



Implementation of the Short Surah Memorizing Habit Method in Religious and Moral Development at RA Mamba'ul Hidayah Pati

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ABSTRACT

This study aims to examine the process of applying the habituation method in memorizing short surahs for early childhood at RA Mamba'ul Hidayah Pati and how the method contributes to the development of children's religion and morals. This study uses a descriptive qualitative approach. The primary data sources in this study were obtained through interviews with those observed, which aimed to observe directly at the research location. The research conducted at RA Mamba'ul Hidayah Pati revealed that this method is effective in facilitating children's memorization through fun repetition, accompanied by explanations of the meaning of the surah that are in accordance with the child's understanding. In this habituation, it shows that the ability to memorize short surahs by applying the memorization habituation method will make it easier for children because children memorize by repeating the readings that have been memorized by reading short surahs that will be memorized repeatedly will make it easier for the child to remember what has been read by the child. And the role of parents at home is very important because it provides motivation and encouragement to children so that children are diligent in memorizing short surahs at home.

INTRODUCTION

Religious and moral education are closely related, both possessing values that shape behavior and social systems. The source of moral values in religious teachings significantly shapes human behavior in future social relationships. This makes religion crucial in how it serves as a source of ethical values in shaping individual morals and character. Islam places great emphasis on educating children within the family environment, recognizing that a child is both a gift from God and a valuable asset to parents. Children who grow up to be pious individuals are not only a source of pride in this world but also bring benefits in the afterlife. Conversely, if the immediate family environment neglects to educate and instill Islamic values, children can become a source of disaster. The Qur'an and the hadith of the Prophet Muhammad (peace be upon them) mention four roles: an adornment of life, a test, an enemy, and a comforter.

Having a good character from a religious perspective is very important, and early childhood is also required to be trained in instilling religious and moral values. Religious education has a strong root function in forming a strong character. (Di & Luqman, 2021) In early childhood, it is very important to shape their character personality. Therefore, religious and moral education serves as a strong foundation in developing a strong personality in the

future. (Aina, 2023) Early childhood is the right time to instill the teachings of religious and moral values. Through education provided from this age, it is hoped that children's character can be formed earlier.

This aligns with the ideals of national education as outlined in Law No. 20 of 2003 concerning the National Education System. This regulation outlines that the goal of education is to optimize students' potential to become individuals who are faithful and pious, possess noble morals, are healthy, have broad insights, are competent, innovative, independent, and become citizens who uphold democracy and are full of responsibility. This goal emphasizes that the Indonesian education system does not solely focus on academic achievement, but also places a strong emphasis on character and moral development in students from an early age. Therefore, every effort implemented in the educational environment, including the habit of memorizing short surahs and instilling religious values, is an integral part of realizing these ideals of national education.

Through a systematic and continuous habituation process, it is hoped that children will be able to develop their potential to the maximum, which includes the spiritual, emotional, social, or intellectual realms, so that a complete person and noble character are formed in accordance with religious guidance and national education goals. (Hidayat, 2024). One aspect of child development that needs attention is progress in understanding religious and moral teachings. The application of this aspect in AUD learning, which is also interpreted as Early Childhood, includes understanding the religion embraced, carrying out worship, and instilling attitudes of honesty, kindness, helpfulness, responsibility, forgiveness, politeness, respect for others, honesty, maintaining personal tidiness and protecting the surrounding environment, knowing important religious days, and fostering an attitude of tolerance towards adherents of different beliefs are reflections of ethical and social teachings that are important to instill from an early age (Elvi, 2021).

This condition aligns with the regulations established by the Minister of Education and Culture concerning National Early Childhood Education Standards. One indicator of the level of achievement of children's development at the age of 5-6 years is their ability to understand their religion, carry out religious activities according to religious teachings, and behave honestly, be helpful, polite, respectful, uphold sportsmanship, understand religious celebrations, and appreciate religious diversity in their environment. To achieve optimal development, each of these aspects is interconnected and serves as the foundation for shaping a child's character, thinking skills, social skills, and creativity in dealing with their environment and daily life. Therefore, educational institutions for early childhood should be able to develop holistic and integrated learning programs to stimulate all aspects of development optimally. (Tanfidiyah et al., 2022)

Introducing religious and moral values to early childhood can be taught through simple activities related to everyday life, one of which is prayer. Although prayer may seem simple, its implementation requires consistent effort to provide children with an understanding of the importance of prayer, the appropriate time to pray, and the reasons why they need to do so. Children are not limited to reciting prayers; they are also guided to recite daily prayers so they can be applied in their routine activities. This process is an important part of instilling religious values and building a closeness with God. In line with previous studies, activities that habituate

prayer from an early age have been proven to shape children's religious character, instill an attitude of gratitude, and foster spiritual awareness that forms the basis for moral development. Through a fun approach, such as praying together before and after learning activities, children will become accustomed to reciting prayers and understanding their meaning. This way, religious values can be firmly embedded in early childhood. Herlina (2014) showed that children's competence in reciting daily prayers in their routine activities showed significant progress after being given actions such as implementing regular memorization activities.

This proves that the habituation method through memorization activities plays a significant role in helping young children recognize, remember, and practice prayer in various situations. However, cultivating ethical values in children from a young age is not a simple matter. Early childhood is still going through a phase of emotional growth and simple moral understanding, so special strategies, approaches, and tricks are needed to ensure moral values are understood and received positively by students. Therefore, teachers or educators in Early Childhood Education (PAUD) institutions are required to be careful, creative, and wise in selecting and implementing appropriate teaching strategies to convey these moral values. By selecting appropriate methods, the moral messages being taught will be more easily absorbed and understood by children, and can also become valuable resources for building their character for their future.

In addition, the process of habituating moral and religious character in early childhood is very important, in order to support cognitive, language, social emotional, and creativity aspects.(Paramitha, 2023) Furthermore, through education, it can be said that teaching and learning activities do not only focus on cognitive aspects, but also function as a habituation medium aimed at building the foundation of personality in children. Through a continuous and consistent educational process, children are guided to become accustomed to applying positive attitudes, behaviors, and habits in accordance with the teachings of religious and moral values taught. Thus, education functions as a strategic medium in building children's personalities from an early age, because it is at this phase that personality teachings are easily instilled and internalized through various habituation activities carried out routinely in the school and family environment.(Agung & Makbul, 2024) The habituation methods applied to early childhood include praying, marching along with memorizing short surahs. These habituation activities are carried out routinely and repeatedly, so that children become accustomed to doing them both in the school area and outside the environment (Paramitha, 2023).

In addition, accustoming early childhood to memorize short surahs and instilling moral values has a very important role. The use of habituation methods for early childhood is one of the key factors in supporting the development of their intelligence. Because, children who grow well will have noble morals and are accustomed to doing positive deeds, the result of good habits exemplified by educators and parents (Khaironi, 2017). Habituation in order to create or shape character values has been widely applied in various schools, one of which is RA Mambaul Hidayah Pati. One of the habituation processes that have been implemented is habituation in religious activities such as the habit of reading daily prayers and short surahs before starting lessons or in between other learning times.

As the results of previous research concluded that the method of developing moral values in early childhood that is most often applied is the habituation method. This approach is

considered effective because it is able to provide a real influence on changing children's behavior, from less commendable behavior to more commendable behavior and in line with applicable norms. With the habituation method, children are expected to be able to form positive habits in attitudes, actions, and discipline in everyday life. The development of strategies in developing morals in early childhood that are implemented by educators also have important substance that covers several scopes of study, including training discipline and order, implementing rules to train interaction skills, instilling empathy and an attitude of respect for others, stimulating courage, pride, and gratitude, building a sense of responsibility, and also getting children used to being able to protect themselves. All of these aspects are part of a systematic effort that is carried out continuously in the school environment and at home, so that moral values can be firmly embedded and become part of the character of children from an early age (Mursid & Nur, 2015).

The use of habituation methods such as memorizing short surahs in addition to being able to instill good characters such as changing bad characters to be better can also be an alternative way for the quality of memorization in several subject materials to be increasingly improved (Mustafa, Permata, & Sani, n.d.). The ability to memorize short surahs in RA Mambaul Hidayah is carried out through several structured stages. Studies on the habituation of memorizing short surahs in the development of religion and morals of early childhood, although there are many findings that support the effectiveness of this habituation method as an important means of instilling religious and moral values, there are still several shortcomings and imperfections in previous research that provide space for further research. One aspect that has not been adequately addressed is strong and consistent empirical evidence regarding the long-term impact of habituation methods on the formation of children's religious character. Most research to date has focused more on descriptive aspects and qualitative approaches that describe the habituation process and children's initial responses, but has not provided an in-depth quantitative picture of the method's contribution to the formation of inherent and sustainable morals and faith. This raises the need for more measurable and systematic scientific validation that can clearly demonstrate cause-and-effect relationships and provide concrete evidence regarding the effectiveness of habituation methods over a longer period of time (Nurkhaeriyah, 2019).

Reading the Qur'an, maintaining it (NF, 2020), and practicing its contents in daily life is a must for all Muslims in the world. One effort to foster a love for the Qur'an from an early age is through the activity of memorizing short surahs. Short surahs themselves are surahs in the Qur'an, especially in Juz 30, for example Surah Al-Falaq, An-Nas, Al-Ikhlâs, and other surahs that have a relatively small number of verses compared to surahs in Juz 29 and above. At RA Mamba'ul Hidayah Pati, the activity of memorizing these short surahs is one of the important activities in learning Islamic Religious Education. This is because at an early age, children's ability to memorize tends to be stronger than the ability to read the Qur'an directly. Therefore, the method of getting used to memorizing short surahs was chosen as a medium to introduce children to the Qur'an while at the same time instilling the teachings of faith and piety which are expected to be able to build an Islamic personality in them from an early age.

Previous research also lacks a comprehensive comparison between the habituation method and other methods that may also be effective in supporting the religious and moral

development of early childhood. This finding is supported by (Novitasari, 2024), who emphasized that the method of internalizing moral values in Abdullah Nashih Ulwan's perspective is not merely about delivering theoretical concepts, but must be realized through concrete habituation, daily routines, and consistent role modeling. According to her, repetitive habituation is far more effective in shaping children's behavior than methods that are only cognitive in nature. Therefore, it becomes important to compare habituation with other methods such as play-based learning, digital media, or storytelling to obtain a comprehensive understanding of which method is most optimal to instill moral and religious values in early childhood.

Previous research also lacks a comprehensive comparison between the habituation method and other methods that may also be effective in supporting the religious and moral development of early childhood. For example, methods that combine play, storytelling, or the use of technology as a learning medium have not been explored in depth to see whether these methods can provide more optimal results or complement the shortcomings of conventional habituation methods. This study aims to examine the process of implementing the habituation method in memorizing short surahs for early childhood at RA Mamba'ul Hidayah Pati and how this method contributes to children's religious and moral development. Given the shortcomings of previous research, which is mostly descriptive in nature with limited empirical validity, this study seeks to provide a more comprehensive picture of the effectiveness of the habituation method not only in terms of implementation but also its impact on the development of children's religious character.

METHODS

This study uses a qualitative research type with a descriptive approach. The qualitative approach is used because it is considered relevant to describe and understand in depth the processes, situations, and realities that occur in the field. Qualitative research seeks to uncover facts that occur naturally and realistically without any manipulation, especially regarding the implementation of the habituation of using the method of memorizing short surahs at RA Mamba'ul Hidayah Pati. Through a descriptive approach, this study aims to provide a clear and systematic description of how the habituation activity is implemented, the role of teachers in accompanying children, and the responses and development of students in participating in the activity. Data collection in this study was carried out through observation, interviews, and documentation methods, so that the results of the study are expected to provide a clear picture of the effectiveness of the habituation method in instilling religious and moral teachings in early childhood (Sugiono, 2012). In this approach, the author uses primary data obtained from primary sources through interviews with the observed subjects. The goal is to conduct direct observations in the field. The primary data is collected in the form of images.

Qualitative research makes it easier for researchers to find answers related to facts and realities in the field. In addition, this approach also presents new insights, theories, and ideas regarding the research problem obtained after a thorough analysis is carried out. The reason the researcher chose a qualitative approach for this research is because the method is closely related to the formulation of the proposed problem, namely regarding the process and impact

of using the habituation method in the activity of memorizing short surahs related to the progress of religious and moral aspects in early childhood. Philosophically, qualitative research is a type of research that seeks to examine, describe, analyze, and identify an event or occurrence naturally according to actual conditions without any manipulation. In the context of this final project research, the event in question is the implementation of the habituation method of memorizing short surahs at RA Mamba'ul Hidayah Pati, which aims to instill religious values and shape the moral character of children from an early age. From this approach, it is hoped that researchers can fully understand the process of implementing these activities, the obstacles encountered, and the impacts on the development of children's religious personalities. (Getas & Kaloran, 2019).

RESULT

From the results of research conducted at one of the institutions, namely RA Mamba'ul Hidayah in Pati. This study aims to understand how the application of the Habituation Method in Memorizing Short Surahs for Early Childhood at RA Mamba'ul Hidayah Pati. The habit of memorizing short surahs for group A was carried out at school in the morning together and accompanied by the class teacher for 15 minutes before teaching and learning activities. In the short surah memorization activity, the teacher led the reading and then the children imitated the reading as taught by the teacher. In addition to memorizing before learning activities, memorization activities were carried out in class before going home so that children could recall what had been memorized earlier. The Habituation Method is a very effective method in building a child's personality, especially in Early Childhood. The early period of a child's life is often considered a golden phase (golden age) for growth and development, both physically, cognitively, socially, emotionally, and spiritually.

Therefore, (Aprida, 2022) it is crucial to instill good values and positive habits from a young age so that they become part of a child's personality in the future. One form of habituation that can be implemented is religious habituation, such as getting children into the habit of memorizing short chapters of the Quran. At RA Mamba'ul Hidayah, they also appreciate children by giving them rewards to encourage them to memorize. This was stated by a class A teacher:

Children must be ready to memorize and children must be willing to memorize, the teacher must prepare children and encourage children to memorize in a fun way, not by force, examples can be by listening to short surohs, telling stories about the meaning of short surohs and the benefits of prayers that are read, giving rewards to children who are enthusiastic about memorizing and motivating children who are not yet able to memorize (class teacher interview)

Furthermore, parents play a crucial role at home: listening to or repeating short surahs to their children so they retain what they've learned in school. The purpose of memorizing surahs is to instill religious and moral values in children and to foster good habits. As the class A teacher put it:

The purpose of memorizing short surahs is to introduce children to the Quran as a guide to life (knowing how to believe in God's book). Through memorization and fun methods, children will become accustomed to hearing and reciting the Quran in their lives. Repeating each recitation several times will make it easier and more fluent for children to read. Parents are usually advised to always teach their children to memorize short surahs at home so they don't forget them quickly. (interview with class teacher)

Through the practice of memorizing short surahs at RA Mamba'ul Hidayah, children have seen improvements, such as fluency in memorizing without many pauses or errors, and they don't forget previously memorized surahs. Memorizing short surahs at RA Mamba'ul Hidayah is done in a fun way, such as singing along to keep children from getting bored while memorizing. As the class teacher explained:

Of course there is an improvement, because children who are used to listening to and memorizing short letters of the Koran in a fun way will find it easy for children to want to recite and memorize them. Therefore, children can easily memorize and remember if the teacher teaches them in a fun way so that children don't get bored of memorizing easily (class teacher interview).

DISCUSSION

The application of religious values in everyday life can help them understand the deeper meaning of morals and religion, so that these values are firmly embedded in children. (Nurjamilah, 2024) This is not only beneficial for improving children's memory, but also instills a love for the Qur'an from an early age. RA Mamba'ul Hidayah as one of the early childhood education institutions that has a noble goal, namely to help students optimize their various potentials. This institution strives to create an enjoyable learning atmosphere so that children feel comfortable, safe, and enthusiastic about attending school. In addition, at RA Mamba'ul Hidayah, a habituation method is also applied in the ability to memorize short surahs. This activity is implemented through repetitive reading of the verses to be memorized, accompanied by melodious and attractive melodies. Memorization is done together in a cheerful atmosphere so that children do not feel burdened. Through this method, children not only find it easier to memorize, but can also grow a love for the Qur'an and Islamic values within themselves.

The habituation method is an educational method that can be applied to build children's thinking patterns, attitudes, and behaviors so that they are in accordance with Islamic teachings. Through the habituation process, children will slowly become accustomed to doing good things that are in accordance with Islamic law, so that religious and moral values can be firmly embedded in them from an early age. With this approach, children not only understand the difference between right and wrong, but are also trained to get used to behaving and acting in accordance with Islamic teachings in everyday life (*Pendidikan Karakter*, 2015). The habituation method, also known as the training method, is a learning approach that aims to instill various positive habits in children through repeated and consistent exercises. This method is applied to build children's behavior so that it is in accordance with the expected values, one of which is through the habituation method of memorizing short surahs of the Qur'an. With this habituation, children are not only accustomed to memorizing activities, but can also understand and apply the contents of these verses in their daily lives, so that religious values can be firmly embedded from an early age (Ayuningrum, 2018).

The purpose of the habit of memorizing short surahs of the Qur'an aims to improve the learning outcomes of Islamic religious education and instill Islamic teachings in children, so that these values can form a personality that is embedded in them. (Siswa et al., 2024) Discussion (Retnowati, 2019) getting early childhood children used to memorizing short surahs in the Qur'an is not an easy thing. This is because the ability of concentration, memory, and comprehension of early childhood children is still in the initial growth phase, so

an appropriate, fun method is needed, and in accordance with the characteristics of children. Therefore, it is necessary to apply the habituation method in memorizing the Qur'an, especially short surahs, as an effective first step. Short surahs are surahs contained in the Qur'an, especially in Juz 30, which has a small number of verses compared to other surahs in the previous juz. With a short number of verses and easy-to-pronounce words, these surahs are considered easier for young children to memorize.

Furthermore, routine memorization repetition, accompanied by engaging methods such as singing, games, or storytelling, can help improve children's memorization skills while fostering a love for the Quran from an early age. Through appropriate methods, it is hoped that children will not only be able to memorize verbally, but also understand the meaning and moral messages contained in each verse they memorize (Rahmawati, 2018). The benefits of religious activities carried out from an early age can shape individuals who are devout in worship, possess noble morals, and behave according to their religious teachings in everyday life. Instilling religious values from an early age is an important foundation for shaping children's religious character, which will carry into adulthood. Conversely, if children are not accustomed to and trained with appropriate methods, then when they enter adolescence or adulthood, they have the potential to be less concerned with religious life in their daily lives (Fitriyah, 2019; Saputra, 2014).

Therefore, at RA Mamba'ul Hidayah Pati, the practice of memorizing short surahs is carried out routinely, structured, and scheduled. This activity is usually held in the morning, before teaching and learning activities begin, and is repeated before and after learning activities. In addition to the school environment, this habit is also encouraged at home with parents or guardians, so that children are accustomed to interacting with the holy words of the Quran on various occasions. The hope is that with consistent implementation at school and at home, children will find it easier to memorize short surahs, understand their meaning, and apply it in their daily attitudes and behavior.

The use of methods is one of the factors in efforts to improve the quality of learning in order to achieve learning objectives. (Agung & Makbul, 2024) The purpose of schools to hold short surah memorization activities is to shape the personality and morals of humanity through memorization activities and deepening of short surahs. (Desember & Khotimah, 2021). The purpose of memorizing short surahs at RA Mamba'ul Hidayah is to foster and develop students' faith and obedience to Allah SWT from an early age. In addition, this activity also aims to support the process of child development, both in terms of physical and spiritual life, according to their stages of growth and development. By getting used to memorizing short surahs, children are expected to not only be able to recognize and recite the verses of the Qur'an, but also instill religious values that serve as guidelines in forming a balanced Islamic personality in everyday life. (Irawati et al, 2022).

The habit of reading short surahs is carried out under the guidance of teachers. The teacher acts as a guide in providing guidance, explaining the meaning of prayer. And besides that, the habit of memorizing short surahs is carried out every day in the morning before and after learning activities begin as well as habituation when at home. (Achmad et al., 2023) the role of parents at home is very important because to provide motivation and encouragement to children so that children are diligent in memorizing short surahs at home, motivation and encouragement from parents are very necessary for children to memorize short surahs,

because memorizing short surahs requires discipline and strong will. Parents must be able to provide motivation to children and encouragement so that children will always be enthusiastic when repeating memorization at home.

CONCLUSION

This research, conducted at RA Mamba'ul Hidayah Pati, revealed that the habituation method for memorizing short surahs in early childhood is implemented routinely and structured with teacher guidance for approximately 15 minutes every morning before teaching and learning activities begin. The findings indicate that this method is effective in facilitating children's memorization through enjoyable repetition, accompanied by explanations of the surah's meaning that are appropriate to the child's understanding. Furthermore, the active role of parents who provide motivation and support at home is very influential in maintaining memorization and shaping children's religious character. With a pleasant learning atmosphere and consistent use of habituation methods, children are not only able to memorize surahs fluently but also instill moral and religious values in their daily lives.

Therefore, this research contributes to enriching the study of Islamic religious education, particularly in the context of early childhood education (PAUD), by emphasizing that the habituation method is not merely a memorization technique, but rather an effective educational approach in forming a complete religious character in children from an early age. This research emphasizes the importance of synergy between teachers and parents as a key element in implementing the habituation method so that it can have a sustainable impact on religious and moral development. Furthermore, the results of this study strengthen the theoretical understanding of the relevance of habituation as a medium for forming a child's holistic personality, encompassing cognitive, emotional, social, and spiritual aspects in an integrated manner.

However, this study has limitations that require attention and should be explored for further research. First, it used a descriptive qualitative approach, which yielded in-depth data but was limited by the context and subjects of the study, thus limiting the generalizability of the results. Second, the study did not explore the long-term impact of this habituation method on children's moral and religious characteristics, so it remains unclear how the instilled values persist into adulthood.

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