



Implementation of the Tahfiz Program in Enhancing Students' Self-Regulation

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Article Information:

Received April 8, 2026

Revised May 16, 2026

Accepted June 15, 2026

Keywords: *Tahfiz program, self-regulation, independent learning, character education*

Abstract

Self-regulation is a crucial ability that supports students' success in Quranic memorization activities, as it requires discipline, motivation, time management, and self-control. However, students demonstrate varying levels of self-regulation, highlighting the need for educational programs that foster its development. This study aims to analyze the implementation of the *tahfiz* program and examine its role in enhancing students' self-regulation. The study employed a qualitative approach using a case study design. Data were collected through observations, interviews, and documentation involving the principal, vice principal for *Ismuba* affairs, *tahfiz* teachers, classroom teachers, and fourth-grade students at a Muhammadiyah elementary school. Data were analyzed using the Miles and Huberman model, including data reduction, data display, and conclusion drawing, while data validity was ensured through source and technique triangulation. The findings reveal that the *tahfiz* program was implemented through three stages: planning, implementation, and evaluation. The program contributed to the development of students' self-regulation in metacognitive, motivational, and behavioral dimensions, as reflected in their ability to manage memorization activities, maintain learning motivation, demonstrate discipline, and regulate their behavior during the learning process. The study implies that the *tahfiz* program serves as an effective Islamic educational strategy for fostering self-regulation, discipline, and independent learning among students.

INTRODUCTION

Islamic education is oriented not only toward developing students' cognitive abilities but also toward character formation, spiritual development, and the ability to manage themselves in everyday life. One of the programs widely implemented in Islamic educational institutions to achieve these goals is the Quran memorization program (*tahfiz*) (Sari et al., 2025; Wahyuni et al., 2025). This program aims not only to improve students' Quran memorization skills but also to cultivate discipline, responsibility, perseverance, and self-management skills throughout the learning process. In the context of Islamic education, Quran memorization requires consistency, self-control, and strong commitment, making it a potential means of developing students' self-regulation (Htay et al., 2025; Mutathahirin et al., 2026). This perspective is consistent with Allah's statement in Surah Al-Isra (17:9), which

emphasizes that the Quran guides humanity toward the most upright path and encourages individuals to lead their lives with discipline, responsibility, and steadfastness.

Self-regulation refers to an individual's ability to manage thoughts, motivation, emotions, and behaviors to achieve specific goals. Self-regulation is an active process in which individuals establish goals, monitor their progress, regulate their behavior, and reflect on the outcomes they achieve (Engkizar et al., 2025; Oktavia et al., 2025; Ummah et al., 2025). Similarly, self-regulation enables individuals to control their actions and adapt effectively to environmental demands. In Quran memorization activities, self-regulation is particularly important because students are required to manage their time, maintain consistency in *muraja'ah* (memorization review), sustain their motivation, monitor their memorization progress, and evaluate their achievements (Ifadah et al., 2021; Purbohadi et al., 2019). Therefore, the success of a *tahfiz* program should be measured not only by the amount of Quranic text memorized but also by students' ability to manage their learning processes.

Previous studies have demonstrated that *tahfiz* programs contribute to character formation and the development of students' personal competencies. Self-regulation among students was identified as an important factor in the success of Quran memorization in a full-day school system (Izzah et al., 2024; Manik & Fisabilillah, 2021). Quran memorization and recitation improvement programs (*tahsin*) were also found to contribute to the development of religious character, discipline, and responsibility among students. Similarly, a specialized Quran memorization program (*takhasus tahfiz*) was found to improve student discipline through structured routines for submitting memorized passages and reviewing previously memorized verses. Activities involving Quran recitation improvement and memorization were also found to influence the development of students' spiritual intelligence (Akem et al., 2025; Engkizar et al., 2025). Furthermore, university students who memorize the Quran demonstrated good self-regulation skills in managing their memorization targets and academic activities (Rahman et al., 2025). The success of *tahfiz* programs has also been associated with intrinsic motivation, teacher support, and a conducive learning environment (Nilson & Zimmerman, 2023). These findings indicate that *tahfiz* programs have implications beyond religious development, contributing to students' ability to manage themselves and their learning activities.

Nevertheless, preliminary observations indicate that students' self-regulation abilities in participating in *tahfiz* programs vary considerably. Some students are able to participate consistently in memorization review and recitation submission sessions, whereas others experience difficulties managing their time, maintaining learning motivation, and sustaining consistency in memorization. These conditions indicate differences in self-regulation abilities even among students participating in the same program. Furthermore, most previous studies have focused on character formation, discipline, spiritual intelligence, or self-regulation among students in Islamic boarding schools and university students who memorize the Quran. Meanwhile, studies specifically examining the implementation of *tahfiz* programs and their role in improving elementary school students' self-regulation through Zimmerman's metacognitive, motivational, and behavioral dimensions remain relatively limited (Abishev et al., 2025; Eltoukhi et al., 2025; Rosyadi & Athari, 2025). Therefore, further investigation is needed to understand how *tahfiz* programs contribute to the development of self-regulation among students in primary education.

Previous studies have established that *tahfiz* programs contribute to character formation, discipline, spiritual intelligence, and self-regulation among learners. However, most have focused on students in Islamic boarding schools, university students who memorize the Quran, or character development in general. Research

specifically examining the implementation of *tahfiz* programs and their role in improving elementary school students' self-regulation based on Zimmerman's metacognitive, motivational, and behavioral dimensions remains limited. Consequently, a research gap exists between the importance of self-regulation in Quran memorization and the limited attention given to the implementation of *tahfiz* programs as a means of developing self-regulation among elementary school students.

The novelty of this study lies in its analysis of the implementation of a *tahfiz* program and its role in improving students' self-regulation based on Zimmerman's three key dimensions of self-regulated learning: metacognitive, motivational, and behavioral processes. Unlike previous studies that have primarily emphasized character formation, discipline, or spiritual intelligence, this study examines how the planning, implementation, and evaluation of a *tahfiz* program contribute to the development of students' self-regulation. In addition, a case study approach is employed to gain an in-depth understanding of the dynamics involved in implementing a *tahfiz* program in a primary education setting.

This study makes both theoretical and practical contributions to the development of Islamic education. Theoretically, its findings enrich the literature on the relationship between *tahfiz* programs and the development of students' self-regulation from the perspective of Zimmerman's self-regulation theory. Practically, the findings may serve as a reference for schools, *tahfiz* teachers, and parents in designing programs that focus not only on achieving memorization targets but also on developing students' self-management skills, discipline, responsibility, and independent learning. Thus, *tahfiz* programs can serve as an educational instrument that supports character development and prepares students to face various challenges in learning and everyday life. Based on this rationale, this study aims to analyze the implementation of a *tahfiz* program and examine its role in improving students' self-regulation at a Muhammadiyah elementary school.

METHODS

This study employed a qualitative approach to gain an in-depth understanding of the implementation of the *tahfiz* program and its role in improving students' self-regulation. A qualitative approach was selected because the study focused on the phenomena, processes, experiences, and meanings that emerged during the implementation of the *tahfiz* program, requiring data that were naturalistic, contextual, and in-depth. Qualitative research is used to explore and understand the meanings that individuals or groups ascribe to social or educational phenomena (Denny & Weckesser, 2022). This approach was considered appropriate because the study did not aim to statistically measure relationships between variables but rather to analyze how the *tahfiz* program was implemented and how it contributed to the development of students' self-regulation. Thus, the qualitative approach enabled the researcher to obtain a comprehensive understanding of the implementation of the *tahfiz* program within the context of Islamic primary education.

Method and Design

This study employed a qualitative method using a case study design. A case study is a research strategy used to investigate a phenomenon in depth within its real-life context (Kächele, 2018; Mizukoshi, 2023). The case study design was selected because the research focused on the implementation of the *tahfiz* program and its role in improving students' self-regulation at Muhammadiyah 12 Pamulang Elementary School, South Tangerang, Indonesia. This design enabled the researcher to gain a deeper understanding of the planning, implementation, and evaluation of the *tahfiz* program, as well as its contribution to the development of students' self-regulation. Case studies are particularly relevant when researchers seek to understand

a program, activity, or phenomenon holistically within its complex, real-world context (Engkizar et al., 2023). Therefore, the case study design was considered appropriate for describing in detail the dynamics of the *tahfiẓ* program as implemented at the research site.

Data Sources

The data sources consisted of primary and secondary data. Primary data were obtained directly from informants involved in implementing the *tahfiẓ* program, including the principal, the vice principal responsible for Ismuba (Islamic Studies, Muhammadiyah Studies, and Arabic), *tahfiẓ* teachers, homeroom teachers, and fourth-grade students. The informants were selected through purposive sampling because they were considered to possess relevant experience and knowledge related to the research focus (Bingham, 2023; May et al., 2022). The principal was selected to provide information about school policies and institutional support for the *tahfiẓ* program. The vice principal responsible for Ismuba and the *tahfiẓ* teachers were selected because of their direct involvement in planning, implementing, and evaluating the program. Homeroom teachers were included to provide information about students' behavioral development and learning habits, while students were selected because they were the primary participants directly experiencing the *tahfiẓ* program and the process of self-regulation development.

Secondary data were obtained from various documents related to the *tahfiẓ* program, including activity schedules, memorization monitoring records (*buku mutaba'ah hafalan*), instructional materials, program evaluation reports, photographs of activities, school archives, and relevant scholarly literature on Quran memorization and self-regulation. Document analysis is an important source of information in qualitative research because it can corroborate and verify data obtained through observations and interviews. Accordingly, primary and secondary data were used together to obtain more comprehensive and credible findings.

Instruments

In qualitative research, the researcher serves as the primary research instrument, or *human instrument*, responsible for determining the research focus, collecting and analyzing data, interpreting findings, and drawing conclusions. In addition to the researcher as the primary instrument, this study employed observation guidelines, a semi-structured interview guide, and a documentation guide. The interview guide was developed based on indicators of *tahfiẓ* program implementation and Zimmerman's (2000) self-regulation theory, which encompasses metacognitive, motivational, and behavioral dimensions. Before being used, the interview instrument underwent content validation through expert judgment by specialists in Islamic education and research methodology to ensure the alignment of the indicators, clarity of language, and relevance of the questions to the research objectives (Maxwell, 2021). This process was intended to ensure that the collected data could accurately represent the implementation of the *tahfiẓ* program and the development of students' self-regulation.

Data Collection Techniques

Data were collected through observation, interviews, and documentation. Observation was used to examine the implementation of the *tahfiẓ* program directly, including memorization review (*mura'ah*), memorization submission sessions, teacher–student interactions, and students' behaviors during program activities. Observation enables researchers to obtain data on activities, interactions, and behaviors as they occur naturally (Elizabeth, 2016; Merriam & Tissdell, 2015). Therefore, observation was employed to obtain a realistic picture of the implementation of the *tahfiẓ* program and students' self-regulation throughout the learning process.

Semi-structured interviews were conducted with the principal, the vice principal responsible for Ismuba, *tahfiz* teachers, homeroom teachers, and fourth-grade students. Semi-structured interviews enable researchers to obtain in-depth information while maintaining alignment with the research objectives. This technique was selected because it allowed informants to describe their experiences, views, and perceptions of the implementation of the *tahfiz* program and its contribution to students' self-regulation.

Documentation was used to complement the observation and interview data. The documents analyzed included memorization monitoring records (*buku mutaba'ah hafalan*), *tahfiz* program schedules, instructional materials, evaluation results, photographs of activities, and other documents related to program implementation. Documentation can strengthen data validity by providing written and visual evidence that can be used to verify information obtained through other data collection techniques.

Data Analysis Techniques

Data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña, which comprises data condensation, data display, and conclusion drawing and verification. This model was selected because it provides a systematic framework for analyzing qualitative data. During data condensation, the researcher selected, focused, and categorized the data according to the research focus, namely the implementation of the *tahfiz* program, students' self-regulation, and the factors supporting and hindering program implementation (Kuckartz, 2019). Data display involved organizing the findings into descriptive narratives and thematic categories to facilitate the identification of patterns, relationships, and emerging trends. Subsequently, conclusions were drawn and verified continuously throughout the research process to ensure that the findings were supported by valid and consistent evidence.

Data Trustworthiness

Data trustworthiness was established through source triangulation, methodological triangulation, and member checking. The credibility of qualitative research can be enhanced by examining data obtained from multiple sources and methods. Source triangulation was conducted by comparing information obtained from the principal, the vice principal responsible for Ismuba, *tahfiz* teachers, homeroom teachers, and students. Methodological triangulation involved comparing observation, interview, and documentation findings concerning the same phenomena. In addition, member checking was conducted by reconfirming interview findings with the informants to ensure that the interpretations accurately reflected the information they had provided. These procedures were intended to strengthen the credibility, dependability, confirmability, and overall trustworthiness of the findings, thereby ensuring that the research results could be academically justified.

RESULT AND DISCUSSION

Implementation of the Tahfiz Program

Self-regulation refers to an individual's ability to manage, direct, and control thoughts, motivation, emotions, and behaviors to achieve predetermined goals. Self-regulation is an active process in which individuals independently plan, monitor, and evaluate their learning processes. Similarly, self-regulation enables individuals to control their behavior and adapt it to environmental demands. In educational contexts, self-regulation is an important factor influencing learning success, including Quran memorization, which requires consistency, discipline, time management, and self-control (Engkizar et al., 2026; Kaema & Ulwi, 2025).

Based on interviews with eight informants, comprising the principal, the vice principal responsible for Ismuba (Islamic Studies, Muhammadiyah Studies, and

Arabic), a homeroom teacher, a *tahfiẓ* teacher, and four fourth-grade students, the *tahfiẓ* program was implemented through three main stages: planning, implementation, and evaluation. These stages indicate that the program was oriented not only toward achieving Quran memorization targets but also toward developing disciplined and structured learning habits. This finding is consistent with the view that *tahfiẓ* programs are educational activities systematically organized through planning, implementation, and evaluation to achieve memorization goals while fostering students' character development (Manik & Fisabilillah, 2021; Rusadi, 2020).

During the planning stage, the principal, the vice principal responsible for Ismuba, and other school personnel coordinated to establish the *tahfiẓ* program as one of the school's flagship initiatives for developing students' character and Islamic competencies. The program was designed to strengthen students' connection with the Quran while improving their understanding of Islamic teachings. The principal explained that students enrolled in the *tahfiẓ* class were expected to memorize three *juẓ'* of the Quran before completing primary education. Comprehensive planning was reflected in the establishment of memorization targets, the development of activity schedules, the assignment of supervising teachers, and the provision of mechanisms for monitoring students' memorization progress. This finding supports previous research indicating that the success of *tahfiẓ* programs depends substantially on systematic planning and institutional support from schools. Similar findings emphasize that clear and measurable program objectives are important factors in successful Quran memorization instruction (Sasmitha et al., 2023; Sholahuddin, 2019).

During the implementation stage, *tahfiẓ* activities consisted of three parts: opening, core, and closing activities. The opening activities began with collective prayers, memorization review, a surah-guessing activity, and the checking of memorization voice notes submitted by students from home. During the core activities, students participated in *talaqqi* (direct recitation instruction), *muraja'ah* (reviewing previously memorized passages), and memorization submission sessions conducted regularly under the guidance of *tahfiẓ* teachers and homeroom teachers. The closing activities involved collective prayers and class-wide *muraja'ah*. The *tahfiẓ* teacher explained that students first recited verses together, then individually submitted their memorization, followed by peer-listening and correction activities. Observation findings indicated that these processes enhanced student engagement while fostering discipline and responsibility for achieving predetermined memorization targets. This finding is consistent with research showing that regular *tasmi'* (recitation and listening to memorized passages) and *muraja'ah* can improve memorization quality while strengthening students' learning motivation (Izzah et al., 2024; Liliawati & Ichsan, 2022). Similarly, consistent participation in *tahfiẓ* activities has been found to develop learning habits that support students' self-regulation.

During the evaluation stage, *tahfiẓ* teachers monitored students' memorization progress through direct observation, memorization submission sessions, voice notes, and communication through groups involving teachers and parents. Evaluation was conducted to assess memorization progress, students' levels of discipline, and the difficulties they encountered while participating in the program. Interview findings indicated that teachers assessed not only the amount of material memorized but also students' consistency in *muraja'ah*, readiness to participate in learning activities, and responsibility for their memorization assignments. This finding is consistent with the view that evaluation is an essential component of education because it measures the achievement of learning objectives and assesses the effectiveness of the learning process (Mutmainah & Mufid, 2018). The findings also support previous research indicating that continuous monitoring and evaluation in *tahfiẓ* programs contribute to the development of students' discipline and responsibility.

Overall, the findings indicate a close relationship among planning, implementation, and evaluation in supporting the success of the *tahfiz* program. Planning establishes clear memorization targets, implementation provides structured learning experiences through *talaqqi*, *muraja'ah*, and memorization submission, and evaluation monitors students' progress while providing feedback to improve the learning process. These findings support Jiang et al (2018); Mann et al (2013) self-regulation theory, which emphasizes that learning success is influenced by individuals' ability to plan, monitor, and evaluate their activities continuously. Thus, the *tahfiz* program serves not only to improve Quran memorization skills but also as a means of developing disciplined, goal-oriented, and independent learning behaviors among students.

The Role of the Tahfiz Program in Improving Students' Self-Regulation

The findings indicate that the *tahfiz* program plays an important role in supporting the development of students' self-regulation across metacognitive, motivational, and behavioral dimensions. These findings were derived from observations, interviews, and documentation, which indicated that structured Quran memorization activities involving *muraja'ah*, memorization submission, target setting, and teacher guidance helped establish more organized learning habits. Through the *tahfiz* program, students were not only expected to achieve memorization targets but were also encouraged to plan their learning activities, monitor their memorization progress, maintain motivation, and regulate their behavior to remain consistent throughout the memorization process. These findings suggest that the *tahfiz* program provides a learning environment that supports the ongoing development of students' self-regulation.

Metacognitive Dimension

In the metacognitive dimension, students' self-regulation was reflected in their ability to plan, monitor, and evaluate their Quran memorization processes. Interview findings revealed that students employed different strategies to achieve their memorization targets. Some students determined the number of verses they intended to memorize each day, whereas others repeatedly recited verses before submitting their memorization to the teacher. One fourth-grade student, explained that when she encountered difficult passages, she listened to Quranic recitations, repeated the verses several times, and then memorized them word by word until they became easier to remember. This finding indicates that students did not memorize passages spontaneously but had developed an awareness of selecting learning strategies suited to their individual needs.

Students' ability to plan and monitor their learning processes indicates the development of metacognitive self-regulation. This finding is consistent with (Perry et al., 2023) explanation that metacognitive self-regulation involves setting goals, planning strategies, monitoring learning progress, and evaluating outcomes. The findings also support previous research indicating that Quran memorizers with well-developed self-regulation skills tend to employ specific strategies to monitor and evaluate their memorization progress.

These findings indicate that the *tahfiz* program provides opportunities for students to develop metacognitive skills through memorization target setting, strategy selection, and continuous monitoring of memorization progress. Therefore, *tahfiz* activities serve not only to improve Quran memorization skills but also to train students to become more aware of and actively engaged in their own learning processes.

Motivational Dimension

In the motivational dimension, the findings indicate that the *tahfiz* program helps students maintain their enthusiasm and commitment to achieving memorization targets. Although students differed in their levels of motivation and

consistency, most demonstrated sustained efforts to complete their assigned memorization targets. *Tahfiẓ* teachers regularly provided motivation, guidance, and encouragement to help students remain enthusiastic when facing difficulties in memorization. Furthermore, memorization submission sessions and the gradual achievement of learning targets encouraged students to continue improving their abilities.

Interview findings revealed that students felt more motivated when they received appreciation from teachers or successfully achieved their memorization targets. This finding is consistent with [Shea & Bidjerano \(2012\)](#) theory, which identifies motivation as an important component of self-regulation because it influences individuals' ability to sustain effort and perseverance in pursuing their goals. The findings also support previous research indicating that teacher support and a positive learning environment are important factors in maintaining students' motivation in *tahfiẓ* programs.

These findings indicate that motivational self-regulation develops through a combination of students' intrinsic motivation and external support from teachers and the school environment. The *tahfiẓ* program provides learning experiences that encourage students to establish clear goals, maintain commitment, and continue working toward their memorization targets despite various challenges. Consequently, the program contributes to strengthening students' perseverance and persistence in the learning process.

Behavioral Dimension

In the behavioral dimension, the *tahfiẓ* program contributes to the development of habits that support students' discipline, responsibility, and time management. Observations indicated that students regularly participated in *muraja'ah*, submitted their memorization according to predetermined schedules, and prepared their memorization before attending learning sessions. These habits encouraged students to manage their time among classroom learning, Quran memorization, and other activities. Students also demonstrated responsibility for achieving their memorization targets within each learning period.

Regular *muraja'ah* and memorization submission activities served as habituation practices that helped students regulate their behavior and maintain consistency in learning. This finding is consistent with [Kuhl et al \(2021\)](#) explanation that behavioral self-regulation involves controlling one's actions, managing the learning environment, and maintaining behaviors that support goal achievement. The findings also support previous research indicating that *tahfiẓ* programs contribute to the development of students' discipline and responsibility through regular memorization activities ([Engkizar et al., 2024](#)).

These findings indicate that behavioral self-regulation develops through consistent habituation within the *tahfiẓ* program. Routine memorization, *muraja'ah*, and memorization submission activities help establish more disciplined and responsible behavioral patterns. Thus, the *tahfiẓ* program produces not only Quran memorization outcomes but also positive habits that support the development of students' self-regulation.

Overall, the findings indicate that the *tahfiẓ* program supports the development of students' self-regulation by strengthening metacognitive, motivational, and behavioral dimensions. The metacognitive dimension is reflected in students' ability to plan and monitor their memorization, the motivational dimension is demonstrated through their ability to maintain enthusiasm and commitment to achieving targets, and the behavioral dimension is evident in their discipline, responsibility, and time management throughout the program ([Alwi & Mubarok, 2025](#); [Engkizar et al., 2026](#); [Romziana et al., 2021](#)). These findings are consistent with [Adrivat et al \(2024\)](#) self-regulation theory, which emphasizes that learning success is influenced by

individuals' ability to regulate their thinking processes, motivation, and behavior simultaneously. Therefore, the *tahfiz* program serves not only as a means of improving Quran memorization but also as an educational approach that supports the holistic development of students' self-regulation.

CONCLUSION

The *tahfiz* program was implemented through three main stages: planning, implementation, and evaluation. During the planning stage, the school established the program as one of its flagship initiatives to develop students' Quran memorization skills and strengthen their understanding of Islamic values. The implementation stage involved collective prayers, memorization review, surah-guessing activities, voice note checks, *talaqqi*, *muraja'ah*, and regular memorization submission sessions under teacher guidance. The evaluation stage involved monitoring memorization progress, assessing students' achievements, and addressing challenges encountered during the learning process. The implementation of the *tahfiz* program played a positive role in supporting the development of students' self-regulation across metacognitive, motivational, and behavioral dimensions. Students demonstrated the ability to select memorization strategies suited to their needs, make sustained efforts to achieve memorization targets, and develop discipline, responsibility, and consistency in Quran memorization.

The novelty of this study lies in its analysis of the role of the *tahfiz* program in students' self-regulation based on the metacognitive, motivational, and behavioral dimensions of Zimmerman's theory within the context of primary education. The findings indicate that the program functions not only as a means of improving Quran memorization skills but also as a vehicle for developing self-regulation through structured and sustained learning routines. The implications of this study contribute to the development of Islamic education, particularly by positioning the *tahfiz* program as a strategy for fostering students' independent learning, discipline, responsibility, and self-control. The program's effectiveness is supported by collaboration among the school, teachers, and parents, as well as the use of appropriate memorization methods. However, inconsistent student motivation, limited time, a less conducive learning environment, and suboptimal parental support remain areas requiring further attention to improve the effectiveness of program implementation.

ACKNOWLEDGEMENT

We would like to express our deepest gratitude to everyone who contributed to the success of this research.

DECLARATIONS

Author contribution

Sarah Chaeiralla: data curation, writing-original draft preparation, editing, **Syahidah Rena:** analysis, conceptualization, visualization, **Fathiyah Mohd Fakhruddin:** methodology.

AI Statement

The data and the grammatical structure in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

Funding statement

The author(s) declare that no financial support was received for the research, authorship, and/or publication of this article.

Conflict of interest

The authors declare that this research was conducted without any conflict of interest in the research.

Ethical clearance

The research company has agreed to carry out the research and is willing if the results of this research are published.

Publisher's and Journal's Note

Department of Islamic Education, Faculty of Tarbiyah Institut Ilmu Al-Qur'an (IIQ) Jakarta as the publisher and Editor of Qiro'ah: Jurnal Pendidikan Agama Islam state that there is no conflict of interest towards this article publication.

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Qiro'ah: Jurnal Pendidikan Agama Islam

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