

IMPROVING UNIVERSITY STUDENTS' MEMORIZATION PERFORMANCE OF SURAH AL-MUTHAFFIFIN (VERSES 1–10) THROUGH THE 'AGAR SEHAFAL AL-FATIHAH' METHOD

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ABSTRACT

This study examines the effectiveness of the Agar Sehafal Al-Fatihah method in improving university students' memorization of Surah Al-Muthaffifin, verses 1–10, in an Al-Qur'an Reading and Writing (BTQ) course. A quantitative approach was employed using a pre-experimental one-group pretest-posttest design involving 55 sixth-semester students selected through purposive sampling. Data were collected through individual oral performance assessments using a dichotomous scoring instrument adapted from the evaluation criteria of the Indonesian Ministry of Religious Affairs. The assessment covered memorization fluency (tahfizh), recitation accuracy (tajwid), and articulation (fashahah). The data were analyzed using the Wilcoxon Signed-Rank Test, item-level McNemar tests, and normalized gain (N-Gain) analysis. A paired-samples t-test and effect-size estimation were also conducted as supplementary analyses. The results indicated an increase in the mean memorization score from 1.75 in the pretest to 5.96 in the posttest, representing an average gain of approximately 4.21. The Wilcoxon test indicated a statistically significant improvement ($Z = -6.484$, $p < .001$), while the mean normalized gain was reported as 53.96%, indicating a moderate level of improvement. These findings suggest that the structured repetition, text-free recitation, and cumulative review procedures of the Agar Sehafal Al-Fatihah method may support students' immediate Qur'anic memorization performance. However, the absence of a control group and delayed post-intervention assessments limits conclusions regarding causal effectiveness and long-term retention. Further research using controlled designs and follow-up assessments is therefore recommended.

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INTRODUCTION

The ability to memorize the Qur'an is an important component of Islamic education, requiring learners to develop accurate recitation, consistent repetition, and the ability to retrieve memorized verses without textual assistance. In higher education, Al-Qur'an Reading and Writing (*Baca Tulis Al-Qur'an*, BTQ) courses provide opportunities for students to strengthen their Qur'anic reading and memorization competencies. However, students may enter these courses with different levels of prior experience, reading fluency, and familiarity with *tajwid* rules. These differences can create challenges for instructors who must facilitate meaningful learning within limited instructional time. Students with limited prior experience in Qur'anic memorization may particularly benefit from structured instructional procedures that provide systematic guidance, repeated practice, and opportunities to demonstrate mastery. Therefore, identifying practical and pedagogically appropriate memorization strategies remains an important concern in Islamic higher education (Syahrillah et al., 2023).

One approach to addressing these challenges is the *Agar Sehafal Al-Fatihah* method, adapted from the instructional guidebook by Arham bin Ahmad Yasin. The method emphasizes structured repetition, collective recitation, recitation without textual assistance, and cumulative review of previously memorized verses. Its instructional sequence is intended to help learners progress gradually from guided recitation toward independent retrieval. In contrast to memorization practices that rely primarily on individual rehearsal, this structured approach provides a consistent sequence of learning activities that can be implemented in classroom settings. Nevertheless, the potential contribution of such a method should be evaluated through systematic assessment rather than inferred solely from its instructional procedures or practical appeal.

Previous studies have examined several approaches to improving Qur'anic memorization. Research on the SMaRT Tahfiz model has reported improvements in memorization quality through structured routines and repeated review (Haikal et al., 2026). Similarly, studies of the *halaqah* model and *talaqqi* instruction have reported improvements in Qur'anic reading and memorization competencies (Zahra & Siregar, 2026; Nahwa & Priyanto, 2025). Other research has

investigated audiovisual-assisted memorization and structured repetition, reporting improvements in memorization performance and recitation fluency (Desty & Aziz, 2025; Hasibuan & Sit, 2025). Collectively, these studies indicate that structured instructional practices may support Qur'anic learning. However, differences in instructional approaches, learner characteristics, and assessment procedures make it necessary to examine particular methods within their specific educational contexts.

The cognitive processes involved in memorization provide an additional theoretical basis for investigating structured repetition. Baddeley and Hitch's working memory model emphasizes the role of temporary information processing, including the phonological loop, in handling verbal and auditory information. Repeated oral rehearsal may help learners maintain verbal sequences, while recitation without textual assistance requires active retrieval of previously encountered material. Cumulative repetition also provides opportunities to revisit earlier verses as new material is introduced. These processes offer a plausible theoretical explanation for how structured memorization activities may support immediate recall. However, improvements in immediate performance should not automatically be interpreted as evidence of durable long-term retention or generalized cognitive enhancement. Previous research has highlighted the need to distinguish gains in Qur'anic memorization from broader cognitive outcomes (Black et al., 2020; Achmad et al., 2025).

Despite the growing literature on Qur'anic memorization strategies, an important empirical question remains concerning the performance of the specific *Agar Sehafal Al-Fatihah* method among university students with heterogeneous initial memorization abilities. The literature discussed above examines several related instructional approaches, but the present study focuses specifically on the implementation of this method in a university BTQ course and the immediate memorization of Surah Al-Muthaffin, verses 1–10. The study addresses this question by assessing students' memorization performance before and after the intervention, using verse-level mastery indicators and cumulative scores. Its contribution lies in providing context-specific empirical evidence regarding immediate memorization outcomes, rather than assuming that findings from other memorization methods or educational settings necessarily apply to this

approach. The study does not seek to establish long-term retention or generalized cognitive benefits.

Accordingly, this study aims to examine changes in university students' memorization performance following the implementation of the *Agar Sehafal Al-Fatihah* method. Memorization performance is assessed through the ability to recite the targeted verses without textual assistance, with attention to memorization fluency (*tahfizh*), recitation accuracy (*tajwid*), and articulation (*fashahah*). The study compares pretest and posttest scores and examines changes in mastery at the individual-verse level. Based on the instructional rationale and the reported findings of previous research on structured Qur'anic memorization practices, the study tests the following hypotheses:

H₀: There is no statistically significant difference in students' Qur'anic memorization performance before and after the implementation of the *Agar Sehafal Al-Fatihah* method.

H₁: There is a statistically significant difference in students' Qur'anic memorization performance before and after the implementation of the *Agar Sehafal Al-Fatihah* method.

METHOD

This study adopted a quantitative approach oriented toward empirical hypothesis testing through structured numerical data collection (Sugiyono, 2025). The research design employed was a pre-experimental design utilizing a one-group pretest-posttest scheme (Putra, 2026; Sugiyono, 2024). The implementation of this design aimed to compare students' baseline memorization capabilities prior to treatment (O_1) with their final achievements following the intervention (O_2) within a single experimental group without involving an external control cohort. The configuration of this operational research design is notated through the following scheme:

$$O_1 \rightarrow X \rightarrow O_2$$

Where:

O_1 : Baseline measurement (pretest) evaluating students' memorization performance prior to the intervention

X : Instructional intervention applying the *Agar Sehafal Al-Fatihah* practical memorization method

O_2 : Final measurement (posttest) evaluating students' memorization performance following the intervention

The target population encompassed all active undergraduate students enrolled in the academic program, with an estimated aggregate of 290 students. Sample selection was conducted through a non-probability sampling technique using a purposive sampling approach, selecting participants based on operational criteria strictly aligned with the research objectives (Putra, 2026; Sugiyono, 2024, 2025). The participant inclusion criteria were: (1) active sixth-semester students enrolled in the compulsory Al-Qur'an Reading and Writing (BTQ) course; (2) students who had never formally memorized Surah Al-Muthaffin; and (3) students displaying heterogeneous baseline reading proficiencies, ranging from non-fluent to fluent. The exclusion criterion was established for students who already held a *mutqin* (mastered) tahfizh credential for Juz 30 to prevent baseline performance bias. Through this systematic screening, a consistent final sample size of 55 students ($N = 55$) was obtained, all of whom completed the full sequence of treatments and assessments.

The instructional intervention was conducted systematically within a single 100-minute in-person session held in the BTQ lecture hall. The treatment protocol adapted practical stages from the instructional manual *Agar Sehafal Al-Fatihah* by Arham bin Ahmad Yasin, structured through five progressive stages: (1) joint recitation of targeted verses guided by the instructor for 10 rounds to stimulate auditory sensitivity and phonetic articulation (*makhraj*); (2) recitation of the verses without referring to the mushaf text for 10 rounds to reinforce initial verbal memory recall; (3) independent and paired memorization reinforcement for 10 rounds; (4) sequential cumulative repetition, requiring students to recite the entire sequence of learned verses from the beginning each time a new verse was mastered before moving to subsequent verses; and (5) individual oral memorization performance evaluations conducted before examiners without textual reference.

The data collection instrument consisted of an oral performance test sheet designed to evaluate students' memorization of Surah Al-Muthaffin, Verses 1 through 10. Evaluation criteria adapted the standardized framework from the *Buku Pedoman Musabaqah Al-Qur'an & Al-Hadits* issued by the Ministry of Religious Affairs of the Republic of Indonesia (2023), encompassing

memorization fluency (*tahfizh*), rule precision (*tajwid*), and articulation eloquence (*fashahah*). Individual verse items were evaluated using a strict dichotomous Guttman scale, assigning a score of 1 for fluent recitation with correct *tajwid*, and a score of 0 for unmemorized verses, hesitant pauses (*tawaqquf*), or phonetic articulation errors (Sugiyono, 2024, 2025). Evidence of instrument validity was established through content validity based on expert judgment by two university lecturers specialized in Qira'at and Qur'anic Tahfizh. Instrument reliability for this cumulative scale was examined using Guttman Scalogram analysis, yielding a Coefficient of Reproducibility (C_R) of 0.94 (meeting the established threshold of $C_R \geq 0.90$) and a Coefficient of Scalability (C_S) of 0.72 (surpassing the qualification standard of $C_S \geq 0.60$), thereby confirming that all verse items were valid and highly reliable for measuring the continuum of students' memorization capabilities.

The operationalization of research variables mapped the experimental treatment and performance indicators into two primary constructs: the independent variable and the dependent variable. Comprehensive details regarding operational definitions, observational indicators, measurement scales, and scoring systems are presented in Table 1.

Table 1. Operational Definitions of Research Variables

Variable	Operational Definition	Indicators / Evaluation Stages	Measure ment Scale	Score/ Category
Agar Sehafal Al-Fatihah Method (Independent Variable / X)	Practical Qur'anic memorization intervention adapted from the instructional manual <i>Agar Sehafal Al-Fatihah</i> authored by Arham bin Ahmad Yasin.	1. Joint recitation of verses guided by the instructor for 10 repetitions 2. Recitation of verses without viewing the text for 10 repetitions. 3. Independent/paired memorization reinforcement for 10 repetitions. 4. Sequential cumulative repetition (memorizing a new verse followed by continuous recitation	Nominal	Impleme nted / Not Impleme nted

Variable	Operational Definition	Indicators / Evaluation Stages	Measurement Scale	Score/ Category
Qur'anic Memorization Capability (Dependent Variable / Y)	Mastered fluency and accuracy in reciting Surah Al-Muthaffin Verses 1 to 10 without textual aid.	from Verse 1 to the newly learned verse).	Guttman Scale	1= Memorized and Correct 0= Unmemorized / Incorrect (Evaluated across Verses 1–10)
		5. Individual oral performance examination administered before examiners.		
		Ministry of Religious Affairs Standards (2023): 1. Recitation fluency free from hesitation pauses (<i>tawaqquf</i>) or faltering repetitions (<i>tardid</i>). 2. Correct application of <i>tajwid</i> rules and precise articulation points (<i>makharijul huruf</i>). 3. Accurate vowel and phonetic articulation (<i>fashahah</i>).		

Table 1 confirms that the dependent variable was measured strictly using binary Guttman scale data (0 and 1) for each verse from Verse 1 through 10. Quantitative data were processed sequentially using SPSS version 26 software. The initial phase analyzed the statistical significance of proportional shifts in mastery for each verse using the McNemar Test for paired nominal data. The McNemar test statistic was calculated from a 2×2 contingency table with continuity correction according to the following formula (Sugiyono, 2025):

$$\chi^2 = \frac{(|b - c| - 1)^2}{b + c}$$

Where:

χ^2 : Computed McNemar Chi-Square value

b : Number of participants transitioning from memorized (1) to unmemorized (0)

c : Number of participants transitioning from unmemorized (0) to memorized (1)

The second analytical phase evaluated the statistical significance of cumulative memorization performance gains. Given that normality testing via the Shapiro-Wilk procedure revealed a non-normal distribution of difference scores ($p < 0.05$), the primary hypothesis test was executed using the non-parametric Wilcoxon Signed-Ranks Test (Putra, 2026; Sugiyono, 2024). The Wilcoxon Z-statistic was calculated using the following mathematical formulation:

$$Z = \frac{T - \frac{N(N+1)}{4}}{\sqrt{\frac{N(N+1)(2N+1)}{24}}}$$

Where:

T : Sum of ranks for the less frequent sign from paired differences

N : Total number of paired observations analyzed consistently ($N = 55$)

As a verification of analytical robustness, parametric calculations using the Paired Samples t-Test were retained using the formula (Putra, 2026):

$$t = \frac{\bar{d}}{\frac{s_d}{\sqrt{n}}}$$

Where:

$\bar{d}$: Mean difference between posttest and pretest scores

s_d : Standard deviation of paired differences

n : Sample size ($n = 55$)

The magnitude of the intervention's practical effect was calculated via standardized Cohen's d using the equation:

$$\text{Cohen's } d = \frac{\bar{X}_{\text{post}} - \bar{X}_{\text{pre}}}{SD_{\text{pooled}}}$$

Individual memorization acceleration effectiveness was assessed using the percentage Normalized Gain (N-Gain) metric through the formula:

$$\text{N-Gain (\%)} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Score (10 Verses)} - \text{Pretest Score}} \times 100$$

RESULTS AND DISCUSSION

The effectiveness of the Al-Qur'an memorization method was evaluated through two primary quantitative approaches: an item-by-item verse analysis using the non-parametric McNemar test, and an inferential evaluation of

cumulative memorization scores across participating students. Instrument scoring was derived from an oral performance test using a Guttman scale measuring fluency (*tahfizh*), recitation accuracy (*tajwid*), and phonetic articulation (*fashahah*) benchmarked against the standard guidelines of the Ministry of Religious Affairs of the Republic of Indonesia.

Item-by-Item Analysis of Verse Memorization Success

To trace the dynamics of memorization mastery across individual verses of Surah Al-Muthaffin (Verses 1 to 10), students' recitation accuracy was evaluated by comparing mastery status before (*pretest*) and after (*posttest*) the intervention. A McNemar test contingency matrix was employed to trace the transition frequency of participants shifting from unmemorized status to accurate memorization. Table 1 summarizes the transition matrix of students' memorization status alongside corresponding statistical significance values across the consistently analyzed cohort ($N = 55$).

Table 2. Contingency Matrix and McNemar Test Results for Verse-by-Verse Memorization Mastery ($N = 55$)

Targeted Verse	Remaining Unmemorized (0 → 0)	Transitioning to Memorized (0 → 1)	Experiencing Decline (1 → 0)	Remaining Memorized (1 → 1)	Total Participants (N)	Exact Sig. (2-tailed)
Verse 1	0	17	0	38	55	< 0.001
Verse 2	0	34	0	21	55	< 0.001
Verse 3	1	38	0	16	55	< 0.001
Verse 4	8	32	0	15	55	< 0.001
Verse 5	19	29	0	7	55	< 0.001
Verse 6	28	24	0	3	55	< 0.001
Verse 7	34	18	0	3	55	< 0.001
Verse 8	38	16	0	1	55	< 0.001
Verse 9	39	16	0	0	55	< 0.001
Verse 10	45	10	0	0	55	0.002

The empirical records in Table 1 demonstrate a clear performance shift across all evaluated verse items. Prior to the intervention, recitation failure was heavily clustered within the middle and concluding segments of the passage. Baseline assessments for Verses 9 and 10 showed that not a single student could

recite either verse fluently and accurately. Following the practical intervention, a substantial increase emerged in the proportion of participants able to recite the text without visual aid. The most extensive positive transition occurred on Verse 3, where 38 learners who initially lacked mastery achieved fluent memorization within a single instructional session.

This upward performance trajectory is statistically confirmed by the McNemar test *Exact Sig. (2-tailed)* values, which fell substantially below the conventional significance threshold of $\alpha = 0.05$ across all items. For Verses 1 through 9, the probability level reached $p < 0.001$, whereas Verse 10 produced $p = 0.002$. These probability estimates verify that the transition from unmemorized to accurately memorized status was not driven by chance, but represented a direct outcome of the structured classroom intervention.

The diminishing proportion of students achieving mastery on the final verses reflects an increased cognitive processing load when managing progressively longer text sequences within a single session. By way of illustration, full fluency on Verse 10 was attained by 10 students. Nevertheless, the shift from zero mastery at pretest to ten successful recitations at posttest on Verse 10 demonstrates that the practical instructional framework exerted an accelerating reach that extended even to segments characterized by elevated phonetic complexity.

Descriptive Analysis of Cumulative Memorization Scores

The central tendency and dispersion of students' cumulative memorization scores were evaluated through descriptive statistical analyses across a possible attainment range of 0 to 10 verses. Table 2 outlines baseline and post-intervention central tendency parameters.

Table 3. *Descriptive Statistics for Pretest and Posttest Memorization Scores (N = 55)*

Variable Parameter	Minimum Value	Maximum Value	Mean	Standard Deviation	Variance	Skewness	Kurtosis
Pretest Score	0.00	7.00	1.75	1.702	2.897	1.139	1.562
Posttest Score	1.00	10.00	5.96	2.582	6.665	0.310	-1.066

Baseline performance assessments revealed severely restricted initial memorization capacity, yielding a pretest mean of 1.75 out of the 10 targeted

verses. Baseline scores clustered tightly between 0 and 7, with a restricted variance of 2.897, indicating that the majority of participants were situated in the lower ability tier. Conversely, post-intervention evaluations showed a sharp performance gain, elevating the mean score to 5.96 verses, with top-performing learners achieving the maximum potential score of 10 verses.

The underlying score distribution underwent a distinct structural shift between the two testing periods. The positive pretest skewness coefficient of 1.139 reflects a right-skewed distribution resulting from the heavy concentration of low scores. At posttest, skewness flattened to 0.310, signaling that data points shifted closer to a symmetrical bell curve and distributed more evenly across intermediate and advanced performance bands.

The expansion in standard deviation from 1.702 at pretest to 2.582 at posttest reflects individual differences in students' acquisition rates during instruction. Such variance is common in experimental interventions, wherein certain participants rapidly accelerate toward complete mastery of all ten verses, while others make sequential progress through intermediate score ranges.

Normality Testing of Score Distributions

To identify appropriate inferential statistical procedures, the normality of the difference score distributions was evaluated. Table 3 displays normality parameter estimates obtained via Kolmogorov-Smirnov and Shapiro-Wilk procedures.

Table 4. Normality Test Results for Memorization Score Distributions ($N = 55$)

Variabl e Group	Kolmogoro v-Smirnov (Statistic)	Kolmogoro v-Smirnov (df)	Kolmogoro v-Smirnov (Sig.)	Shapiro- Wilk (Statisti c)	Shapiro -Wilk (df)	Shapiro -Wilk (Sig.)
Pretest Score	0.168	55	< 0.001	0.860	55	< 0.001
Posttes t Score	0.173	55	< 0.001	0.914	55	< 0.001

Given the sample size ($N = 55$), evaluative conclusions regarding normality were prioritized using the Shapiro-Wilk significance test. Pretest scores yielded a Shapiro-Wilk statistic of 0.860 at $p < 0.001$. Similarly, posttest scores produced a test statistic of 0.914 with an associated significance probability of $p < 0.001$.

Because both probability values were substantially lower than the standard significance threshold ($\alpha = 0.05$), the assumption of a normal

distribution was violated. This parametric violation was driven by severe floor effects at baseline and wider score heterogeneity following the instructional treatment.

Methodologically, this departure from normality on dichotomously scaled ordinal data dictates that primary hypothesis testing must rely strictly on non-parametric statistics, specifically the Wilcoxon Signed-Rank Test. Parametric paired-samples t-test calculations are positioned solely as a complementary robustness check to confirm the directional consistency of observed shifts.

Primary Hypothesis Testing (Wilcoxon Signed-Ranks Test)

The statistical significance of cumulative memorization gains between pretest and posttest was examined using the non-parametric Wilcoxon Signed-Ranks Test. Table 4 presents the ranking parameters derived from students' score differentials.

Table 5. *Wilcoxon Signed-Ranks Test Parameters (N = 55)*

Rank Category	Operational Definition	Participant Frequency (N)	Mean Rank	Sum of Ranks	Z-Statistic	Asymp. Sig. (2-tailed)
Negative Ranks	Posttest Score < Pretest Score	0	0.00	0.00	-6.484	< 0.001
Positive Ranks	Posttest Score > Pretest Score	55	28.00	1540.00		
Ties	Posttest Score = Pretest Score	0				

The structure of the data in Table 4 shows a uniform directional shift across all research participants. The frequency in the negative ranks category was 0, indicating that not a single learner experienced a decline in the number of memorized verses following instruction. All 55 participants were situated within the positive ranks category, proving that every participant expanded their total count of accurately memorized verses.

The absence of ties (*ties* = 0) confirms that no student exhibited stagnant performance across the evaluation window. The inferential calculation produced a test statistic of $Z = -6.484$ with an asymptotic two-tailed significance of $p < 0.001$. On the basis of this $p < 0.05$ outcome, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

This statistical outcome demonstrates that the practical intervention based on *Agar Sehafal Al-Fatihah* produced a significant positive effect on

students' immediate oral Al-Qur'an acquisition. Uniform progress across the cohort indicates that the pedagogical sequence was accessible and effective regardless of participants' baseline reading abilities.

Parametric Robustness Check and Effect Size Estimation

As a procedural robustness check, paired-samples t-test calculations were conducted alongside standardized Cohen's d effect size estimations. Table 5 outlines the parametric comparison and the intervention's observed effect magnitude.

Table 6. *Parametric Robustness Check and Effect Size Estimation (N = 55)*

Paired Comparison	Mean Difference	Difference Std. Dev.	t-Statistic	Degree of Freedom (df)	Sig. (2-tailed)	Cohen's d	Hedges' g Correction
Pretest vs Posttest	-4.218	2.097	-14.920	54	< 0.001	2.012	1,984

Parametric findings in Table 5 align fully with the primary non-parametric Wilcoxon test. A mean difference of -4.218 was observed, representing an average gain of 4.21 accurately memorized versus above baseline. The test statistic of $t = -14.920$ with degrees of freedom $df = 54$ was significant at $p < 0.001$, confirming the consistency and robustness of the upward trend. Estimating the practical magnitude of the intervention yielded a Cohen's d value of 2.012 (and 1.984 under Hedges' g correction). According to conventional interpretive benchmarks, a Cohen's d coefficient exceeding 0.80 falls into the extremely large effect category. This large effect size demonstrates that statistical significance was not merely an artifact of sample size, but represented genuine practical significance in stabilizing students' verbal working memory throughout the classroom session.

Intervention Effectiveness Evaluation (N-Gain Score Analysis)

The quality of instructional effectiveness was examined on an individual basis using percentage Normalized Gain (N-Gain) formulations. Table 6 summarizes descriptive measures of students' N-Gain achievements.

Table 7. *Descriptive Summary of Percentage N-Gain Scores (N = 55)*

Evaluation Indicator	Minimum Value (%)	Maximum Value (%)	Mean Value (%)	Standard Deviation (%)	Effectiveness Level
Percentage N-Gain	10.00	100.00	53.96	29.12	Moderately Effective

Percentage N-Gain calculations in Table 6 produced an average attainment of 53.96%, spanning an individual range from 10.00% to 100.00%. Benchmarked against standardized N-Gain interpretive criteria, a mean of 53.96% occupies the 40% to 55% interval, classifying the intervention's overall impact as Moderately Effective.

The standard deviation of 29.12% illustrates varying rates of acceleration among individual learners. Participants reaching the maximum upper bound of 100.00% mastered all ten target verses despite entering with minimal baseline performance. Conversely, the lower boundary of 10.00% represents learners who required extended rehearsal intervals to attain complete articulation accuracy and fluency. Attaining this effectiveness level empirically indicates that the practical *Agar Sehafal Al-Fatihah* intervention over a single session optimized immediate memorization performance for Surah Al-Muthaffin, while mitigating baseline obstacles for students who entered without reading fluency or advanced knowledge of *tajwid* principles.

DISCUSSION

The successful implementation of the *Agar Sehafal Al-Fatihah* method in improving recitation competence across Surah Al-Muthaffin demonstrates that a practically oriented pedagogical intervention can effectively facilitate rapid oral memorization acquisition among non-tahfizh undergraduate students. The rejection of the null hypothesis alongside the acceptance of the alternative hypothesis in inferential testing indicates that this performance leap represents a direct outcome of structured classroom intervention rather than random chance. Unlike conventional approaches that often leave learners to memorize independently without uniform technical guidance, this method establishes standardized instructional phases that steer students step by step. The uniform shift in competence across all participants demonstrates that initial constraints

in reading fluency and theoretical *tajwid* knowledge can be successfully mitigated through systematic oral practicum instructions.

Conceptually, the efficacy of this method is elucidated through the mechanisms of the working memory model and cognitive load theory. Engaging in collective recitation ten times functions as an initial auditory stimulus that activates the phonological loop subsystem. This repetitive vocalization reduces the intrinsic cognitive load generated by the phonetic complexity of Surah Al-Muthaffifin, allowing students to recognize standardized articulation points (*makharijul huruf*) cohesively. Subsequently, reciting the verses ten times without referring to the written text prompts the cognitive architecture to shift from passive visual perception to active retrieval practice. This transition diminishes extraneous cognitive load by channeling student attention entirely toward auditory rehearsal rather than the visual labor of deciphering the script, which in turn fosters germane schema construction within long-term cognitive structures.

The pedagogical contribution of sequential cumulative repetition lies in its capacity to prevent memory trace decay as novel information is introduced. In classical Qur'anic memorization instruction, novice learners frequently falter due to retroactive interference, a cognitive barrier wherein committing consecutive verses to memory inadvertently disrupts or displaces previously acquired material. By requiring students to recite the entire sequence from the very first verse each time an additional verse is mastered, this procedure systematically solidifies short-term memory consolidation. This structured routine corroborates the arguments of Syofrianis regarding the vital role of consistent repetition (*takrir*) in reinforcing memory network stability, while aligning with the operational frameworks of Sabaq, Sabqi, and Manzil documented to preserve retention stability in integrated memorization models (Haikal et al., 2026; Halim et al., 2025).

The architecture of this intervention also presents an egalitarian pedagogical alternative when contrasted with conventional instructional habits in higher education. Under traditional formats, such as unguided independent recitation (*setoran*) or unsystematic *talaqqi*, the performance gap between advanced learners and beginner students typically widens. In contrast, the *Agar Sehafal Al-Fatihah* framework integrates rhythmic vocalization, paired

articulation drills, and individual oral testing that delivers immediate formative feedback. Real-time feedback during individual oral assessment replicates the adaptive correction principles seen in modern educational technologies to remedy infractions in *tajwid* and *fashahah* (Zarfi et al., 2025). This combined auditory stimulation and oral repetition accelerates articulatory coordination for Arabic phonemes, consistent with the demonstrated efficacy of multisensory engagement in minimizing articulation errors. (Darojah et al., 2026; Hasibuan & Sit, 2025; Mustafa et al., 2021).

The capacity of novice students lacking formal *tajwid* training to recite these verses accurately without textual aid highlights an important characteristic of sacred text acquisition: verbal memory encoding can precede semantic comprehension. This cognitive phenomenon indicates that high-capacity verbal memory can operate independently through the mapping of consistent acoustic cadences and phonetic templates, without relying on advanced Arabic linguistic mastery (Black et al., 2020; Nikhat et al., 2021). Furthermore, synchronized collective chanting in the classroom fosters auditory cohesion, providing psychological security and mitigating public performance anxiety among non-expert learners (Taşkın, 2026).

Incremental target setting also exerts a noticeable positive influence on academic self-efficacy. Deconstructing the text into manageable verse segments respects the processing thresholds of human working memory (Prastyo et al., 2025). Achieving realistic, incremental milestones cultivates a cumulative sense of mastery that stimulates intrinsic motivation, reflecting the psychological benefits observed in visually structured methods like One Day One Color and the Yada'in technique (Agustono & Firdaus, 2025; Arif Nugraha et al., 2025). Accelerated memorization in tertiary religious education thus emerges from the interplay between internal student factors, including sustained motivation and disciplined rehearsal, and external factors, such as adaptive instructional design and close faculty facilitation (Hamdani & Subando, 2026).

Although statistical testing revealed an exceptionally large effect size, these findings must be interpreted within clear methodological boundaries. Student oral performance was evaluated immediately following the instructional period, meaning the empirical evidence is bounded to immediate acquisition and working memory stabilization. Because the pre-experimental design omitted a

delayed posttest administered weeks or months later, these findings cannot claim permanent long-term memory retention in the absence of sustained review (*murajaah*). Additionally, the lack of an active control group limits definitive causal inferences. Future investigations should employ randomized controlled trials (RCTs) with active comparison cohorts, extend testing to surahs with longer and more syntactically complex verses, and incorporate longitudinal follow-up evaluations to track retention durability over extended intervals.

CONCLUSION

The practical implementation of the *Agar Sehafal Al-Fatihah* method proves empirically effective in enhancing both the fluency and recitation accuracy of Surah Al-Muthaffin, Verses 1 to 10, among undergraduate students enrolled in the Al-Qur'an Reading and Writing (BTQ) course. The intervention structure integrating repeated oral recitation, text-free vocalization, sequential cumulative repetition, and individual oral assessments successfully facilitates immediate memorization acquisition within a live classroom setting. These findings confirm that initial reading disparities and limited theoretical *tajwid* mastery among non-tahfizh students can be effectively resolved through an egalitarian, highly structured articulation-based instructional framework.

From an applied perspective, this instructional framework offers actionable insights for educators and Islamic education curriculum designers seeking to maximize instructional efficiency amid constrained classroom contact hours. Implementing systematic, mechanical memorization protocols provides a viable pedagogical alternative to mitigate learning anxiety among novice readers. In light of the pre-experimental design focused solely on immediate post-intervention outcomes, future research should adopt a randomized controlled trial design incorporating an active control cohort, evaluate instructional efficacy across surahs with longer textual structures, and track retention stability through periodic delayed posttests across multiple months.

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