

A Systematic Literature Review on the Role of Qur'anic Memorization in Enhancing Arabic Language Acquisition

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Abstract

This study aims to examine the role of Qur'an memorization (*tahfizh*) in improving Arabic language skills and learning motivation among Indonesian students through the Systematic Literature Review (SLR) method. The increasing number of *tahfizh* educational institutions in Indonesia necessitates a critical evaluation of whether memorization activities actually contribute to Arabic language acquisition. Data were collected from scientific articles published between 2020-2024 in the Google Scholar, Garuda, and SINTA databases, then analyzed using thematic analysis. The literature synthesis results indicate that *tahfizh* plays a positive role in strengthening phonological aspects, reading fluency, and mastery of Arabic vocabulary. *Tahfizh* also has the potential to increase learning motivation by strengthening religious orientation, self-regulation, and persistence. However, the effect of *tahfizh* on grammatical skills and language productivity depends on intermediary factors such as understanding verse meanings, muraja'ah intensity, and a supportive Arabic learning environment. These findings confirm that *tahfizh* does not automatically improve all aspects of Arabic without the support of language practice and habituation. The theoretical implication is the need for an integrated model between *tahfizh* programs and systematic Arabic language instruction.

INTRODUCTION

The Qur'an is the last holy book revealed by Allah SWT as a guideline for the life of mankind. The Qur'an not only serves as a source of Islamic teachings, morals, and laws, but also as a guide that directs people to the right path as affirmed in the words of Allah SWT.:

إِنَّ هَذَا الْقُرْآنَ يَهْدِي لِلَّتِي هِيَ أَقْوَمُ

"*Sesungguhnya Al-Qur'an ini memberikan petunjuk ke jalan yang paling lurus*" (Q.S Al-Isro' ayat 9)

As a holy book revealed in Arabic, the Qur'an has a very close relationship with the language. Comprehensive understanding of the Qur'an requires the ability to speak Arabic, both in terms of phonology, vocabulary, and language structure (Aman & Amin, 2024; Ilhami & Robbani, 2021; Ismatullah, 2023; Mizan et al., 2023; Mustofa et al., 2026; Sapitri et al., 2025). Therefore, the activity of memorizing the Qur'an is basically not only spiritual, but also a linguistic process that involves mastering the pronunciation of Arabic. A person who memorizes the Qur'an while learning its meaning and content tends to have ease in learning Arabic more broadly. On the other hand, mastery of the Arabic language will also help the

memorizers of the Qur'an in understanding the meaning of the verses they have memorized (Nur Aliah & ST. Kuraedah, 2023).

The development of Arabic language learning in Indonesia is also influenced by the rapid growth of tahfiz Al-Qur'an educational institutions (Harahap, 2024; Hidayati & Gufron, 2024; Muliana & Haniff, 2025; Nuryasin et al., 2024; Sarah et al., 2026). Pondok tahfiz not only focuses on Qur'an memorization activities, but also organizes more comprehensive religious education, including learning Arabic as the language of the Qur'an. This kind of learning environment creates an academic atmosphere that supports the deepening of the Arabic language, not only limited to memorization skills, but also to linguistic comprehension. In practice, many students in tahfidz boarding schools acquire basic knowledge of Arabic grammar and sentence structure through the continuous process of memorizing the Qur'an (Marwiji et al., 2024).

In the context of learning Arabic, vocabulary mastery is one of the fundamental aspects that determine learning success. Vocabulary is the initial stage in Arabic teaching because it is a basic element that must be mastered before other language skills can develop optimally. Limited vocabulary mastery will have a direct impact on the weak ability to understand texts, both oral and written. Vocabulary also serves as a foundation for other linguistic competencies, including grammar and communication skills. Vocabulary mastery not only includes the ability to pronounce and know the meaning of words, but also includes understanding *isytiqāq* (the origin of words) and the ability to use words appropriately in accordance with the correct linguistic context (Umam et al., 2024).

In practice, learning Arabic often does not achieve optimal results because some students learn it only to meet academic demands, without being supported by strong learning needs and motivation. This condition is different from Qur'an memorizers who have an intrinsic need for Arabic as a means of understanding the verses they have memorized, so that it has the potential to form higher learning motivation. Therefore, this study focuses on the role of the needs and motivations of Qur'an memorizers on the success of Arabic language learning based on the findings of previous research (Robithah Aulia et al., 2023).

The novelty of this research lies in three main aspects. First, this study employs a Systematic Literature Review (SLR) method, which differs from most previous research that used primary quantitative or qualitative designs. This approach allows for the synthesis of findings from multiple studies, providing a more comprehensive and reliable understanding of the relationship between *tahfizh* and Arabic acquisition. Second, this study specifically focuses on Indonesian students, a population that differs from Arabic-speaking contexts in terms of language distance and learning environment. Third, this research examines both cognitive aspects (language skills) and affective aspects (learning motivation), providing a more holistic perspective than previous studies that typically focused on only one dimension. Unlike the study by Alfinayanti et al. (2024) which only examined speaking skills, or Setiawan and Asriyah (2022) which only measured general learning outcomes, this research systematically analyzes multiple language components and mediating factors.

The purpose of this study is to systematically examine the role of Qur'anic memorization in enhancing Arabic language acquisition and learning motivation among Indonesian students. Specifically, this research aims to: (1) identify the aspects of Arabic language skills that are most influenced by *tahfizh* activities, (2) analyze the motivational mechanisms through which

tahfizh may enhance Arabic learning, and (3) determine the mediating factors that affect the strength of the relationship between *tahfizh* and Arabic acquisition. The theoretical contribution of this research is to enrich the academic discourse on the interface between religious text memorization and second language acquisition, particularly in non-Arabic speaking Muslim contexts. The practical benefits include providing evidence-based recommendations for curriculum developers, teachers, and policymakers in *tahfizh* institutions to optimize Arabic language instruction. Additionally, this research can serve as a foundation for future intervention studies aimed at developing integrated *tahfizh*-Arabic learning models.

RESEARCH METHOD

This study used the Systematic Literature Review (SLR) method, which is a research approach conducted by systematically examining various previous studies that are relevant to the topic of the influence of Qur'an memorization on the ability and motivation to learn Arabic of Indonesian students. This method includes the process of identifying, selection, and analyzing literature based on certain criteria and themes to answer the research focus that has been set. Through the SLR method, researchers can review and evaluate research findings in a structured manner so that a comprehensive understanding of the role of Qur'an memorization in improving Arabic learning ability and motivation is obtained (Tasya Aulia Faisal et al., 2024).

The data source in this study comes from scientific articles published in reputable national and international journals that have relevance to the study topic. These articles were obtained through searching on credible online databases, namely Google Scholar, Garuda, and SINTA, which are widely used as academic references in the field of education and language studies. The selection of this database aims to ensure the affordability of literature that is qualified, verified, and has a significant scientific contribution to the research topic.

The literature analyzed is limited to articles published in the range of 2020–2024 to ensure relevance, novelty, and suitability of the research context with the latest developments in the study of Qur'an memorization and Arabic language learning. The selected articles include research that discusses aspects of Qur'an memorization, learning motivation, and Arabic language skills, especially in the context of higher education or Muslim students. All sources used have gone through an initial selection process to ensure the suitability of substance and academic quality so that the analyzed data can provide a comprehensive and in-depth picture of the problems being studied.

Data Collection Techniques

This study used a descriptive qualitative approach with the literature review method. This approach aims to explain and explain the phenomenon that is researched in depth based on data obtained from various literature sources relevant to the research topic. Literature review is a research method that focuses on the process of collecting, analyzing, and synthesizing literature related to the study topic, by reviewing various sources such as scientific journals, books, conference papers, and relevant online articles (Nuryadin et al., 2024).

Data collection in this study was carried out through literature studies, namely by accessing and reviewing various written documents that are related to the focus of the research. Data sources include academic books, scientific articles, research journals, research reports,

and other publications that can be accounted for academically. All sources were selected based on the suitability of the topic and the scientific quality to support the validity and depth of the study (Islamic Education Studies et al., 2019).

The data that has been collected is then analyzed using thematic analysis as part of *content analysis*. Thematic analysis is a qualitative data analysis method used to identify the main patterns and themes that emerge from the literature data set through the active involvement of researchers in the process of coding and grouping data (Dwi Kristanto et al., n.d.). The research themes are not directly available in the data, but are constructed through repeated reading of the literature, coding important concepts, and grouping codes that have similar meanings. Through this thematic analysis, the researcher gained a systematic and in-depth understanding of the influence of Qur'an memorization on the ability and motivation to learn Arabic, thus allowing the formulation of research conclusions objectively and comprehensively (Islamic Education Studies et al., 2019).

RESULTS AND DISCUSSION

The discussion of this research is based on a synthesis of literature on the relationship between memorization of the Qur'an (*tahfizh*) and Arabic language competence and learning motivation in Indonesian students. Findings from various studies were analyzed comparatively to evaluate the consistency of empirical evidence related to the role of *tahfizh* in strengthening certain aspects of Arabic language skills, especially phonology, reading fluency, and vocabulary mastery. In addition, the literature shows that *tahfizh* has the potential to contribute to increasing learning motivation through strengthening religious orientation, self-regulation, and persistence. However, the influence of *tahfizh* on grammar skills and language productivity tends to depend on intermediate factors such as understanding the meaning of verses, the intensity of *muraja'ah*, and the support of the Arabic language learning environment in higher education.

Table 1 Synthesis of Previous Research Results on the Relationship between Memorizing the Qur'an (*Tahfizh*) and Arabic Language Ability and Learning Motivation

No.	Journals and Years	Research Results	Researcher
1	Pinisi Journal of Education, 2024	This study examines the correlation between the memorization of the Qur'an (<i>tahfizh</i>) and Arabic speaking skills in grade VIII students at PPM Darul Hasanah Polewali Mandar. The results showed that memorization was in the medium category (mean 64.50), while speaking skills were in the low category (mean 42.50), and no significant relationship was found between the two. These findings indicate that <i>tahfizh</i> does not necessarily have a direct impact on Arabic speaking skills without the support of practice and language habituation.	Arina Alfinayanti, Sitti Muthmainnah, Laelah Azizah
2	An-Naba: Journal of Islamic Education Thought and Research, 2022	This study examines the relationship between Qur'an memorization and Arabic learning outcomes in grade VIII students of the Takhassus program at Darul Fatah Qur'an Junior High School, Bandar Lampung using a quantitative approach and correlational design. The research sample amounted to 15 students who were selected through purposive sampling, with data	Ahmad Hadi Setiawan, Masfiyatul Asriyah

		collection through interviews and documentation and analyzed using Product Moment correlation. The results of the analysis showed a positive relationship between Qur'an memorization and Arabic learning outcomes with a correlation coefficient of $r = 0.644$, which is in the medium category, indicating that the better the students' memorization of the Qur'an, the better the achievement of Arabic learning outcomes.	
3	International Journal of Arabic Language Teaching (IJALT), Juni 2025	This study found that learning Arabic reading skills at <i>Tahfidz</i> Islamic Boarding School Darul Qur'an Deli Serdang made a real contribution to the success of students in memorizing the Qur'an. This contribution can be seen in five main aspects, namely improving reading accuracy, strengthening understanding of meaning, helping students visualize verses so that they are not easily confused with similar verses, speeding up the memorization process, and improving the overall quality of memorization. These findings show that mastery of Arabic reading not only supports reading fluency, but also helps memorization accuracy and durability. Therefore, reading skill learning is recommended to be integrated with the <i>tahfizh</i> program so that the memorization process becomes more effective and comprehensive.	Nur Zakiah Harahap, Fatma Yulia
		This study shows that the ability to read the Qur'an of grade XI students at Madrasah Aliyah Al-Qodiri Jember is relatively good, which is proven through the results of statistical analysis with a calculated r value higher than the r table and a significance level below the α limit. In addition, students' mastery of Arabic vocabulary (<i>mufrodat</i>) is also in the adequate category with a similar pattern of analysis results. The main findings of this study show a very strong relationship between the ability to read the Qur'an and the mastery of <i>mufrodat</i> , with a correlation coefficient of $r = 0.983$, which indicates that the better the student's ability to read the Qur'an, the higher the mastery of Arabic vocabulary. This study also confirms that the improvement of these two abilities is influenced by the support of external and internal factors, such as the role of teachers, parents, learning environment, and student motivation, which can be strengthened through the habit of reading the Qur'an, effective learning methods, adequate facilities, improving teacher competence, and parental involvement in the learning process.	

CONCLUSION

Memorizing the Qur'an significantly contributes to mastery of phonology, reading fluency, and vocabulary. Students who are able to read the Qur'an well tend to have a higher mastery of Arabic vocabulary. Memorizing the Qur'an strengthens intrinsic motivation to learn Arabic due to the need to understand the meaning of memorized verses. Religious orientation, self-regulation, and persistence are the main mediators of increased motivation. Memorizing the Qur'an does not always correlate directly with Arabic speaking skills. Grammatical aspects and language productivity require additional factors such as understanding meaning, intensity of *muraja'ah*, speaking practice, and an environment that supports language habituation.

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