

## ARABIC LANGUAGE LEARNING FOR QUR'AN MEMORISERS

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### Abstrak:

Pembelajaran bahasa Arab memiliki peran penting dalam pendidikan Islam, termasuk dalam konteks program tahfiz Al-Qur'an. Namun, pembelajaran bahasa Arab yang diterapkan pada santri penghafal Al-Qur'an umumnya masih bersifat umum dan belum dirancang sesuai dengan kebutuhan spesifik proses hafalan. Padahal, huffaz membutuhkan pendekatan pedagogis yang dapat mendukung ketepatan lafaz, memperkuat retensi hafalan, serta memudahkan pengenalan pola bahasa dalam teks Al-Qur'an. Penelitian ini bertujuan untuk mengkaji urgensi pengembangan pembelajaran bahasa Arab yang dirancang secara khusus bagi penghafal Al-Qur'an sebagai pendekatan pendukung dalam proses tahfiz. Penelitian ini menggunakan metode kualitatif dengan pendekatan kajian pustaka melalui analisis terhadap literatur yang relevan mengenai pembelajaran bahasa Arab dan tahfiz Al-Qur'an. Hasil kajian menunjukkan bahwa pembelajaran bahasa Arab yang berorientasi pada kosa kata Al-Qur'an, pengenalan struktur kalimat ayat, dan makna dasar yang kontekstual lebih relevan dengan kebutuhan huffaz dibandingkan pembelajaran bahasa Arab umum. Pembelajaran bahasa Arab dalam konteks ini tidak dimaksudkan untuk menggantikan disiplin ilmu Al-Qur'an lainnya, melainkan berfungsi sebagai fondasi pedagogis yang mendukung efektivitas dan keberlanjutan hafalan Al-Qur'an.

**Kata Kunci:** Pembelajaran bahasa Arab Qur'ani, tahfidz Al-Qur'an, Huffaz

### مستخلص البحث

يقوم تعليم اللغة العربية دورا مهما في التربية الإسلامية، ولا سيما في سياق برامج تحفيظ القرآن الكريم. غير أنّ تعليم اللغة العربية المطبّق على طلاب الحفظ القرآن الكريم (الحُفّاظ) لا يزال عموما، ولم يُصمّم بما يتلاءم مع الاحتياجات الخاصة بعملية الحفظ. في حين أنّ الحُفّاظ يحتاجون إلى مقارنة تربوية قادرة على دعم دقّة الألفاظ، وتعزيز ثبات الحفظ، وتيسير التعرّف على الأنماط اللغوية في نصوص القرآن الكريم. وتهدف هذه الدراسة إلى بحث مدى الحاجة الملحة إلى تطوير تعليم اللغة العربية المصمّم خصوصا لحفاظ القرآن الكريم كمقاربة داعمة في عملية التحفيظ. وتعتمد الدراسة المنهج الكيفي من خلال أسلوب الدراسة المكتبية، وذلك عبر تحليل الأدبيات المتعلقة بتعليم اللغة العربية وتحفيظ القرآن الكريم. وتُظهر نتائج الدراسة أنّ تعليم اللغة العربية الموجه إلى مفردات القرآن الكريم، والتعرّف على تراكيب الجمل القرآنية، وفهم المعاني الأساسية في سياقها، يُعدّ أكثر ملاءمة لاحتياجات الحُفّاظ مقارنة بتعليم اللغة العربية العام. ولا يُقصد بتعليم اللغة العربية في هذا السياق أن يحلّ محلّ العلوم القرآنية الأخرى، بل يؤدّي وظيفة تأسيسية تربوية تسهم في دعم فاعلية الحفظ واستمراره.

الكلمات الرئيسية: تعليم اللغة العربية القرآنية، تحفيظ القرآن الكريم، الحُفّاظ

**Abstract:**

Arabic language learning plays an important role in Islamic education, including in the context of Al-Qur'an memorisation programmes. However, Arabic language learning applied to Al-Qur'an memorisers is generally conducted in a generic manner and has not been designed according to the specific needs of the memorisation process. In fact, huffaz require a pedagogical approach that can support accuracy of pronunciation, strengthen memorisation retention, and facilitate recognition of language patterns in the text of the Al-Qur'an. This study aims to examine the urgency of developing Arabic language learning specifically designed for Qur'an memorizers as a supporting approach in the tahfiz process. This study uses a qualitative method with a library research approach through analysis of relevant literature on Arabic language learning and Qur'an memorisation. The results of the study indicate that Arabic language learning that is oriented towards Qur'anic vocabulary, recognition of sentence structure in verses, and contextual basic meaning is more relevant to the needs of huffaz than general Arabic language learning. Arabic language learning in this context is not intended to replace other disciplines of Qur'anic studies, but rather serves as a pedagogical foundation that supports the effectiveness and sustainability of Qur'an memorisation.

**Keywords:** *Qur'anic Arabic learning, tahfidz Al-Qur'an, Huffaz*

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**INTRODUCTION**

Arabic occupies a central position in Islamic education because it is the language of the Qur'an.<sup>1</sup> Therefore, learning Arabic is often considered an important element in developing Islamic competence among students.<sup>2</sup> However, in the practice of Islamic education, Arabic language teaching is usually designed in a general manner and does not fully take into account the specific needs of certain groups of students, including students who memorise the Qur'an (huffaz).<sup>3</sup> The Qur'an memorisation programme places memorisation as the main focus of the learning process. In practice, santri are expected to be able to memorise the verses of the Qur'an correctly, regularly, and continuously. However, the process of memorisation does not always go smoothly. Various challenges are often encountered in the process of memorising the Qur'an, including difficulty in distinguishing between similar verses (ayat mutasyābihāt al-alfāz), poor memory retention, and limited understanding of recurring vocabulary in the Qur'an. Studies show that similarities in the composition of verses often cause confusion, errors, and even the interchange of similar wording in the memories of memorisers, thus requiring a special approach to overcome this.<sup>4</sup> In addition, a lack of mastery of the vocabulary (mufrodāt) of the Qur'an has also been shown to have an impact on the fluency and ease of memorisation, as understanding the meaning of verses can strengthen memory

<sup>1</sup> Muhammad Zaky Sya'bani and Qois Azizah, "Relevansi Bahasa Arab Dalam Dakwah : Refleksi Atas Kedudukan Bahasa Arab Sebagai Bahasa Al-Quran (Tinjauan Literatur)," *Ath-Thariq; Jurnal Dakwah Dan Komunikasi* 7, no. 1 (2023): 98–99, <https://doi.org/10.32332/ath-thariq.v7i1.6532>.

<sup>2</sup> Ahmad Taufik, "Dakwah Islamiyah Melalui Media Bahasa Arab," *Jurnal Khabar: Komunikasi Dan Penyiaran Islam* 2, no. 1 (2020): 36–37, <https://doi.org/10.37092/khabar.v2i1.198>.

<sup>3</sup> Erfan Gazali and Hasan Saefuloh, "Kebutuhan Peserta Didik Dan Rancang Bangun Media Pembelajaran Bahasa Arab Di Madrasah Aliyah," *Journal of Arabic Studies* 4, no. 1 (2019): 88–89.

<sup>4</sup> Muhammad Syafqy Abda, "Hafalan Ayat Mutasyābihāt Al-Alfāz (Kajian Eksploratif Pengalaman Praktisi Tahfiz Al-Qur'an Kota Banjarmasin)" (Skripsi, Universitas Islam Negeri Antasari, 2021).

and speed up the memorisation process. This situation indicates that memorising the Qur'an not only depends on the frequency of repetition, but is also influenced by teaching strategies that support understanding and strengthen memory retention.

Arabic language learning has the potential to contribute to supporting the process of memorising the Qur'an. Nevertheless, it should be emphasised that mastery of Arabic does not automatically guarantee a comprehensive understanding of the contents of the Qur'an, as such understanding requires other disciplines such as tafsir, ulumul Qur'an, and balaghah.<sup>5</sup> Therefore, in the context of memorisation, Arabic is not positioned as the only key to understanding the Qur'an, but rather as a supporting pedagogical approach that serves to facilitate the memorisation process, strengthen the accuracy of pronunciation, and help students recognise language patterns in the text of the Qur'an. The problem that arises is that Arabic language learning applied in tahfiz programmes generally adopts a general Arabic language approach, which is oriented towards mastery of grammar, communicative vocabulary, or broad language skills.<sup>6</sup> This approach is not entirely relevant to the needs of huffaz, who require Arabic language learning that focuses on Qur'anic vocabulary, recognition of syntactic structures of Qur'anic verses, and basic meanings directly related to the memorised text. As a result, Arabic language learning has not been optimally utilised as a pedagogical tool integrated with the objectives of Qur'an memorisation.

Several previous studies have examined the relationship between Arabic and the Qur'an, from linguistic, theological, and educational perspectives. However, most of these studies treat Arabic as a prerequisite for understanding the general content of the Qur'an or as the foundation for mastering Islamic sciences. Research that specifically emphasises the need for Arabic language learning tailored to the nature of Qur'an memorisation, with the main objective of facilitating and strengthening the memorisation process, is still rare. In other words, there is still a gap in research on the differences in approach to Arabic language learning between general Arabic language learning and learning that focuses on Qur'an memorisation. Based on this background, this study aims to consider the importance of developing Arabic language learning specifically for Qur'an memorizers. This study emphasises that Arabic language learning for huffaz must be contextual and functional, not to replace other disciplines of Al-Qur'anic studies, but as a pedagogical foundation that supports the effectiveness and sustainability of Qur'an memorisation.

## RESEARCH METHOD

This study adopts a qualitative approach through a literature review (library research).<sup>7</sup> This approach was selected because the study does not aim to empirically test the effectiveness of a learning model, but rather to conceptually analyse the need for developing Arabic language learning that is specifically designed for Al-Qur'an memorisers (huffaz) to support the tahfiz process. The data used in this study consist of primary and secondary sources. Primary data include academic literature addressing Arabic language learning, Qur'an memorisation education, and linguistic studies of the Qur'an relevant to the memorisation context. Secondary data comprise books, peer-

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<sup>5</sup> Mutia Rahmah and Annisa Maulidya, "Menggali Pengertian, Sejarah, dan Manfaat dari Mempelajari 'Ulumul Qur'an," *Jurnal Multidisiplin Akademik* 1, no. 6 (2024): 490.

<sup>6</sup> Abdurrahman Abdurrahman et al., "Analisis Hambatan Pemahaman Maharah Kitabah pada Pembelajaran Bahasa Arab Siswa Pesantren Tahfiz Darul Mafaza Deli Serdang," *Jurnal Manajemen dan Pendidikan Agama Islam* 2, no. 5 (2024): 209–219.

<sup>7</sup> John W. Creswell, *Qualitative Inquiry and Reserch Design: Choosing among Five Approach*, 3rd ed. (SAGE publication, 2013). p. 42

reviewed journal articles, conference proceedings, and other scholarly publications from both domestic and international sources that support the discussion.

Data collection was conducted through a systematic review of literature relevant to the research focus. The selected literature was evaluated based on topic relevance, source credibility, and its contribution to issues related to Arabic language learning and Qur'an memorisation. Literature searches were carried out using keywords such as Arabic language learning, Qur'anic Arabic, tahfiz education, and huffaz. Data analysis employed content analysis techniques, consisting of several stages: (1) identifying key concepts related to Arabic language learning and Qur'an memorisation; (2) categorising the findings according to thematic issues, including the pedagogical needs of huffaz, the linguistic characteristics of Qur'anic Arabic, and their influence on the memorisation process; and (3) conducting a conceptual synthesis to formulate arguments concerning the importance of contextual and functional Arabic language learning for Qur'an memorisers. The findings are presented in a descriptive-analytical manner, highlighting the relationship between the characteristics of Arabic language learning and the specific needs of huffaz in the Qur'an memorisation process. Through this approach, the study aims to contribute conceptually to the development of Arabic language learning that is aligned with the objectives of Qur'an memorisation.

## RESULTS AND DISCUSSION

### Characteristics of Huffaz Needs in Arabic Language Learning

Arabic language learning for huffaz (memorisers of the Qur'an) must be tailored to their specific objectives, namely supporting the memorisation process rather than general communicative purposes. As noted by Azizi et al., teaching Arabic for specific purposes places learners' needs as the primary starting point of the learning process.<sup>8</sup> Accordingly, learning materials and instructional methods focus on language elements that are directly relevant to the memorised Qur'anic texts, such as verse structure and Qur'anic vocabulary, rather than on everyday communication. This approach is consistent with the principles of Language for Specific Purposes (LSP), in which all aspects of instruction content, objectives, and methods are derived from learners' specific needs within a particular context.<sup>9</sup> In the case of huffaz, this context refers to Qur'an memorisation; therefore, curriculum design and teaching materials are developed specifically to support memorisation goals, for example by focusing on the verses currently being memorised.

Several studies indicate that mastery of the vocabulary of the Qur'an plays an important role in accelerating memorisation. This is because there are many words that are repeated frequently in the Qur'an, so recognising basic vocabulary can make it easier for memorisers to grasp the patterns of the verses. For example, Several studies indicate that more than 80% of the vocabulary of the Qur'an appears in the first three juz.<sup>10</sup> By mastering the vocabulary in the early juz, a huffaz student has already grasped most of the vocabulary that appears throughout the Qur'an, making further memorisation easier. Furthermore, mastery of basic vocabulary such as the connecting letters wa and fa, basic verbs, and pronouns helps students recognise the structure and patterns of the verses they memorise. This allows them to remember the sequence of words in a more structured manner

<sup>8</sup> Nik Md Saiful Azizi Nik Abdullah et al., "The Needs Of Huffaz Quran In Learning Arabic Language And The Relationship Between Memorizing Quran And Understanding Arabic Language," *Al-Qanatir: International Journal of Islamic Student* 23, no. 1 (2021): 113–114.

<sup>9</sup> Jonathan Trace et al., *An Overview of Language for Specific Purposes* (University of Hawai'i at Mānoa, 2). P. 2

<sup>10</sup> Agus Sukaca, *Mari Belajar Bahasa Arab Al-Qur'an*, 1 (Gramasurya, 2021).

and reduces rote memorisation. Studies at Islamic boarding schools show that the selection of appropriate vocabulary in the memorisation curriculum can increase students' motivation and achievement in learning the Qur'an.<sup>11</sup> These findings are in line with the theory of needs analysis in language learning, which emphasises that learning materials must be selected based on the language functions most needed by learners in the context of their use (in this case, the context of tahfiz).<sup>12</sup>

A simple understanding of the context and theme of a verse also contributes to the accuracy of memorisation. Huffaz who already understand the basic meaning of a verse tend to find it easier to remember the sequence of words, because they can connect the wording with the meaning and storyline of the verse. Thus, they are more sensitive to pronunciation patterns and can avoid mistakes in combining verses. This approach is supported by modern tahfiz methods that encourage understanding the meaning before memorising. For example, understanding the meaning of verses helps students 'remember the context of the verse' and strengthens long-term memorisation.<sup>13</sup> Therefore, the main requirement for huffaz is not a complex abstract mastery of Arabic grammar, but a functional understanding of Arabic in the context of the verses being memorised. Azizi et al. suggest that grammar and morphology lessons be delivered by linking them to the verses of the Qur'an that are being memorised by students.<sup>14</sup> In this way, the language material becomes more meaningful and directly supports the memorisation process.

Therefore, it can be concluded that Arabic language instruction that is not aligned with the specific needs of huffaz is likely to be ineffective. An instructional approach is thus required that prioritises the objective of Qur'an memorisation, in accordance with the Language for Specific Purposes framework and principles of needs analysis. Consequently, Arabic language curricula and teaching materials should be developed based on the most frequent linguistic functions found in the Qur'an and tailored to the practical needs of memorisers, while employing instructional methods that integrate linguistic meaning with memorisation activities. Through such an approach, huffaz can memorise the Qur'an more effectively, deepen their understanding of its meanings, and avoid overly general language instruction that is disconnected from their memorisation goals.

### **Differences Between General Arabic Language Approaches and Tahfiz Learning**

General Arabic language learning is primarily aimed at developing comprehensive language skills, including listening, speaking, reading, and writing.<sup>15</sup> The main objective is to equip learners with communicative competence in Arabic as well as a systematic understanding of nahwu and sharaf through general or communicative syllabi and teaching materials.<sup>16</sup> Within this approach, learning contexts typically rely on non-Qur'anic texts and everyday conversational discourse; consequently, direct relevance to memorised Qur'anic verses is not a central concern.

In contrast, Arabic language learning within Qur'an memorisation (tahfiz) programmes is designed to be contextual and functional, with a primary focus on supporting the memorisation

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<sup>11</sup> Idhokus Samsiah, "Pengaruh Penguasaan Kosakata Bahasa Arab Dan Tahfiz{ Al-Qur'a>N Terhadap Motivasi Belajar Siswa Masa Home Visit Era Pandemi Covid-19" (Thesis, Institut Agama Islam Negeri, 2021).

<sup>12</sup> Nik Abdullah et al., "The Needs Of Huffaz Quran In Learning Arabic Language And The Relationship Between Memorizing Quran And Understanding Arabic Language.": 113

<sup>13</sup> Irma Fitriani and Widya Masitah, "Pengaruh Penggunaan Metode Sima'i Terhadap Kualitas Hafalan Al-Qur'an Santri Pondok Pesantren Al-Qomariyah," *Jurnal PAI Raden Fatah* 6, no. 2 (2024): 302–312.

<sup>14</sup> Nik Abdullah et al., "The Needs Of Huffaz Quran In Learning Arabic Language And The Relationship Between Memorizing Quran And Understanding Arabic Language.": 113-114

<sup>15</sup> Jaelani Siddik, "Pengaruh Pembelajaran Bahasa Arab Terhadap Motivasi Menghafal Al-Qur'an Santri Pondok Pesantren Imam Asy-Syathiby Kabupaten Gowa" (Thesis, Universitas Islam Negeri Alauddin Makassar, 2021). p.1

<sup>16</sup> Taqiyuddin Kabalmay et al., "Analisa Kurikulum Bahasa Arab Kelas Viii Di Pondok Pesantren Darul Quran Al-Anwariah Tulehu," *Learning : Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran* 5, no. 2 (2025): 914.

process. Arabic is not positioned as the ultimate learning objective, but rather as a pedagogical tool that assists students in understanding the meanings of verses, strengthening memorisation, and maintaining accuracy in pronunciation. Accordingly, instructional materials emphasise Qur'anic vocabulary, basic comprehension of verse meanings, and the introduction of sentence patterns and linguistic structures that frequently occur in the mushaf.<sup>17</sup> This integration enables learners not only to memorise Qur'anic texts, but also to develop linguistic awareness that enhances the quality, consistency, and accuracy of their memorisation.

Conceptually, a Qur'an-oriented approach to Arabic language learning requires the integration of semantic understanding, linguistic structure, and repetitive engagement with verses into a unified learning process. Zahra and Aulia emphasise that Arabic learning in the Qur'anic context cannot be equated with general communicative Arabic instruction, as its orientation lies not in everyday language proficiency but in the internalisation of the meanings and structures of verses that support comprehension and strengthen memorisation.<sup>18</sup> In this framework, Arabic functions as a cognitive and pedagogical instrument within the tahfiz process rather than as an independent linguistic goal. A growing body of empirical research supports the effectiveness of this approach. Nidia et al. (2022), for example, found that Qur'an memorisers who received Arabic language instruction experienced greater ease in the memorisation process, as understanding verse meanings contributed to increased speed and accuracy.<sup>19</sup> These findings confirm that integrating Qur'anic vocabulary and semantic understanding into Arabic language learning positively affects memorisation quality, particularly in maintaining verse order and textual precision.

From a methodological perspective, these differences are also reflected in instructional strategies. In tahfiz programmes, mastery of Qur'anic vocabulary and its meanings is often embedded as a core component of memorisation activities. Mukminin (2020) highlights that collaboration between Arabic language instruction and tahfiz programmes enables students to memorise the Qur'an more efficiently, as they engage not only in rote repetition but also in meaningful comprehension of lexical content.<sup>20</sup> Such integration is rarely found in general Arabic language instruction that is not explicitly oriented toward the Qur'anic context. From a contemporary pedagogical standpoint, Arabic language learning in tahfiz programmes must also consider the characteristics of modern learners. Akhsan and Ahmadi (2020) note that today's students tend to prefer learning approaches that are practical, concise, and adaptable to technological developments.<sup>21</sup> Therefore, although Qur'an-oriented in its objectives, Arabic language instruction for memorisers should still be designed in ways that are responsive to learners' characteristics, without compromising its primary function as support for the memorisation process.

<sup>17</sup> Laili Ramadhani and Ainur Rofiq Sofa, "Pembelajaran Bahasa Arab Berbasis Al-Qur'an di Mushollah Zubhatul Hasan : Analisis Metode dan Penerapannya," *Fonologi: Jurnal Ilmuan Bahasa dan Sastra Inggris* 3, no. 1 (2025): 383.

<sup>18</sup> Siti Zahra Meiliyanti and Aulia Mustika Ilmiani, "Optimizing Maharah Qira'ah Learning Through Habituation Of Memorizing The Qur'an," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 6, no. 1 (2025): 1–3.

<sup>19</sup> Erma Nidia et al., "Dampak Pembelajaran Bahasa Arab terhadap Penghafal Al-Qur'an," *Jurnal Basicedu* 6, no. 4 (2022): 6015, <https://doi.org/10.31004/basicedu.v6i4.3132>.

<sup>20</sup> Amirul Mukminin, "Percepatan Menghafal Al-Qur'an Melalui Pembelajaran Kosakata Bahasa Arab," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 1 (2020): 24, <https://doi.org/10.35316/lahjah.v1i1.572>.

<sup>21</sup> Akhsan Akhsan and Ahmadi Muhammadiyah, "Model Belajar Dan Pembelajaran Bahasa Arab Generasi Milenial," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 2 (2020): 106, <https://doi.org/10.35316/lahjah.v1i2.817>.

In summary, differences in learners' needs and instructional objectives necessitate variation in approaches to Arabic language teaching. Equating Arabic instruction for Qur'an memorisers with general Arabic language teaching risks neglecting the specific pedagogical needs of huffaz. Consequently, Arabic language instruction in tahfiz programmes must be contextual, functional, and directly integrated with the overarching goal of Qur'an memorisation.

### **Arabic Language Learning Strategies Integrated with Tahfiz**

Arabic language learning integrated with tahfiz is designed to connect vocabulary acquisition and linguistic structures directly with memorised Qur'anic verses. In Islamic boarding schools, intensive pre-memorisation programmes (dauroh) are commonly implemented, in which students study Qur'anic vocabulary and basic grammatical rules intensively either prior to or alongside the memorisation process. This approach ensures that Arabic language instruction does not remain at a purely theoretical level, but is directly applied within Qur'an memorisation activities. Empirical research supports the effectiveness of such integrative strategies. Tamim (2025) demonstrates that the mahfudzat method, namely the presentation of vocabulary through meaningful and rhythmic sentences has a positive impact on vocabulary retention, students.<sup>22</sup> learning motivation, and conceptual understanding. Vocabulary learned in meaningful contexts enables learners to recall and apply lexical items more easily during the tahfiz process, thereby strengthening memorisation in a more natural and sustainable manner.

Beyond intensive and mahfudzat-based models, memorisation-oriented Arabic language learning can also be developed through contextual and integrative approaches such as Qur'anic Smart Learning (QSL). This strategy positions the Qur'an as the central focus of instruction by integrating vocabulary mastery, basic comprehension of verse meanings, and repetitive practice into a unified memorisation activity.<sup>23</sup> Through QSL, Arabic is not treated as an independent subject, but rather as a pedagogical tool that reinforces students' retention of the verses they memorise.

Furthermore, the application of contextual and creative instructional methods has been shown to effectively support Qur'an memorisation. Learning strategies incorporating songs, games, quizzes, concept maps, and digital media including audio recordings of Qur'anic recitation and digital learning resources assist students in mastering key vocabulary within meaningful contexts. Such interactive approaches enhance motivation and memory retention, as memorisation becomes not merely mechanical but also engages students' metacognitive awareness. Gradual mastery of Qur'anic vocabulary through techniques such as lexical chunking has been shown to accelerate text recognition and comprehension, enabling Arabic to function as a cognitive support that strengthens the memorisation process rather than as an additional burden within tahfiz programmes.<sup>24</sup>

Overall, Arabic language learning strategies integrated with tahfiz demonstrate that Arabic plays an effective supportive role in facilitating memorisation rather than serving as an independent learning objective. The integration of intensive programmes, meaningful vocabulary instruction, and comprehensive approaches such as Qur'anic Smart Learning enables learners to simultaneously develop linguistic competence and memorisation skills. When Arabic is taught in a contextual, functional, and proportional manner, instruction not only facilitates memorisation but also helps ensure accuracy of pronunciation and depth of understanding of Qur'anic verses.

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<sup>22</sup> Tamim Mulloh, "Integrasi Hafalan Mufrodat Dalam Pembelajaran Bahasa Arab: Upaya Meningkatkan Literasi Teks Arab Siswa Ma Al-Ittihad Malang," *Al-Fikra : Jurnal ilmiah Keislaman* 24, no. 1 (2025): 106–107.

<sup>23</sup> Ramadhani and Sofa, "Pembelajaran Bahasa Arab Berbasis Al-Qur'an di Mushollah Zubhatul Hasan : Analisis Metode dan Penerapannya.": 383

<sup>24</sup> Moh Fery Fauzi et al., "Pelatihan metacognitive memorizing model untuk penguatan pemahaman Bahasa Arab qur'ani bagi penghafal al-Qur'an berbasis," *Perdikan (Journal of Community Engagement)* 6, no. 2 (2024): 88–90.

## Curriculum Implications and Pedagogical Models

The Arabic language curriculum within tahfiz programmes should be systematically formulated so that Arabic instruction and Qur'an memorisation mutually reinforce one another. Based on the preceding discussion, several key recommendations for curriculum design and pedagogical models can be proposed.

First, prioritising Qur'anic vocabulary: the curriculum should emphasise mastery of Qur'anic vocabulary and frequently memorised verse patterns, as this vocabulary constitutes a fundamental foundation for understanding the Qur'anic text.<sup>25</sup> Through this focus, learners are able to directly associate lexical items and their meanings with the verses they are memorising, thereby enhancing comprehension and retention.

Second, integrating Arabic instruction into daily tahfiz activities: Arabic language learning should be embedded within routine tahfiz practices rather than treated as a separate subject. In this integrated model, Arabic is taught concurrently with the memorisation process.<sup>26</sup> Such an approach fosters a natural connection between linguistic instruction and memorisation activities; for instance, grammatical concepts can be introduced through examples drawn directly from the verses being memorised, making learning more contextual and meaningful.

Third, utilising audio media and educational technology: the use of audio resources such as recordings of renowned Qur'an reciters alongside educational technologies, including Arabic language applications and interactive digital materials, can strengthen memorisation retention and enhance student motivation.<sup>27</sup> Audio-based learning facilitates independent repetition of pronunciation and tajwid, while technological enrichment supports Arabic language learning without displacing tahfiz activities, instead enhancing the overall memorisation experience.

Fourth, ensuring teacher competence and adequate programme duration: the successful integration of Arabic language learning and tahfiz is highly dependent on the competence of teachers and the availability of sufficient instructional time. Teachers who are pedagogically and professionally competent in Qur'an memorisation significantly contribute to improving the quality of students' memorisation outcomes. Conversely, programmes with insufficient duration risk being ineffective in developing both Arabic proficiency and memorisation skills. Challenges related to time constraints should therefore be addressed through phased instructional planning.<sup>28</sup> Accordingly, teacher training and effective learning time management are critical components of curriculum implementation.

Overall, an Arabic language curriculum designed through a contextual and integrative approach plays a strategic pedagogical role in supporting Qur'an memorisation. By prioritising Qur'anic vocabulary, embedding Arabic instruction within tahfiz activities, utilising supportive media and technology, and ensuring adequate teacher preparation and instructional time, Arabic language learning can effectively enhance memorisation without encroaching upon other Qur'anic disciplines, such as tafsir or Qur'anic sciences. Empirical evidence suggests that such

<sup>25</sup> mukminin, "Percepatan Menghafal Al-Qur'an Melalui Pembelajaran Kosakata Bahasa Arab.": 24

<sup>26</sup> Muhammad Makinuddin, "Integrasi Pembelajaran Bahasa Arab Dan Hafalan Al-Qur'an Di Pondok Pesantren Fathul Majid Kasiman Bojonegoro," *Jalie: Journal of Applied Linguistics And Islamic Education* 7, no. 1 (2023): 180–181.

<sup>27</sup> Fauzi et al., "Pelatihan metacognitive memorizing model untuk penguatan pemahaman Bahasa Arab qur'ani bagi penghafal al-Qur'an berbasis.":90

<sup>28</sup> Jumad Ridwan et al., "Kompetensi Guru Tahfiz Perspektif Imam An-Nawawi dan Implementasinya di Pondok Pesantren Mahasiswa Dan Sarjana Ulil Albaab Universitas Ibn Khaldun Bogor," *Rayah Al-Islam* 5, no. 2 (2021): 269.



comprehensive integration not only strengthens language competence and religious understanding but also facilitates a more efficient and meaningful Qur'an memorisation process.

## CONCLUSION

Based on the literature review and conceptual analysis, this study concludes that Arabic language teaching plays a crucial role as a pedagogical approach in supporting Qur'an memorisation programmes. Arabic is not positioned as the primary learning objective, but rather as a functional tool that assists Qur'an memorisers in improving pronunciation accuracy, strengthening memorisation retention, and facilitating the recognition of linguistic patterns and vocabulary within Qur'anic verses.

The findings further indicate that the Arabic learning needs of huffaz differ fundamentally from those of general Arabic learners. Huffaz require instruction that focuses on Qur'anic vocabulary, verse structure, and a basic understanding of meanings that are directly related to the Qur'anic text. Arabic language instruction that is detached from this context tends to be less effective in supporting tahfiz, as it does not align with the core objective of memorisation. In contrast, the integration of Arabic instruction with tahfiz through intensive programmes, contextual vocabulary teaching, integrative approaches such as Qur'anic Smart Learning, and the use of audio and technological media has been shown to position Arabic as a cognitive support rather than an additional learning burden.

The implications of these findings highlight the importance of developing an Arabic language curriculum within tahfiz programmes that is contextual, functional, and integrative, and that is supported by competent teachers and balanced time allocation. Through such instructional design, Arabic can function as a pedagogical foundation that enhances the quality of Qur'an memorisation without detracting from other Qur'anic disciplines, such as tafsir and Qur'anic sciences. Overall, this study underscores the necessity of differentiated approaches to Arabic language teaching for Qur'an memorisers in order to ensure more effective, relevant, and sustainable memorisation outcomes.

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