigate these challenges, the authors also suggest the integration of mobile applications or other assistive technology that encourage both independent as well as efficient Tools, including i-Tasmik and the Hafiz provide interactive platforms to practice and evaluate memorization, one example of which incorporates voice recognition technology to enable users to self-assess their progress (Aditia et al., 2024; Khaliduddin, 2021).

As mentioned by Hashimah et al. (2020) the use of technology in Murajaah memorization is in line with Social Learning Theory, which emphasizes the role of external support in learning. Students can benefit from observation and interaction with technological tools such as i-Tasmik and can receive feedback from teachers or peers. This social aspect will further increase motivation and can reinforce learning through external interactions (Firmansyah & Saepuloh, 2022). Not only do these technologies improve individual learning, but they also enable teachers to monitor progress outside of the classroom. The study has also shown that students' memorizing can be promoted by structured Murajaah, such as morning reading and weekly review sessions (bin Umar et al., 2023b; Liliawati & Ichsan, 2022; Rusadi, 2020).

Table 1: Summary of Past Studies on Theories and Techniques in Quranic Memorization

No	Title	Theories	Factors Studied	Key Findings
1	Motivation and its Relationship towards The Achievement in Quranic Memorisation of Tahfiz School Students in Pahang (2020)	Motivation Theory (Maslow, McClelland, Herzberg)	Intrinsic and extrinsic motivation	Intrinsic motivation increases student commitment in Murajaah
2	Faktor Motivasi Pelajar dalam Pengukuhan Hafazan Al-Quran di Kota Bharu (2020)	Social Learning Theory (Bandura)	Influence of teachers and peers	Social influence plays a role in increasing student motivation
3	Routes to Remembering: Lessons from al Huffaz (2016)	Cognitive Learning, Theory (Chunking, Repetition)	Repetition and chunking techniques	Repetition strengthens students' memorization of the Quran

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Research Question

Research questions are critical in SLR as they build the basis and guide the entire review process. They help to narrow down the SLR scope and topics that should be included or excluded from the SLR, ensuring that the SLR remains relevant and specific to the topic of interest. A well-articulated research question ensures a comprehensive and systematic literature

search. This minimizes bias while offering a thorough summary of the body of evidence that exists. Lastly, research questions guide the data extraction process and provide a more systematic approach to the analysis of findings and synthesis of results across included studies to draw meaningful conclusions. They also enhance clarity and focus (no ambivalence) and keep the review away from specific topic issues, therefore making the findings more useful and applicable. Good research questions also go a long way toward making the review process as transparent and reproducible as possible. In contrast, researchers reproduce the same process to validate the results or expand the findings in relevant domains. Research questions help to align this whole process back to the overall aims of the research being undertaken, whether it is directed towards identifying gaps in the literature, evaluating the effectiveness of interventions or analyzing trends within a particular field, rendering them the backbone of any rigorous, targeted and truly useful systematic literature review.

Specifying the Research Questions (RQs) is the most important activity at the planning stage but also the most important part of any SLR, because it drives the entire review methodology (Kitchenham, 2007). Considering that the goal of our SLR is to identify and analyze the state of the art. The PICO framework is a mnemonic style used to formulate research questions, particularly in qualitative research proposed by (Lockwood et al., 2015) was applied in this study. PICO stands for Population, Interest, and Context. Here's what each component means:

- i. Population (P): This refers to the group or participants of interest in the study. It specifies who the research is focused on, such as a specific demographic, patient group, or community.
- ii. Interest (I): This represents the main focus or phenomenon of interest in the study. It could be a particular experience, behavior, intervention, or issue that the research aims to explore or understand.
- iii. Context (Co): This defines the setting, environment, or specific context in which the population and interest are situated. It might refer to geographical location, cultural or social settings, or any other relevant backdrop for the research.

Using the PICO framework helps in structuring research questions clearly and systematically by breaking down the key elements of the study into these three components. This approach ensures that the research is focused and the questions are well-defined, making it easier to search for relevant literature or design a study. This study achieved three research questions as below;

- i. How do Islamic pedagogical methods influence the Murajaah process in Quran memorization among secondary school tahfiz students in Malaysia?
- ii. What is the impact of technological tools, such as mobile applications and augmented reality, on improving the Murajaah process for Quran memorization among Islamic students?
- iii. How do Quran memorization techniques and Murajaah practices differ across Islamic educational institutions in Malaysia, Indonesia, and Turkey, and what factors contribute to these differences?

Methodology

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework is a widely recognized standard for conducting systematic literature reviews, ensuring transparency, thoroughness, and consistency throughout the process (Page et al., 2021). The PRISMA guidelines create a systematic framework for identifying, screening, and selecting studies for inclusion in the review and enhance the quality as well as transparency of the analysis. Utilizing this method of filter combination brings to the attention other aspects, such as they pay greater attention to randomized studies, as they help ensure sensitivity of any bias as well as higher-quality evidence for the review. This study used two databases, ERIC and Scopus, which are the most widely used and reliable databases. This study employs a quantitative approach using the Systematic Literature Review (SLR) methodology, which involves analyzing secondary data sourced from existing research. The SLR approach is applied to combine findings from previous studies in an organized manner, with an emphasis on measurable data wherever applicable.

The PRISMA approach includes four relevant stages, namely identification, screening, eligibility and data abstraction. It is a process of searching databases to find all the relevant studies. During the screening phase, all studies are evaluated against pre-extracted criteria to eliminate irrelevant studies or studies of low quality. In the eligibility stage, the studies that remain are thoroughly evaluated to verify that they meet the inclusion criteria. The final component of data abstraction is a process that involves collecting, analyzing, and synthesizing data from the studies included in the review, which is fundamental to making meaningful and reproducible conclusions. Such a formulated approach guarantees the systematic review is carried out systematically and accurately, yielding reliable outcomes that may inform future research and practice.

Identification

A structured systematic review process was used, with the intention of compiling a comprehensive collection of relevant literature in this study. The process began with selecting key keywords, which were then expanded by identifying related terms through resources such as dictionaries, thesauri, encyclopedias, and previous research. All relevant terms were carefully compiled, and search strings were created for the Scopus and ERIC databases (as shown in Table 2). This initial phase of the review yielded 306 publications pertinent to the study topic from both databases.

Table 2: The Search String

Database	Search String
Scopus	TITLE-ABS-KEY (("Islam" OR "islamic") AND education AND ("Quran" OR "Qur'an")) AND (("Tahfiz School" OR " Tahfiz student") AND ("Quran Practices" OR "Qur'an Practices"))TITLE-ABS-KEY (("Islam" OR "islamic") AND education AND ("Quran" OR "Qur'an")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2021) OR LIMIT-TO (PUBYEAR , 2023) OR LIMIT-TO (PUBYEAR , 2024)) Date of Access: January 2025

Eric ("Islam" OR "islamic") AND education AND ("Quran" OR "Qur'an") AND ("Quran Practices" OR "Qur'an Practices") **Date of Access: January 2025**

Source Compiled By Author (2024)

Screening

In the screening phase, potentially relevant research items are evaluated to ensure they align with the predetermined research questions. During this stage, research topics related to Malaysian e-learning are often selected. Duplicate documents are also removed at this point. After initially discarding 455 publications, 173 papers remained for further analysis based on specific inclusion and exclusion criteria (see Table 3). The primary criterion for inclusion was the literature's relevance as a valuable source of insights. This encompassed book series, book reviews, meta-syntheses, meta-analyses, conference proceedings, and chapters not featured in the most recent studies. Only publications in English from 2020 to 2024 were considered for the review. In total, ten publications were excluded due to duplication.

Table 3: The Selection Criterion is Searching

Criterion	Inclusion	Exclusion
Language	English	Non-English
Timeline	2020 – 2024	< 2020
Literature type	Journal (Article)	Conference, Book, Review
Publication Stage	Final	In Press

Source compiled by Author (2024)

Eligibility

In the eligibility phase, a total of 163 articles were carefully reviewed to determine their relevance to the study. During this stage, several criteria were applied to exclude articles that did not meet the inclusion standards. Specifically, 147 articles were excluded for various reasons. These reasons were the absence of full text, out of scope articles, titles that were insignificant to the objectives of the study, as well as abstracts that were not aligned with the research aims. Through this exclusion, several studies were filtered out to retain only those most relevant to our context for further analyses.

Applying these exclusion criteria led to 16 studies considered eligible for the qualitative analysis. These studies fulfilled all the necessary criteria, including relevant content, a clear correlation to research objectives, as well as the availability of complete empirical evidence. The remainder of the articles were then analyzed in more detail, and the information gained through this article-based selection process fed directly into the systematic review. This refined selection of 16 studies formed the foundation for the final qualitative analysis, ensuring a robust and focused review of the literature related to the research topic.

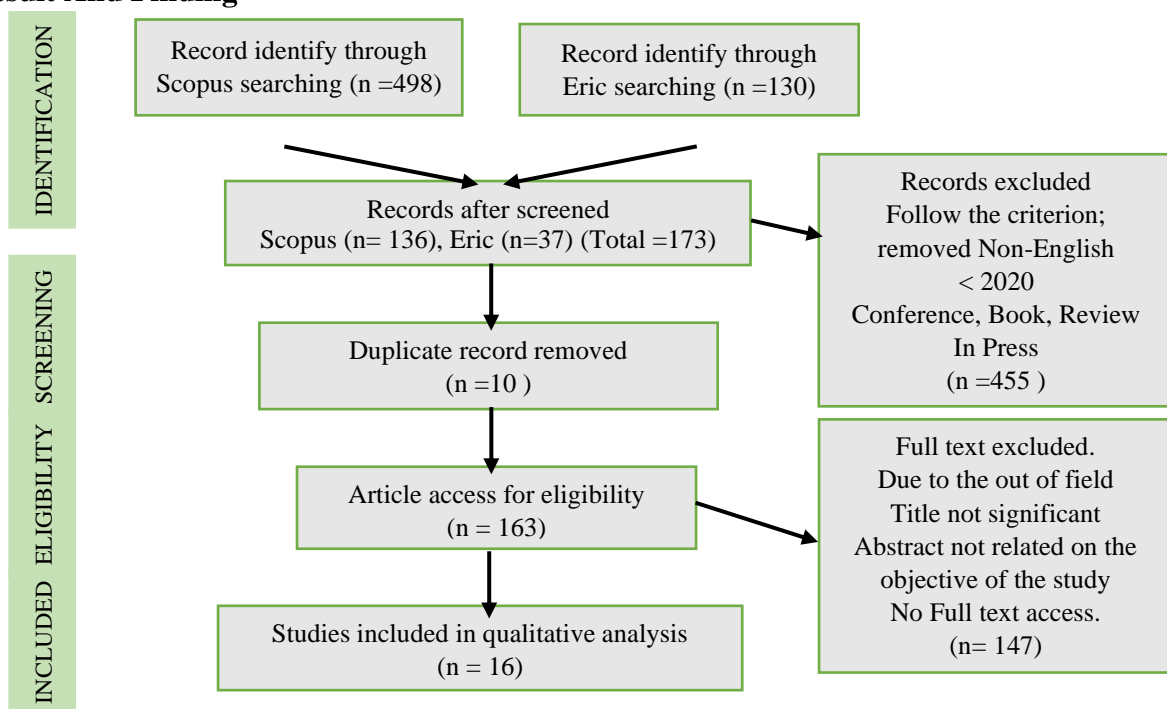
Data Abstraction and Analysis

In this study, an integrative analysis was employed as one of the assessment strategies to examine and synthesize a range of research designs, primarily focusing on quantitative methods. The primary aim was to identify key topics and subtopics relevant to the study. The data collection phase marked the initial step in theme development. As illustrated in Figure 2,

the authors carefully analyzed a compilation of 16 publications to identify statements or materials pertinent to the study's themes. Subsequently, the authors reviewed significant studies related to *Murajaah* in Quran memorization among Islamic students, examining the methodologies and research findings of each study.

The authors then worked collaboratively with co-authors to develop themes grounded in the evidence within the context of this study. Throughout the data analysis process, a log was maintained to document any analyses, reflections, challenges, or insights related to interpreting the data. In the final stages, the authors compared their findings to identify any discrepancies in the theme development process. In cases where disagreements arose between concepts, the authors engaged in discussions to reach a consensus.

Result And Finding



Source Compiled By Author (2024)

Figure 2. Flow Diagram Of The Proposed Searching Study

Quality Of Appraisal

According to the guidelines proposed by Kitchenham and Charters (Kitchenham, 2007), once we had selected primary studies (*Primary studies refer to the original research articles, papers, or documents that are directly included in the systematic review after the initial selection process. These studies are considered the primary sources of evidence that are analyzed, assessed for quality, and compared quantitatively or qualitatively to answer the research questions defined for the review*). We have to assess the quality of the research they present and quantitatively compare them. In this study, we apply quality assessment from Anas Abouzahra et al. (Abouzahra et al., 2020), which consists of six QAs for our SLR. The scoring procedure for evaluating each criterion involves three possible ratings: "Yes" (Y) with a score of 1 if the criterion is fully met, "Partly" (P) with a score of 0.5 if the criterion is somewhat met but contains some gaps or shortcomings, and "No" (N) with a score of 0 if the criterion is not met at all.

- QA1. Is the purpose of the study clearly stated?
- QA2. Is the interest and the usefulness of the work clearly presented?
- QA3. Is the study methodology clearly established?
- QA4. Are the concepts of the approach clearly defined?
- QA5. Is the work compared and measured with other similar work?
- QA6. Are the limitations of the work clearly mentioned?

The table outlines a quality assessment (QA) process used to evaluate a study based on specific criteria. Three experts assess the study using the criteria listed, and each criterion is scored as "Yes" (Y), "Partly" (P), or "No" (N). Here's a detailed explanation:

1. Is the purpose of the study clearly stated?

- This criterion looks at how well-defined and clearly stated the study objectives are. A clear purpose helps to guide the research and its scope.

2. Is the interest and usefulness of the work clearly presented?

- This assesses whether the significance and potential contributions of the study are clearly justified. It gauges the relevance and impact of the research.

3. Is the study methodology clearly established?

- This evaluates whether the research approach is appropriately defined and aligns with the study's objectives. Clear methodological details are crucial for the validity and reproducibility of the research.

4. Are the concepts of the approach clearly defined?

- This checks if the theoretical framework and key concepts are precisely articulated, ensuring that the approach is understood.

5. Is the work compared and measured with other similar work?

- This criterion looks at whether the study is benchmarked against existing research, positioning it within the broader academic context and highlighting its contributions.

6. Are the limitations of the work clearly mentioned?

- This evaluates whether the study acknowledges its limitations, providing a transparent view of its scope and potential areas for improvement.

Each expert independently rates the study according to these criteria, and the total scores are summed across all experts to determine the overall score. For a study to move forward in the process, its total score, derived from the combined ratings of the three experts, must exceed a threshold of 3.0. This ensures that only studies meeting a certain quality standard proceed to the next phase.

Table 4: Description of Code for the articles that undertook Quality of Assessment:

Code	Authors	Year	Scopus	Eric
PS1	Ağırbaş A.	2022	/	
PS2	Alahmadi F.; Meccawy M.; Elhag S.	2024	/	
PS3	Al-Hawary S.I.S.; Kumar T.; Pallathadka H.; Alshahrani S.H.; Al-Tamimi H.A.N.M.; Muda I.; Singer N.	2023	/	
PS4	Bin Muhammad Yusoff M.F.	2023	/	
PS5	Hendek A.; Jamil A.İ.; Zengin M.; Othman M.K.B.	2022	/	
PS6	Husna A.; Mahfuds Y.; Uthman Y.O.O.-O.; Aprilianto A.	2023	/	
PS7	Hussin Z.; Mustapha N.F.; Toklubok@Hajimaming P.; Alias M.; Ismail M.Z.	2021	/	
PS8	Latipah, Eva	2022	/	
PS9	Manurung P.; Saragih A.H.; Hasibuan P.	2024	/	
PS10	Miftahuddin; Aman; Yuliantri R.D.A.	2024	/	
PS11	Nurdin A.; Baharuddin E.; Sumardi D.; Idrus L.; Mutiawati I.	2024	/	
PS12	Prayogi E.E.Y.; Anwar S.; D Y.A.; Yetri	2021	/	
PS13	Radzol A.R.M.; Hamzah N.	2023	/	
PS14	Sahin A.	2022	/	
PS15	Santoso M.A.F.; Khisbiyah Y.	2021	/	
PS16	Zulhannan; Musyarrofah U.	2024	/	

Source Compiled By Author (2024)

Table 5: Summary Results Of Quality Of Assessment Performance For Selected Primary Studies

PS	QA 1	QA 2	QA 3	QA 4	QA 5	QA 6	Total Mark	Percentage (%)
PS1	Y	Y	Y	P	Y	P	5	83.33%
PS2	Y	Y	P	Y	P	Y	5.5	92%
PS3	Y	P	Y	Y	Y	P	5	83%
PS4	Y	Y	Y	P	Y	P	5.5	92%
PS5	Y	Y	Y	Y	P	P	5.5	92%
PS6	Y	Y	Y	P	P	Y	5	83%
PS7	Y	Y	Y	P	P	P	5	83%
PS8	Y	Y	Y	Y	P	P	5.5	92%
PS9	Y	P	Y	Y	Y	P	5	83%
PS10	Y	Y	Y	Y	P	P	5.5	92%
PS11	Y	Y	Y	Y	P	P	5.5	91.67%
PS12	Y	Y	Y	Y	P	P	5.5	91.67%
PS13	P	Y	Y	P	Y	P	4.5	75%
PS14	P	Y	Y	Y	Y	P	4.5	75%
PS15	Y	Y	Y	Y	Y	P	5.5	91.67%
PS16	Y	Y	P	Y	Y	P	5	83%

Source Compiled By Author (2024)

Table 6: Final Corrected Summary of Findings

Code	Total Mark	Percentage (%)	Key Findings	Main Limitation
PS1	5	83.33	Good quality; Clear objectives	Lack of discussion on limitations
PS2	5.5	92	Strong methodology; Clear focus	Limited sample size
PS3	5	83	Well-structured; Comprehensive analysis	Unclear results presentation
PS4	5.5	92	Reliable outcomes; Relevant references	Inadequate statistical analysis
PS5	5.5	92	Solid methodology; Some issues with clarity	Limited discussion on limitations
PS6	5	83	High-quality analysis; Comprehensive	Some methodological limitations
PS7	5	83	Clear objectives; Good analysis	Limited sample description
PS8	5.5	92	Some clarity issues; Good design	Inconsistent data reporting
PS9	5	83	High-quality outcomes; Clear methodology	Lack of detailed statistical analysis
PS10	5.5	92	Strong methodology; Clear objectives	Limited coverage of related studies
PS11	5.5	91.67	Relevant focus; Well-structured analysis	Limited data synthesis
PS12	5.5	91.67	Comprehensive analysis; Good quality	Inconsistent findings presentation
PS13	4.5	75	Relevant design; Well-structured outcomes	Limited sample size in certain cases
PS14	4.5	75	Clear focus; Relevant references	Lack of detailed limitations discussion
PS15	5.5	91.67	Comprehensive design; Some limitations	Weak statistical support in analysis
PS16	5	83	Strong methodology; Clear structure	Lack of clarity in discussion

Source Compiled By Author (2024)

The quality assessment of 16 journal articles showed that most studies scored well in areas like purpose, relevance, and methodology, with scores mostly between 4.5 and 5.0. However, some articles scored lower due to unclear limitations. The highest scores (5.5, 92%) were achieved by five articles, indicating strong quality overall, though many studies lacked detailed discussion of limitations, which impacted their total scores.

The produced themes were eventually tweaked to ensure consistency. The analysis selection was carried out by the author and co-authors to determine and determine the validity of the problems. The expert review phase ensures the clarity, importance, and suitability of each subtheme by establishing the domain validity. The authors also compared the findings to

resolve any discrepancies in the theme-creation process. Note that if any inconsistencies in the themes arose, the authors addressed them with one another. Finally, the developed themes were tweaked to ensure their consistency. To ensure the validity of the problems, the examinations were performed by two experts, one specializing in oncology and the other in biomedical science. The expert review phase helped ensure each sub-theme's clarity, importance, and adequacy by establishing domain validity. Adjustments based on the discretion of the author based on feedback and comments by experts have been made.

Islamic Education And Pedagogy

Quranic Education as a Foundation for Learning: The concept of the mother tongue as a medium of education is affirmed in the Quran, with studies such as (Hadi et al., 2023; Kadri & Kirin, 2022) showing that the Quran supports using the first language for education to disseminate knowledge. By implementing the aforementioned approach, it promotes a better understanding of educational content which is also what the basic teachings of the Quran are all about. Furthermore, Musyarrofah (2024) cite the role of Islamic boarding schools (pondok pesantren tahfidz Quran) in supporting the religious and educational growth of students to provide an ongoing social support system for memorizing the Quran, which is essential for the academic and spiritual welfare of students. The integration of these systems into broader societal frameworks highlights the Quran's educational philosophy and the essential role of language in effective learning.

Integrating Islamic Values in Pedagogy: Several studies focus on the incorporation of Islamic values into education to shape character and intellect. Delve into the educational principles derived from the Quran, advocating for reasoning, moral development, and character building as core components of the curriculum (Manurung et al., 2024). This reflects the Islamic philosophy that education should foster the overall development of the learner's intellectual and ethical capacities. Yuliantri (2024) said that also contribute by analyzing how Islamic character education, as practiced in Islamic boarding schools, is designed to nurture noble character traits in students, underlining the central role of ethics in Islamic pedagogy. Additionally, Al-Hawary et al. (2023) highlight how the family, as the primary institution for the first education, plays a crucial role in transmitting Quranic values to children, ensuring that moral character and virtues are instilled early on.

The Role of Technology in Enhancing Quranic Education: The advent of technology, particularly in the context of online Quranic education, has become a significant focus of research. According to Mukhtar et al. (2020), Hakimi et al. (2024) reports the shift to online Quranic education during the COVID-19 pandemic, showing both advantages and challenges in the virtual delivery of recitation and Tajweed courses. While online education provides flexibility, it is also noted that face-to-face education remains more productive, particularly for intensive religious studies that require close interaction and direct feedback. Similarly, the use of augmented reality (AR) models, as discussed by (Prayogi et al., 2021), demonstrates the potential of integrating technology to enhance Quranic comprehension and memorization, especially for students with hearing impairments.

In conclusion, Islam is an education that has become more flexible, and some modern methods use some new technology but still follow the fundamentals of Quranic knowledge when teaching. The review of studies calls attention to the need for an environment where moral, intellectual and spiritual development takes place in harmony, providing balance and a more wholesome educational experience, which can only be guaranteed if an educational institution is founded on the principles of Islam.

Islamic Education And Technology

Augmented Reality (AR) in Quranic Memorization : The application of AR in Islamic education is highlighted in (Adhani et al., 2022; Karimah et al., 2022), in which an AR-based content model, Al-Quran, was created specifically for hearing-impaired students to facilitate Quranic memorization. For Quran students, this means that in the memory model, students are able to move Quranic verses along a line so that they memorize a verse in the correct order. It creates a visual environment in which the students can learn based on visual aids and interactions. The study by Adhani et al. (2022) the AR effect of this research is very influential in increasing memory retention and learning outcomes, especially for students with hearing impairment as well as contributing to widening access in Islam for a wider range of students who face difficulties in learning the Quran.

Virtual Reality (VR) for Quranic Comprehension : In addition to the AR context, VR has also been discovered to be highly effective in relation to Quranic education. Dzulkifli et al. (2020), Purwanto and Ajhar, (2023) said that investigate using VR to facilitate understanding of the Quran, an integral of Islamic teaching. The research shows that VR could be more fun in teaching the Quran and help in better understanding of the text. The students have previously often been lost during the classical way of teaching. Their motivation has dwindled, especially with subjects like theology. However, VR provides a more interactive way for students to experience the subject matter, thereby allowing a broader understanding of the Quranic fundamentals (Purwanto & Ajhar, 2023; Dzulkifli et al., 2020). This method presents a unique method of teaching the Quran and its interpretation by offering a different perspective beyond regular lectures and experiencing what they have learned.

According to Dahnil et al. (2023), Hakimi et al. (2024), mobile applications in Quranic learning technology significantly enhance student learning experiences. In their study, they examine the idea of mobile applications, namely the "Say Quran" app, which helps students read and pronounce the Quran verses correctly. The findings indicate that mobile applications positively relate to student performance and satisfaction. The apps include features such as pronunciation guides, verse translation, as well as audio recitations that are helpful for both independent practice and classroom activities. Mobile apps provide functionality, convenience, as well as proper access, making it easier for students to study and providing flexibility with time and pace as well. The widespread availability of such apps has democratized access to Quranic education, especially in regions where traditional learning resources may be limited (Dahnil et al., 2023; Hakimi et al., 2024).

To put it in a nutshell, AR, VR, and mobile applications are revolutionizing the way students interact with the Quran in Islamic education. Such technologies not only enhance the learning experience itself but also promote increased accessibility and inclusivity for students with different learning needs. The combination of these tools could ultimately offer a complete

Quranic educational framework, including memorization, comprehension and practical application, contributing to an enriched relationship with the Quran.

Global And Comparative Perspectives On Islamic Education

Historical Development of Islamic Education. Islamic education, especially in the global context, is impacting the modern educational system. Islamic Integrated Education (IIE) in Malaysia highlights the development of graduate competency to increase employability. However, they still rely on the major teachings of Islam (Lulu Nur Lathiifah Jamiilah, 2023). This system, developed from traditional Islamic education, is now open toward an integrated system combining science and technology advancement and producing individuals who can contribute effectively to secular and Islamic knowledge fields. The history of Islamic education in Malaysia, which dates back to the 14th century, has played a crucial role in shaping the contemporary landscape of education, providing insights into how Islamic teachings can be integrated with modern educational practices (Lulu Nur Lathiifah Jamiilah, 2023).

Building Islamic Worldview in the Context of Globalization. The Islamic worldview thereby becomes an essential part of a Muslim's identity as globalization advances and Western values penetrate the hearts and minds. According to Husna et al. (2023) describe the individual challenges of globalization and how to maintain and strengthen the Islam ideology through modifications in Islamic ideological education. This research shows that the leaning system should based on education integration with Islam, especially based on the Quran and Hadith material, making pious people who will be able to make decisions based on Islam values. The study proposes that Islamic education systems should promote a worldview that embraces global integration while remaining faithful to its teaching so that Muslims can engage meaningfully with contemporary life without sacrificing their beliefs (Husna et al., 2023).

Comparative Analysis of Higher Religious Education in Malaysia and Turkey. The comparative study by Hendek et al. (2022) offers a critical comparison of the approaches to combine religion with academic education in two Muslim-majority settings, Malaysia and Turkey. The study illustrates significant differences in the history and development, structures of the curriculum and the admission of students in both countries. Islamic education in Malaysia is intertwined with professional education, while Turkey has historically been on a secular path but has recently seemingly begun to change pace towards Islamic values. Variations in educational outcomes, according to one study, could be instructive for other countries struggling to figure out for their own citizens how to run an education system that explores religion while still hitting the education-indicators that matter in the global economy (Hendek et al., 2022).

The Islamization of Engineering Education. Radzol and Hamzah (2023) said that address Islamizing engineering education and educational concepts, respectively, including the integration of Islamic principles within technical education. Its concern is not only about providing technical skills but also about building an engineer's personality that embodies exactly what Islam teaches and what is ethical and responsible towards society related to this Islamization process to integrate Islamic teachings with engineering subjects, like control systems theory, regarding Taqwa. This model seeks to produce a generation of engineers with

a high level of both competencies and collaboration by giving a technical point of view into religious values (Radzol & Hamzah, 2023).

The Role of Education in Global Citizenship. As mentioned by Matara (2022), Nahar et al. (2023), Nurani et al. (2022) explored the connection between Islamic education and global citizenship by highlighting an overarching goal of education, which is to nurture values pertaining to cooperation, empathy, or respect for human rights. This study further strengthens the evidence that Islamic education with a good universal value brings people ideas from the Quran and Sunnah becomes a very strong capital to cultivate global citizenship. There should be an integration of global citizenship education into the Islamic curriculum for Muslim students, seen as a much-needed approach that will prepare them to become responsible global citizens who will contribute positively to the world. At the same time, remain firm in Islamic values (Matara, 2022; Mukhlas, 2023; Nahar et al., 2023).

The key takeaway from these studies is the diverse approaches of the Islamic education systems towards a globalizing challenge, namely traditions and modernity and global citizenship. Linking Islamic realities with contemporary education is an essential development that provides an environment for Muslim students to hold firm to the teachings of Islam while also exposing them to the global community.

Discussion And Conclusion

The objective of the study, which is to explore Murajaah in Quran memorization among Tahfiz students, was achieved by combining key findings related to memorization methods, technology integration, and Islamic education. This review highlights the important role of tahfiz schools and modern technologies such as Augmented Reality (AR), Virtual Reality (VR), and mobile applications in enhancing the Quran learning experience, especially for students with special needs. By emphasizing both traditional values and innovative methods, this study demonstrates how modern technology and Islamic principles can coexist to provide holistic education.

However, this study has several limitations. First, this research is based on existing studies, and secondary data was analyzed without participation from students or institutions. This may limit a deep understanding of the time challenges faced by students. In addition, there is a lack of empirical data on the effectiveness of these modern methods (AR, VR, mobile applications) in real classroom settings.

For future studies, it is recommended to conduct empirical studies that directly involve Tahfiz students in the learning process using these technologies. This will help evaluate the practical impact of AR, VR, and mobile applications on memorization and understanding in real tahfiz educational environments. Furthermore, exploring the long-term effectiveness of this modern tool in maintaining valuable Quran memorization and understanding is crucial. Future studies should also consider larger sample sizes and include diverse educational settings to provide a more comprehensive view.

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