

Learning Styles of Tahfiz Students

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Abstract

Tahfiz education plays an important role in developing and preserving the purity of the Qur'an in addition to producing people with noble character. Therefore, understanding the learning style of tahfiz students is very critical to ensure that the process of memorizing and deepening the content of the Quran can be done effectively. Each individual has his own learning style whether it is auditory, visual, kinesthetic, or a combination of various styles. Tahfiz schools practice various approaches such as talaqqi musyafahah, the use of visual elements and light physical activities to accommodate this diversity of learning styles. A student-centered approach is also practiced so that each individual can maximize their potential by finding the most effective method for them to memorize the Quran. By understanding and applying the appropriate learning style, tahfiz students can achieve the maximum level of mastery of their memorization as well as increase their understanding of the content of the Qur'an.

Keywords: Tahfiz Learning Style, Auditory, Visual, Kinesthetic

Introduction

The learning process is a journey of change that is important for every student to improve their potential and develop skills. It aims to form individuals of better quality and ready to face future challenges (Ahmad Fadzli, 2022). Memorizing the Qur'an is an endeavor that requires great sacrifice and an effective strategy. Before starting memorization, one needs to master basic skills such as fluency in reading and knowledge of tajwid to ensure the process of memorization runs smoothly and is effective in the long term.

The process of memorizing the Qur'an is a noble duty and highly encouraged in Islam. Thus, there are a handful of individuals who take the initiative to study and memorize the Holy Quran intensively. This group is known as tahfiz or huffaz students. However, each individual has a different learning style and their own way of understanding, remembering, and appreciating the holy verses of the Quran. Therefore, understanding the various learning styles among tahfiz students is very important to help them achieve a maximum level of mastery and understanding of the content of the Qur'an.

As for the discussion on tahfiz al-Quran, it will explain related to the concept of tahfiz al-Quran education, the goals and objectives of tahfiz al-Quran education, methods of memorizing the Quran and teaching and learning tahfiz education. while the second discussion is more focused on the learning style of tahfiz al-Quran by detailing the concept of learning style, the model of learning style, the relationship between tahfiz education and learning style, then also touching on the study of learning style literature, the factors that influence the learning style of tahfiz al-Quran and at the end with a summary.

Tahfiz Education Concept

Al-Quran has always preserved its authenticity and is guarded by Allah s.w.t since it was revealed to Prophet Muhammad s.a.w until now, as God says in surah al-Hijr verse 9 which means: "Indeed it is We who send down al-Zikr (Al-Quran), and We are the ones who preserve and protect it". Al-Quran was also revealed to be a guide and guidance for pious people as mentioned by Allah in surah al-Baqarah verse 2. A Muslim must believe in the Qur'an, believe in the contents of the Qur'an, study the Qur'an because the Qur'an is a revelation from Allah s.w.t.

The concept of tahfiz Al-Quran education is a comprehensive education system that combines the memorization of the Al-Quran with the overall self-development of students. Based on research by Atabik (2021), the term tahfiz comes from the Arabic word 'hafaza' which means preserving or memorizing, and the main goal is to produce huffaz who are highly skilled in the field of the Qur'an. According to Hamid (2023) on the other hand is that the structure of tahfiz education includes various important components including the memorization of the Quran as the main core, the study of tajwid and qiraat, conventional academic education, Islamic studies, and mastery of the Arabic language. All these components are systematically integrated to form a holistic education. From the aspect of student development, tahfiz education is not only focused on the memorization of the Al-Quran, but also emphasizes the formation of character, social skills, academic excellence, as well as the mental and physical health of students (Zulkifli, 2023).

Al-Quran education is education that includes tajwid reading, tajwid law studies, qiraat reading, memorization methods, translation, tafsir studies and so on (Abdul Hafiz et al, 2004). Here we can see that al-Quran education is an education that has many branches of knowledge, including the education of memorizing the al-Quran. According to al-Badry (1982) said that memorizing the Qur'an is one of the branches of the Qur'an education because it is not just reading, it even includes memorization, understanding and appreciation. Therefore, memorizing the Qur'an is part of the Qur'an education which is obligatory in a society to preserve the Qur'an from any changes and maintain its authenticity.

In order to ensure that the Qur'an is always awake, Muslims need to learn the Qur'an by memorizing the verses of the Qur'an with full faith and full of appreciation so that the memorized verses can bring themselves closer to Allah SWT. Murad (1990) has explained to us that memorizing the Qur'an is not just about memorizing every verse of the Qur'an, but memorizing the Qur'an is necessary for the understanding and appreciation of the memorized verses. This is to draw closer to Allah by memorizing, understanding and appreciating every verse of the Quran.

Definition and Important Aspects of Tahfiz Education

The education of tahfiz al-Quran is very important for the Muslim community. Scholars state that the law of memorizing the Qur'an is fardhu kifayah. This view is the view of an-Nawawi (1996), the view of az-Zarkasyi (1988) and several other leading scholars. Al-Nawawi stated in his book (*Al-Majmu' Sharh Al-Muhadhdhab*) that memorizing the Qur'an and teaching it is obligatory. While contemporary scholars such as Sheikh Dr. Yusuf Al-Qaradawi in the book *Fatawa Mu'asirah* (2010) stated that actually memorizing the Quran in this era has become a necessity to protect the people from deviation. In this way, the education of tahfiz al-Quran is very important because it can save from bearing sin in a society in completing this fardhu kifayah.

In a world that is growing rapidly from each of these things, the challenges of Muslims are also becoming more challenging. Al-Quran tahfiz education is a very important education for Muslims to uphold. The importance of this is also stated by as-Sayuti (1987) because it is an effort to curb the distortion of the Qur'an. The importance is also reinforced by Abu Nuha (2002) who stated that the importance of memorizing the Quran is to keep the mutawatir of the Quran from the Prophet s.a.w to the next generation without interruption. This is because the Qur'an is passed down from generation to generation through talaqqi and musyafahah. The importance of this, is not just focusing on certain individuals only, it even involves many Muslims in every generation to memorize the Quran.

There are several important aspects in tahfiz education that need to be emphasized, among them are:

- i. Learning methods that include talaqqi and musyafahah, where students learn directly from teachers through face-to-face meetings. According to Mohd Aderi Che Noh's study (2023), this method is important to ensure the correct pronunciation and recitation of the Quran.
- ii. Hafazan and muraja'ah (repetition). Alias (2024) in his study "Al-Quran Memorization Methodology" emphasized that the memorization process needs to be accompanied by a systematic muraja'ah system to ensure memorization remains in the memory. This includes daily, weekly and monthly recurring schedules.
- iii. Personality and spiritual development. A study by Ariffin (2024) found that tahfiz education is not just memorizing, but includes the formation of noble morals and personality based on the values of the Quran. This includes self-discipline, perseverance, and character development.
- iv. Academic integration. According to Zulkifli (2023), modern tahfiz education combines Al-Quran memorization with conventional academic education to produce a balanced huffaz in terms of religious and worldly knowledge. This allows tahfiz students to have a wider career choice.
- v. Mastery of the sciences related to the Quran. Fatmi (2024) emphasized the importance of mastering the knowledge of tajwid, qiraat, tafsir and ulum Al-Quran to complete tahfiz education. This mastery helps students understand the Quran more deeply.

Goal And Role of Tahfiz Education in Islamic Society

The importance of memorizing the Qur'an is an effort to maintain and preserve the Sunnah of the Prophet s.a.w which makes the practice of reading and memorizing the Qur'an used in obligatory and circumcission prayers. Khattab (2022) emphasizes that memorizing the Qur'an is a sunnah practiced by the Prophet s.a.w. and friends. He explained that memorizing the

Qur'an is the best way to preserve and spread divine revelation, as well as ensure its continuity and purity. He also stated that memorizing the Quran gives many spiritual and intellectual benefits to Muslims. In every circumcised prayer of the Prophet s.a.w there is a story that says that the Prophet s.a.w recited long surahs in his prayers. This shows that the Prophet s.a.w memorized the Quran and practiced it in his daily life. It makes it a sunnah that we need to strive to do charity in our daily lives.

As in the importance of al-Quran tahfiz education above, which explains that tahfiz al-Quran education is a necessity of a society to fulfill the demands of fardhu kifayah (an-Nawawi, 1987; az-Zaekasyi, 1988). By memorizing the Qur'an, a person can save the sanad from being broken, control its authenticity in terms of the order and lines in the Qur'an and so on from any deviations and additions (Muhsin, 1994).

There are several goals and objectives of tahfiz al-Quran education that are discussed by scholars who say that the main goal of tahfiz education is to understand the religion of Allah (al-Qabisi, 1955). By following the Qur'an in various ways, including memorizing the Qur'an and understanding the contents of the Qur'an, you can draw closer to Allah and the Messenger of Allah, peace and blessings of Allah be upon him, because the Qur'an was revealed to guide people in this world and the hereafter. In addition to that, Al-Qabisi (1955) further explained some of the educational objectives of tahfiz al-Quran, one of which is so that students can memorize the verses of the Quran without looking at the mushaf. Students can read fluently and know the position of each memorized verse.

Meanwhile, al-Qaradhawi (2002), explained that the goal of tahfiz al-Quran education is to memorize the verses of the Qur'an in order to protect and preserve the verses of the Qur'an and practice the content found in the Qur'an to be used as a guide in daily life. This goal is also in line with the goal that has been stated by Abu Najihah (2002) which is to learn and understand the knowledge contained in the Qur'an such as the knowledge of Aqidah, the knowledge of Sharia, the knowledge of morals and so on to be a guide and can be practiced in daily life.

In addition, al-Qabisi (1955) is of the view that the goal of tahfiz education is to produce students who understand Islamic education, this is because tahfiz al-Quran education is part of Islamic education. Azmil Hashim (2010) has classified the goals of tahfiz education into several main parts, among which are:

- i. Students can memorize the Quran well and fluently according to the correct tajwid without looking at the Quran.
- ii. Students can understand the content contained in the Quran by appreciating the content found in the Quran.
- iii. Students can read the memorized verses with good fluency by maintaining the rules of tajwid and understanding the memorized verses.

Meanwhile, tahfiz education also plays a very important role in Islamic society. It not only forms individuals who memorize and preserve the purity of the Qur'an, but also produces people with noble personalities and high morals. Through the tahfiz study process that disciplines the mind and soul, the huffaz are exposed to the pure values of Islam throughout

their studies. Thus, they become role models for the community in practicing the teachings of the Quran in their daily lives.

In addition, the presence of the huffaz in the local community also injects enthusiasm to appreciate and practice the content of the Quran. They act as a facilitator for the community to better understand and deepen the content of the holy book. The great contribution given by the huffaz can also be seen through their devotional service as teachers, speakers, and movers in religious activities in mosques, suraus, and Islamic learning centers.

Increased Interest in Tahfiz Education

Lately, there has been an encouraging increase in community interest in tahfiz education. This phenomenon does not only occur among Muslim communities in Muslim-majority countries, but also spreads to all corners of the world. Various factors have contributed to this surge in interest, among them the increasing awareness of the importance of memorizing and preserving the purity of the Qur'an among Muslims.

According to Aniq (2023) in his study that the current trend of tahfiz education is the increased religious awareness among parents as the main motivation for them to send their children to tahfiz institutions. Next, the community also sees from the aspect of academic excellence shown by tahfiz students. A study by Mohd Aderi Che Noh (2024) found that many tahfiz students successfully continued their studies at leading universities and ventured into various professional fields, which proves that tahfiz education does not hinder academic achievement.

In addition, support and encouragement from the government and non-governmental organizations also play a role in promoting tahfiz education. The increase in the number of tahfiz centers and special programs to encourage memorization of the Quran has also facilitated access to this education. Society is now more exposed to the great benefits and rewards promised for those who memorize the Qur'an, further encouraging their interest to venture into this field. In addition to a broad career drive is also an important factor, as stated by (Alias, 2023). Tahfiz graduates now have diverse career opportunities, including becoming professionals in medicine, engineering, and law, while maintaining their identity as huffaz.

In addition, technological progress also plays a role in promoting tahfiz education. Various applications and online resources have been developed to facilitate the process of memorizing and repeating the memorization. This to some extent has attracted the interest of young people to venture into tahfiz education. And it also has a social impact in the formation of character and good morals among tahfiz students and also attracts the interest of the community. Parents see tahfiz education as a fortress that can protect their children from negative influences (Ariffin, 2024).

Relationship Between Learning Styles and Tahfiz

In recent times, we can see a good development with the Government's approach in empowering the Islamic education system which is by multiplying programs that are integration in which there are also tahfiz al-Quran programs at various levels of study. Whether at the elementary level up to the university level. Among them is through the Tahfiz

Ulul Albab program, the Darul Quran tahfiz diploma of the Islamic Development Department of Malaysia and several junior degree programs at several universities.

A student's academic achievement is often linked to various factors, whether internal factors or external factors including personality, gender, family environment, socioeconomic status, interest, attitude, motivation, learning style and teaching method (Maizatul and Mohd Roslan, 2011). However, there is a main factor that makes the academic achievement of students slightly disturbed by the achievement that contributes to the failure of students to achieve high academic achievement is the student's own learning style. Students' academic achievement will increase if methods, resources and programs are matched with the characteristics of students' learning styles (Dunn & Dunn, 1979).

Learning style, including in the context of tahfiz al-Quran, is an important element for every student. Although each individual has a unique style, they still need guidance and motivation. According to Kob et al. (2016), the identification of learning styles by students and teachers is critical to ensure effective teaching and learning planning. This is important to optimize the learning process and student achievement.

In the theory of Felderman and Silverman (1998) it is said that each student's learning style is different from each other. Therefore, every student needs to explore and find a learning style that suits his learning, especially in the field of tahfiz al-Quran which requires various memorization methods and styles to be able to memorize quickly and effectively. Therefore, students and teachers need to know the learning style that suits them best so that each style practiced in memorizing the Qur'an can have the best effect and achieve success in learning.

Learning style and tahfiz education are closely related to each other. Tahfiz education that does not have the right learning style is certainly quite unsuccessful in its studies. There are several previous studies that show that there is an influence of students' learning style on education that greatly affects tahfiz education (Nia, 2020). According to Anastasia (2021) also said that there is an influence of learning style with tahfiz al-Quran education, especially in the process of repeating readings on the ability to memorize the Quran. Therefore, if the learning style in tahfiz education does not match and is not suitable for a person, then their academic achievement will also decline.

Apart from that, one of the reasons for the failure of students in the field of tahfiz to complete their memorization in the set time is that they do not understand the correct method and style of learning tahfiz. This process was also mentioned by (Kolb, 1971) who said that one of the causes of failure in academics is not understanding the learning style itself. According to some previous studies that study related to style in education, have not yet found a study related to learning style tahfiz al-Quran. In addition, Baharin, Othman, Syed Mohd Shafeq and Haliza (2007), also explained that one of the causes of the decline in academic achievement among students is due to their failure to adapt to the correct learning style. Therefore, the researcher hopes that this study can help all parties related to this institution to benefit from this study.

Learning Styles Carried Out in Tahfiz Schools

Tahfiz schools around the world practice many different learning styles to help their students memorize the Quran more effectively. Among the learning styles that are often implemented is auditory learning, where the students are exposed to the recitation of verses from the Qur'an that are repeated until the memorization is firmly embedded in their memory. The method of *talaqqi musyafahah* or confronting the teacher to listen and repeat the reading is also often practiced as in the study of Mohamed et al. (2021), found that this method is still widely practiced in the teaching and learning of al-Quran memorization because it is a method that has been proven effective and recognized in the tradition of Islamic studies.

In addition, the kinesthetic learning style is also emphasized, especially for students who memorize more easily through physical movement. This approach involves activities such as swinging and nodding the head while memorizing as well as light physical activity. According to Azmi et al (2022), found that kinesthetic methods such as physical movement, swinging the body, and light physical activity in the teaching and learning process of al-Quran memorization can increase the level of understanding, memory, and motivation of tahfiz students. The visual learning style is fostered through exposure to the calligraphy of the verses of the Quran as well as the use of various interesting visual forms. According to Al-Amin, Mohd Zaki, & Arif. (2020) the use of visual aids such as khat boards, picture cards, and animations in improving memorization of the Quran among tahfiz students. Their study found that the use of these visual materials can help students describe the verses of the Quran better and improve their memory and understanding.

A student-centered learning approach is also practiced in tahfiz schools where each individual is allowed to find the most effective style for them to memorize and understand the Quran. According to Mohd Noor, Jasmi & Nazri, (2021), that a student-centered learning approach in teaching and learning memorization of the Quran allows students to be actively involved in the learning process, identify their strengths and weaknesses and find the most effective method effective for memorizing based on their respective learning styles. This gives students the space to hone their full potential and develop their own learning style in a conducive environment.

Factors that Influence Learning Style in the Context of Tahfiz*VAK Learning Model (Visual, Auditory, Kinaesthetic)*

The learning model plays an important role in the process of memorizing the Al-Quran. There are three main models that influence the learning style of tahfiz students, namely visual, auditory, and kinesthetic.

First, the visual learning model. For some tahfiz students, they tend to memorize more easily by looking at writing or visual images from the verses of the Quran. The use of visual aids such as pictures, concept maps, and animation can improve the ability to memorize and understand the verses of the Quran (Abdul Rahman and Muhamad Zaid. 2017). By looking at the beautiful form of Arabic writing and the pictures associated with the verse, they can form a strong visual in their memory. This can help them remember the sequence of sentences and the meaning contained in them more easily. You are right, the use of visual models such as beautiful Arabic writing and pictures related to Al-Quran verses can help tahfiz students in memorizing more easily.

Second, the auditory learning model. There are also other tahfiz students who are more effective in memorizing by listening to the recitation of the Quran or listening to themselves read repeatedly. According to the results of a study conducted by Nasir, Mohd Taha, and Kassim (2021), found that the use of auditory modality is very effective in helping tahfiz students memorize the verses of the Quran more easily and quickly. By listening to the chanting of the holy verses, they can record intonation patterns, rhythms and special tones in their auditory memory. This can help them remember the order of verses better and even improve their ability to memorize verses accurately.

Third, the kinesthetic learning model. There are also tahfiz students who are better at memorizing by involving movements such as writing verses or moving while memorizing. In the research findings made by Zakon, H., Mubarak, A., & Hassim, N. (2020) that they found that students who have a higher kinaesthetic learning style tendency tend to have better memorization ability. This study proves that the involvement of movement such as writing or moving while memorizing can help the memorizing process for some students, especially those who have a kinesthetic learning style. By writing verses repeatedly, they can integrate hand movements and other small muscles in the memorization process. Meanwhile, body movements while memorizing, such as rocking or walking can help them stay focused in the memorizing process.

By understanding these different learning models, tahfiz students and instructors can adapt the learning strategies that best suit each individual's learning style. This will help create an optimal learning environment and increase the effectiveness of the entire Quran memorization process.

Environment

The environment that is conducive to memorizing the Quran depends on each individual's learning style. A learning environment that is calm, orderly and free from distractions has a significant influence on the students' ability to memorize the Al-Quran. A quiet environment can give focus and memorization while a noisy environment will disrupt the memorization process (Noh, Sham and Hassan, 2021). Some tahfiz students prefer to memorize in silence and a quiet environment. This atmosphere can help them to fully focus better on the verses of the Quran that are being memorized, they will easily absorb and remember more efficiently. A quiet environment such as a private study room or an open area away from noise can be an ideal choice for them.

Environmental factors that help the memorizing process can also be seen from other aspects such as room temperature and fresh air flow, sufficient lighting and a conducive place in line with the study conducted by Harun, Che Noh and Hassan (2020) show that in addition to tranquility, other factors such as a comfortable room temperature (not too hot or cold), fresh air flow, adequate lighting, and a clean and orderly study place also have a significant influence on students' ability to memorize. Students who study in an environment with good temperature, air flow, lighting, and regularity tend to focus more easily and remember their memorization more effectively compared to those who study in a less conducive environment.

Appropriate Time According to Individual

Each individual has a different time and time when he is productive and effective in memorizing. There are some tahfiz students who feel more productive and easy to memorize in the morning or during the day. At this time, they tend to feel more refreshed, enthusiastic, and have a high level of focus. The calm and comfortable atmosphere at that time caused them to focus more in the process of memorizing and their memory worked well. A study by Barbosa and Albuquerque (2022), shows that individuals who belong to the "morning type" have better memory and concentration performance in the morning than in the afternoon or at night. This situation is caused by biological and physiological cycle factors that are more active at that time. Additionally, a study from Fattinger et al. (2020), in the journal *Chronobiology International* found that memory and learning performance scores were higher in the morning than in the afternoon or evening. This is closely related to the circadian cycle which is a natural biological cycle in the human body and the level of cortisol which is often referred to as a stress hormone that controls various body functions that are higher in the morning.

Meanwhile, there are also tahfiz students who find it more effective to memorize at night or at certain times that suit their biorhythm, which is a natural pattern that affects the physical, emotional, and mental functioning of an individual. Some individuals tend to be more active and productive at night when the atmosphere is calmer and quieter, making it easier for them to memorize well.

Social

Each individual has a different way and style of learning, including in the process of memorizing the Al-Quran. There are some tahfiz students who are easier to memorize individually. They tend to focus more when studying alone in a calm and conducive atmosphere. Some tahfiz students are more successful in memorizing when studying alone and individually (M. Abdus Sattar Khawaja and Humera Manzoor. 2017). However, there are also tahfiz students who are better at memorizing when they are in a group situation or with peers. The presence of peers gives them their own motivation and enthusiasm in the process of memorizing. A learning environment that is interactive and reminds each other is proven to be effective in helping them remember and retain their memorization better.

Motivation and Interest

Motivation is an inner drive that encourages someone to do something seriously. The higher the motivation of a person in memorizing the Al-Quran, the greater the perseverance and will to continue learning and repeating the memorization. This will help maintain consistency in the memorization process which requires a lot of time and patience.

Meanwhile, interest is a high tendency of the heart towards something. When someone has a great interest in memorizing the Quran, then he will do it with enthusiasm and love. This will make the memorization process feel lighter and more enjoyable, so it will be easier to achieve success in memorizing it.

Thus, high motivation and interest will provide a strong inner drive and a great tendency in a person to continue learning and memorizing the Quran consistently. Motivation and interest have a significant influence on the success of memorizing the Quran (Achmad

Syarifuddin. 2018). This matter will greatly affect the perseverance and sincerity in the memorization process, so that in the end it will increase the chances of success in memorizing the Quran as a whole.

Memoiration Methods and Styles Commonly Used by Al-Qur'an Tahfiz Students

Al-Qabisi (1994) has discussed in detail about effective tahfiz learning methods and styles. According to him, learning that involves the use of various senses is one of the methods that can help improve the effectiveness of the student's memorization process. The use of multiple senses in the learning process has been proven to be more effective in improving memory than the use of only one sense. In order to consolidate and strengthen the memorization of the Qur'an, effective memorization methods need to involve a combination of various senses such as hearing (hearing), vision (seeing), oral (reading) and motor (writing) verses of the Qur'an (Al-Na`miy, 1994). The teaching and learning theory of tahfiz introduced by Al-Qabisi emphasizes several important aspects. In this theory, he has outlined two main aspects that need to be paid attention to, namely the learning method and the evaluation method as the basis for the effectiveness of the tahfiz teaching and learning process.

In an effort to simplify the tahfiz learning process, Al-Qabisi has suggested various methods and styles that can be applied. Among them are techniques for determining the rate of memorization, the use of special mushaf, the use of rhythmic voices, focusing on mutasyabihat verses and difficult verses, the technique of memorizing five verses, the technique of visualizing or mind mapping the verses of the Qur'an, as well as determining the appropriate time (Hashim et al., 2013). A study by Hashim et al. (2014) found that the use of various styles, techniques and activities in an integrated manner can improve the quality of memorizing the Qur'an among tahfiz students. The method and style of tahfiz learning recommended by Al-Qabisi is found to be easy, appropriate and commonly used in the context of tahfiz learning.

The main method commonly used by tahfiz students in memorizing the Quran is through the tasmi' method or listening and repeating the reading (Abdullah et al., 2003). However, their research findings also show that the method of writing verses before and after memorized verses of the Qur'an recorded a moderate mean result.

In addition to tasmi', Al Hafiz and Md Sawari (2018) also discussed the strategy of writing verses as one of the effective memorization techniques. Writing sentences before and after memorized sentences can help strengthen the quality of the student's memorization. By integrating various learning methods, including tasmi' and writing verses, the process of memorizing the Quran can be further improved.

In addition, the al-fahmu method is a learning approach that helps students understand various types of Quranic verses including mutasyabih verses (vague), wahm verses (difficult to understand) and tikrar allafzi verses (repetition of words). However, a study conducted by Zakaria, Che Noh and Ab Razak (2018) at a private tahfiz institution found that this method is rarely practiced by students. Memorizing the Quran without understanding its meaning is a loss. This is because tadabbur al-Quran can not only promote memorization, but also benefit students in going through life after completing their studies.

Understanding the meaning or tadabbur of verses of the Qur'an is an important aspect that needs to be prioritized in tahfiz learning. As outlined by Mat Jafri, Mohd Saad and Mohamad (2018), tadabbur al-Qur'an not only helps to increase devotion, but it is the basis for perfecting the Al-Qur'an as a guide in human life. By understanding the meaning of memorized verses of the Qur'an, students will be able to appreciate and apply the teachings and guidance contained in the Qur'an more deeply. This will have a positive impact on their character development and life practices after graduation. Therefore, strengthening the aspect of understanding or tadabbur al-Quran needs to be emphasized in line with the emphasis on memorization skills in tahfiz education.

Therefore, in planning and implementing the tahfiz program, the institution needs to consider various methods and techniques that are proven to be effective, in order to help students achieve a more excellent level of memorizing the Quran.

Conceptual Framework

The researcher has drawn up and built a conceptual framework that shows that the overview and planning of the study to be carried out is more organized and detailed, in addition to coinciding with the objectives of the study and able to answer each of the research questions stated. The first part of this conceptual framework will give an overview of this study in line with the objectives of the first and second study which is to identify some of the learning practices practiced previously according to the learning style of tahfiz education. The second part involves demographic factors that look at the influence on the learning style practiced in each school.

In this conceptual framework, the researcher will relate the learning styles practiced by students and teachers. Then the researcher will find some factors that influence the learning style. With that connection, you will get some of the best and most suitable styles to be used in Tahfiz al-Quran education as well as appropriate learning techniques and methods.

Accordingly, a conceptual framework has been built which has become the basis of this study as shown in Figure 1.1.

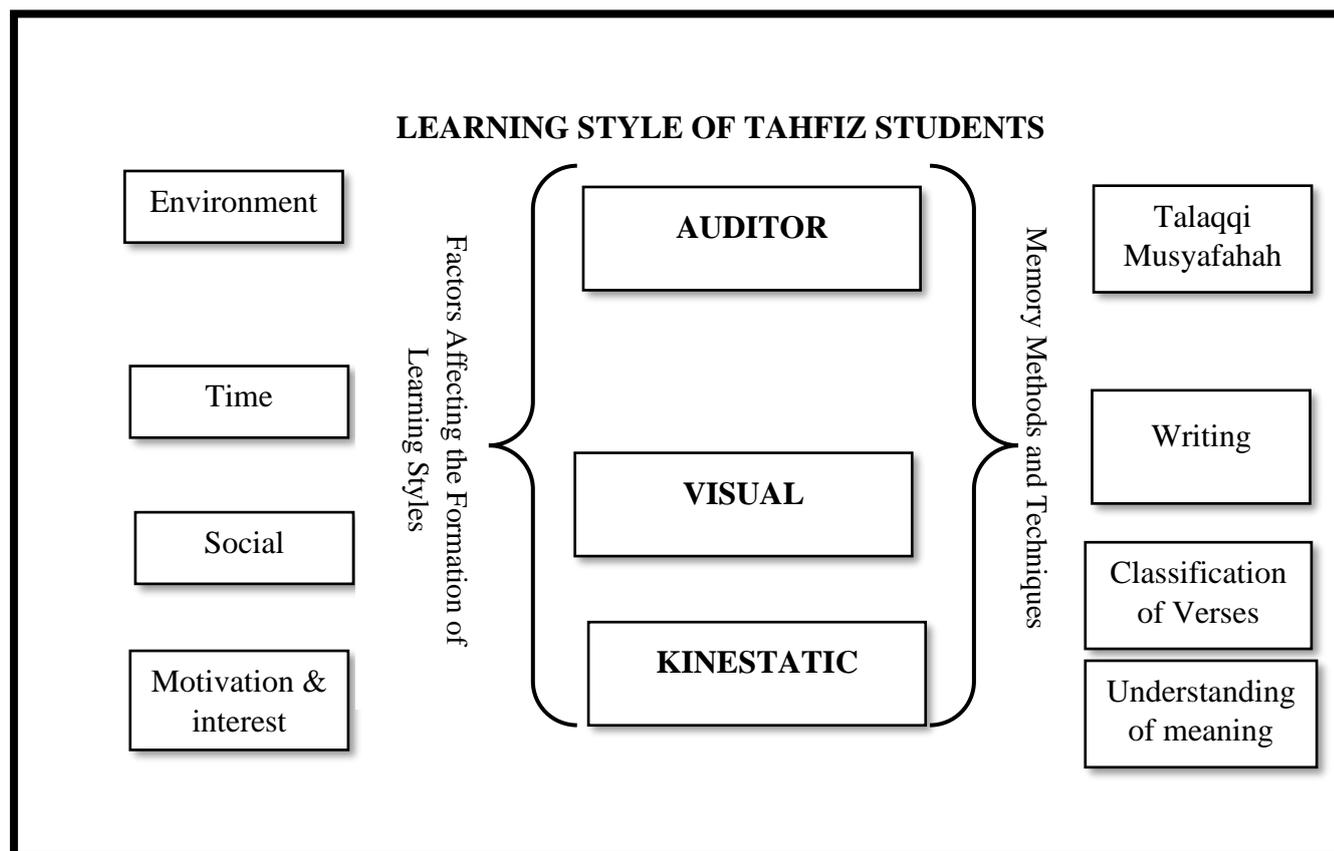


Figure 1.1: Conceptual Framework for Studying Learning Styles of Tahfiz Students

Conclusion

Educators always strive to improve the effectiveness of the teaching and learning process by applying various psychological theories. In an effort to help students master memorization skills, teachers need to understand how students adapt to their learning environment. Knowledge of each student's learning style gives the teacher an advantage in planning and providing the most appropriate teaching techniques. By understanding the learning style that students prefer, teachers can create a conducive learning atmosphere and stimulate their interest. This is because every student has a different learning style. Therefore, diversity in teaching methods is important to ensure that the learning needs of each student can be met effectively.

Teachers' understanding of each student's memorization style allows them to guide students in recognizing their own strengths and weaknesses. Through this self-awareness, students can cultivate internal motivation to develop positive potential while controlling the negative aspects within themselves. When students face challenges in learning, teacher guidance can help them adapt a more effective learning style and avoid approaches that can hinder academic progress. Each individual has unique characteristics in terms of attitude, personality and perception. This difference affects their tendency towards certain learning styles. Furthermore, the different experiences and existing knowledge between each student require diversity in teaching methods to achieve optimal learning outcomes. Teacher-student relationships become more harmonious when there is mutual respect for the diversity of

learning styles. This approach not only benefits both parties, but also forms the basis for the formation of a more effective learning environment.

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