



## Indonesian Journal of Islamic Religious Education (INJIRE)

Journal homepage: <https://injire.org/index.php/journal>

e-mail: [injireadpisi@gmail.com](mailto:injireadpisi@gmail.com)

### Positive Reinforcement Strategy to Improve Juz Amma Memorization

**Author:**

Helmawati<sup>1</sup>  
Hasan<sup>2</sup>  
Dede Rosandi<sup>3</sup>  
Miftahul Huda<sup>4</sup>

**Affiliation:**

<sup>123</sup> Universitas Islam  
Nusantara, Bandung,  
Indonesia

<sup>4</sup> University of Antwerp,  
Belgium

**Corresponding**

Helmawati  
[helmawati.dr@gmail.com](mailto:helmawati.dr@gmail.com)

**DOI:**

<https://doi.org/10.63243/e.w153c53>

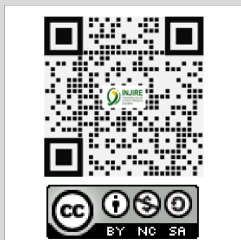
**Dates:**

Received 23 December 2024

Revised 18 January 2025

Accepted 28 March 2025

Available online 10 June 2025



**Abstrak**

Pembiasaan menghafal Juz Amma pada siswa sekolah dasar menjadi sangat baik dan bermanfaat, utamanya saat melaksanakan ibadah shalat. Untuk meningkatkan hafalan Juz Amma diperlukan strategi melalui pengukuhan positif. Penelitian ini bertujuan untuk mendeskripsikan bagaimana strategi pengukuhan positif dalam meningkatkan hafalan Juz Amma secara efektif. Metode penelitian yang digunakan adalah deskriptif kualitatif dan menggunakan observasi, wawancara, dan studi dokumen sebagai alat pengumpul data. Sementara analisis data berupa analisis konten yang menggunakan croscek dan triangulasi data. Hasil dari penelitian menggambarkan strategi pengukuhan positif berupa prosedur pengukuhan positif yang dimulai dengan identifikasi (perencanaan) perilaku positif yang ingin dibentuk (tujuan), jenis pengukuhan positif, konsistensi dalam pelaksanaan, dan evaluasi selama siswa melaksanakan hafalan Juz Amma. Selain itu digambarkan juga dampak dari pengukuhan positif pada hafalan Juz Amma diantaranya tampak pada peningkatan kognitif, sikap, dan keterampilan selama siswa melaksanakan proses hafalan Juz Amma. Dan simpulan dari penelitian ini menggambarkan bahwa strategi pengukuhan positif berupa prosedur pengukuhan positif dalam meningkatkan hafalan Juz Amma yang dilaksanakan dengan baik dan konsisten berpengaruh pada perkembangan kognitif, sikap, dan keterampilan siswa.

**Kata Kunci:**

Hafalan Al Quran; Juz Amma; Pengukuhan Positif; Strategi.

**Abstract**

The habit of memorizing Juz Amma among elementary school students is both commendable and beneficial, particularly in supporting daily prayer practices. To enhance this memorization, effective strategies are required one of which is the use of positive reinforcement. This study aims to explore how positive reinforcement strategies can effectively improve students' memorization of Juz Amma. A descriptive qualitative method was employed, with data collected through observation, interviews, and document analysis. Data were analyzed using content analysis supported by cross-checking and triangulation techniques. The findings reveal that the positive reinforcement strategy involves a structured procedure: identifying (planning) the target behaviors, selecting appropriate types of positive reinforcement, maintaining consistency in implementation, and conducting evaluation during the memorization process. The impact of this strategy is reflected in improved cognitive abilities, attitudes, and skills of the students throughout the Juz Amma memorization process. The study demonstrates that when applied consistently and appropriately, positive reinforcement strategies significantly contribute to the development of students' cognitive, affective, and psychomotor domains in the context of memorizing Juz Amma.

**Keywords:**

Al Quran Memorization; Juz Amma; Positive Reinforcement; Strategy.

**Copyright:** © 2025. The Authors (Helmawati). Licensee: INJIRE. This work is licensed under the Creative Commons Attribution Noncommercial ShareAlike 4.0 License.

## Introduction

Today, many children prefer playing with their cell phones rather than memorizing the Qur'an. Research shows that children spend a significant amount of their time engaging with mobile devices. According to a survey by the KPAI Data Bank, most children are allowed to use cell phones not only for studying but also for chatting with friends, using social media, watching YouTube, searching for information, and more. Unfortunately, many of them do not have clear rules regarding cell phone usage set by their parents (Pemenuhan dan Perlindungan di Masa Covid-19, 2021).

This concerning trend is also highlighted by the Ministry of Communication and Information, which has stated that children's dependence on cell phones is increasingly alarming (kominfo, n.d.). As a result, children often neglect studying, memorizing, even eating, and praying. Many no longer memorize verses or short surahs of the Qur'an (tribunnews, 2016; Kemenag Kalsel, 2022; Idenesia.id, 2023). In response to these issues, various efforts have been made by educators, especially teachers, to encourage students to enjoy and be interested in learning, including the memorization of *Juz' Amma* or short surahs of the Qur'an (Zainal Abidin, 2015). Teachers play a strategic role in helping students memorize *Juz' Amma*. The *Juz' Amma* memorization program not only helps redirect children's attention toward more positive activities but also supports their spiritual development. Therefore, many schools implement Islamic programs that include Qur'an memorization. These programs aim to ensure that, in addition to mastering general knowledge, students are also equipped with the ability to memorize the Qur'an. Through memorization, students are further encouraged to understand the meaning of the verses, which they can apply during prayer.

The effort to introduce Qur'an memorization programs is a vital part of educational initiatives. This activity closely relates to Religious Education subjects and is supported by a hadith stating, "*The best among you are those who learn and teach the Qur'an*" (HR Bukhari). As such, Qur'an memorization has become an appealing program for many parents. For students to be motivated and happy in memorizing the Qur'an, teachers can employ strategies such as positive reinforcement. Positive reinforcement is a behavioral process whereby an activity followed by a rewarding stimulus increases the likelihood of that behavior being repeated in similar situations. It occurs when a desirable event follows a behavior, thereby increasing the frequency of that behavior (Garry & Joseph, 2003). Once an event is determined to be a positive reinforcer for an individual, it can also be used to strengthen similar behaviors in others (Winkel, 2005).

In education, positive reinforcement refers to providing recognition or rewards for student behavior or achievement, thereby encouraging further development. It involves the teacher's positive response to students who perform good actions or participate actively. This approach aims to promote active participation in learning and encourages repetition of positive behavior. Positive reinforcement not only improves *Juz' Amma* memorization but also supports a holistic learning process that includes students' mental, emotional, and spiritual development, making it essential in Islamic value-based education.

In the context of Qur'anic memorization specifically *Juz' Amma* positive reinforcement plays a strategic role in sustaining students' interest and perseverance. Memorizing sacred texts requires not only cognitive capacity but also emotional stability, spiritual connection, and consistent effort. Through positive reinforcement, teachers help students overcome challenges such as fatigue, boredom, or lack of confidence. Simple yet consistent reinforcers like verbal encouragement, applause, or certificates can instill pride and a sense of accomplishment, which are critical to long-term retention and commitment.

Reinforcement is divided into two types: positive and negative reinforcement. Positive reinforcement is based on the principle that the frequency of a response increases due to the presentation of a rewarding stimulus, while negative reinforcement increases the frequency of behavior through the removal of an unpleasant stimulus (Santrock, 2007). Good habits help form

good character (Huliyah, 2020; AhsanulKhaq, 2019), and habits developed from an early age such as memorizing short surahs can contribute significantly to character building. To instill such habits, positive reinforcement is needed.

Several previous studies have explored *Juz Amma* memorization methods. For instance, research on the 3T + 1M method (Talqin, Tafahhum, Tikrar, and Muroja'ah) in fifth-grade students of SDN 2 Tawangrejo Lamongan aimed to increase motivation in the *Tahfidz Juz Amma* program (Rifatul Khoriyah, Cholifah Cholifah, 2022). Other studies include strategies used by *tahfidz* teachers during the COVID-19 pandemic at SD IT Cahaya Madani, Pasaman (Suri, 2021). The application of the *muraja'ah* method at MI NU Rowolaku, Pekalongan (Asri, 2024); and joint *muraja'ah* at TPQ Al-Fathiyyah Demak (Maulana, 2023). Additional research has examined the role of parents and teachers in enhancing students' motivation to memorize *Juz Amma* (Anjaly Qanitah, Benny Kurniawan, 2022), and the comparison of behaviorist and humanist approaches for Qur'an memorization in elementary schools (Donny Khoirul Azis, Moch Lukluil Maknun, Ahmad Muntakhib, 2023), which found that an ideal method combines structured systems and attention to student characteristics.

This study is distinct from previous works in that it focuses on how positive reinforcement procedures should be implemented by teachers to improve *Juz Amma* memorization. Conducted at Puncaklawang Elementary School, Cianjur Regency, this study highlights two key aspects: (1) the strategic stages of implementing positive reinforcement in helping students memorize *Juz Amma*, and (2) the impact of positive reinforcement on the memorization process. The aim is to effectively enhance *Juz Amma* memorization through positive reinforcement, thereby fostering desirable character traits in elementary school students. By integrating behavioral strategies into Islamic educational practice, the study offers a comprehensive model that supports both academic and moral-spiritual growth.

## Methods

This study uses a qualitative approach with a descriptive method. Which focuses on a general description of how the positive reinforcement procedure improves memorization of *Juz Amma* at Puncaklawang Public Elementary School, Cianjur Regency. The descriptive method in a qualitative approach is a research method used to research in natural conditions (natural settings), where the researcher is the key instrument, data collection techniques are carried out by triangulation (combination), data analysis is inductive, and qualitative research results emphasize more on meaning and process than generalization. In qualitative research, data collection techniques include interviews, observations, and document utilization (Lexy J. Moleong, 2022; Sugiyono, 2019).

The sampling technique during data collection carried out in this study used purposive sampling. Purposive sampling is a sampling determination technique with certain considerations. The reason for using this purposive sampling technique is that it is suitable for use in quantitative research, or research that does not generalize (Sugiyono, 2019).

The research was conducted at Puncaklawang Public Elementary School, Cianjur Regency. In this elementary school, memorization activities of *Juz Amma* are carried out. Specifically for grade 6 (Phase C) when they graduate, students receive a certificate of memorizing *Juz Amma*. This shows that the implementation of memorization of *Juz Amma* in this elementary school is well managed. This consideration makes Puncaklawang State Elementary School, Cianjur Regency a purposive sample. Interviews were conducted with the Principal, Teachers, and students of Grade 6 (Phase C) at Puncaklawang State Elementary School, Cianjur Regency. Observations were made directly on how the procedure for positive reinforcement of *Juz Amma* memorization and what are the impacts of positive reinforcement on *Juz Amma* memorization on students. Meanwhile, documentation studies were conducted in collecting various literature studies related to positive reinforcement of *Juz Amma* memorization, such as scientific articles in various journals, reference books, and several documents.

The data analysis method used is content analysis. This content analysis is an activity of categorizing and interpreting the contents of the data that has been collected, especially texts from various sources at Puncaklawang State Elementary School, Cianjur Regency. The data obtained based on the results of interviews, observations, and documentation studies are identified, then presented in the form of descriptions or words. Qualitative data analysis is carried out through three stages, namely: reducing data means summarizing, choosing the main things, focusing on important things from less important data, looking for themes and patterns; presenting data, namely researchers compiling relevant data so that it becomes information that can be concluded and choosing certain meanings, and drawing conclusions and verification. New conclusions can be obtained when all data has been collected and all data analysis processes, both data reduction and presentation, have been completed (Miles, Matthew B. dan Huberman, 1992).

Checking the validity of data is an important step in research to ensure that the data collected in the form of information on stages or procedures as a positive reinforcement strategy in improving memorization of *Juz Amma* and its impact on students is analyzed, truly valid, and can be trusted. The validity of this data aims to ensure the credibility of the data obtained so that the results of this study can be scientifically accounted for. The validity test of the data conducted in this study, using the triangulation method, namely presenting data obtained from the field, namely at Puncaklawang Public Elementary School, Cianjur Regency, then analyzed by the researcher's thoughts, and checked or confirmed by experts whose theories and concepts are by the discussion theme. Credibility or degree of trust is used to determine the extent to which the truth of the research results can reveal the real reality.

## Results

### Positive Reinforcement Procedures for Students' *Juz Amma* Memorization

Positive reinforcement is an event that is presented immediately following a behavior, which causes the behavior to increase in frequency (Martin, G., & Pear, 1992). Once an event has been determined to function as a positive reinforcement for an individual in a certain situation, it can be used to strengthen the behavior of other individuals in other situations (Winkel, 2005).

The positive reinforcement procedure for memorizing *Juz Amma* based on the information obtained, begins with planning, implementation, and evaluation. *First*, planning positive reinforcement for memorizing *Juz Amma* at Puncaklawang Elementary School, Cianjur Regency, especially Class 6 (Phase C). Positive reinforcement planning is carried out on three occasions, namely daily, weekly, and monthly. Memorization is carried out every day before the implementation of compulsory subject material begins. Weekly positive reinforcement, namely every Friday, with the aim of evaluating students' memorization results. And monthly positive reinforcement, by giving certificates as a form of appreciation to students who have finished memorizing *Juz Amma*.

The planning stage also involves determining the types of reinforcement to be given. Positive reinforcement in this context is delivered both individually and collectively, including forms such as verbal praise, attention, applause, and the awarding of certificates.

Table 1. Schedule for Implementation and Evaluation of Positive Reinforcement

| Implementation of Positive Reinforcement | Evaluation of Positive Reinforcement |
|--|--------------------------------------|
| Daily                                    | Monthly                              |
| Weekly                                   | Semesternal                          |
| Monthly                                  | Annual                               |

*Second*, the implementation of positive reinforcement in memorizing *Juz Amma* at Puncaklawang Elementary School, Cianjur Regency. Implementation in the field, specifically positive reinforcement in Class 6 (Phase C) is carried out consistently daily, weekly, and monthly in the form of applause, attention, praise, and the provision of certificates. The process of memorizing *Juz Amma* at Puncaklawang Elementary School, Cianjur Regency is carried out every day before the implementation of compulsory subject material begins. In Class 6, the *Juz Amma* that is memorized starts from Surah At-Takatsur to Surah An-Naas. Students take turns reading short letters, at least 2 people each day come forward and read them.

During the implementation process of positive reinforcement of *Juz Amma* memorization, teachers have been provided with training mainly on methods to support *Juz Amma* memorization. Methods that support memorization used in Puncaklawang Public Elementary School, Cianjur Regency include systematic memorization techniques such as periodic repetition and techniques for using visual and/or audio media. In the implementation process, teachers make reports on the progress of memorization development for each student. The teacher briefly explains the understanding of the memorized letter which includes the contents of the letter, Nujulul Qur'an, and its interpretation according to the thinking ability of Phase C students. Daily and weekly positive reinforcement is given after students memorize short letters. Meanwhile, every month, students who pass or memorize the specified letters are given certificates.

*Third*, evaluation of positive reinforcement in memorizing *Juz Amma*. Evaluation of memorizing *Juz Amma* and giving positive reinforcement is carried out by the class teacher, assisted and supervised by the Islamic Religious Subject Teacher. Evaluation of activities is carried out monthly, semesterly, and annually. Routine supervision and evaluation are carried out to measure the progress of memorization and motivate students to memorize *Juz Amma*. The results of the evaluation are reported to the principal to get follow-up directions.

### **The Impact of Positive Reinforcement in Memorizing *Juz Amma* on Students**

The impact of positive reinforcement on memorizing *Juz Amma* at SDN Puncaklawang, Cianjur Regency is greatly felt by students. As found in the field both based on observations and interviews with teachers and students (cross-check), students feel the influence and there is an increase in positive reinforcement when memorizing *Juz Amma*. Student motivation during the positive reinforcement process at SDN Puncaklawang in memorizing *Juz Amma* increased. The increase in motivation in memorization is marked by reinforcement in the form of applause, praise, attention, and the provision of certificates.

In addition to having a psychological impact, providing positive reinforcement also has an impact on the formation of student character. The impact on character formation is shown in the following chart.

Chart 1. Impact of Character on the Implementation and Evaluation of Positive Reinforcement

|   |  |
|---|--|
| The Impact of Positive Reinforcement on Student Character | Feeling cared for and appreciated      |
|   | Growing self-confidence                |
|   | Spirit of learning                     |
|   | Growing sense of responsibility        |
|   | Independent                            |
|   | Consistent learning (memorizing)       |
|   | Discipline                             |
|   | Creating a cool heart in students      |
|   | Classroom atmosphere becomes conducive |

The impact on character formation felt by students from positive reinforcement is that students feel cared for and appreciated. This can be seen when students submit or report on memorizing *Juz Amma* which is listened to together and given an award for the memorization that has been carried out. When students feel that their efforts are appreciated, not just the result, this is what encourages them to continue trying and not give up so that the spirit of learning grows. The character of enthusiasm for learning also has an impact on other lesson materials. Then, by giving appreciation in the form of praise, students' self-confidence grows in learning and submitting their memorization of *Juz Amma*. A sense of responsibility (independence) grows, consistent memorization, discipline, and the creation of coolness of heart in students so that the classroom atmosphere becomes conducive.

Facts in the field show that giving positive reinforcement to a behavior that is to be formed will have an impact on the formation of the expected behavior. This means that planning related to memorizing short surahs that are given positive reinforcement is truly able to form the expected character as long as it is carried out according to plan and is evaluated continuously.

## Discussion

### Procedure and Impact of Positive Reinforcement on Juz Amma Memorization of Elementary School Students

Positive reinforcement is reinforcement based on the principle that the frequency of response increases because it is followed by a supportive stimulus (rewarding) (Santrock. John. W, 2010). Reinforcement is any form of response whether verbal (expressed in direct words such as yes, good, smart, right, exactly right, and so on), or non-verbal (usually done with gestures, movements, approaches, and so on). Reinforcement is part of the teacher's behavioral modification of student behavior which aims to provide information or feedback to students for their actions as an act of encouragement or correction (Rusman, 2009). Reinforcement can also mean a response to behavior that can increase the likelihood of the behavior being repeated. This action is intended to reward or encourage students so that they are more active in participating in interactions in teaching and learning. The purpose of providing reinforcement is to increase students' attention to learning; stimulate and increase learning motivation; increase learning activities and foster productive student behavior (Helmawati, 2019).

Based on the theory of positive reinforcement, by giving rewards, a person's behavior will increase, and the behavior is expected to continue in the future. This theory was then applied to the activity of memorizing the Al-Quran at SDN Puncaklawang. The procedure for positive reinforcement in memorizing *Juz Amma* based on information begins with planning, implementation, and evaluation.

Positive reinforcement in memorizing *Juz Amma* at SDN Puncaklawang, Cianjur Regency was well planned, starting from the activities: selecting behavior to be improved, presenting immediate reinforcement, choosing the right reinforcement, arranging situational conditions, determining the quantity and quality of reinforcement, arranging the schedule. The *Juz Amma* memorization activity carried out at SDN Puncaklawang has carried out planning that leads to effective results. (Martin, G, & Pear, 1992; Walgito, 2004; Purwaka, 2005). During the memorization of *Juz Amma*, positive reinforcement in the form of applause, attention, praise, and certificates can motivate students, thus increasing their enthusiasm for memorizing *Juz Amma*. Giving positive reinforcement refers to Skinner's operant conditioning theory which views rewards or reinforcement as important elements in learning activities. By giving positive reinforcement, it becomes a form of attention and motivation from educators to students (Walgito, 2004).

This is in line with what Martin & Pear stated, namely that positive reinforcement, both verbal and nonverbal, functions as reinforcement of a behavior (Martin, G, & Pear, 1992). Pleasant

positive reinforcement after the desired behavior is displayed, aims to make the expected behavior tend to be repeated, increased, and persisted in the future (Komalasari, Gantina, 2011). This is what then has an impact on students. Similar things are reinforced by previous research which states that verbal and non-verbal actions, such as praise, smiles, statements, applause, and thumbs up can increase children's learning independence (Anggia Septiani, 2019; Corey, 2007).

The role of teachers and the methods used during the implementation of learning also affect students' memorization of *Juz Amma*. Based on the information, the enthusiasm, cooperation, and professionalism of class teachers and Islamic Religious Education teachers in the implementation process are factors that can improve students' memorization of *Juz Amma* according to expectations or targets set. With the ability of teachers who have participated in training, various methods also affect the motivation and improvement of students' memorization. This fact confirms the results of previous studies which also stated that the memorization method affects improving students' memorization (Asri, 2024; Maulana, 2023). Teachers must also develop students' thinking skills with various learning methods that can stimulate abilities and arouse students' enthusiasm for learning (Ekaputra & Huda, 2023). This means that teachers who have participated in training have increased their knowledge in using various methods that can help improve students' memorization.

Evaluation of memorization of *Juz Amma* and provision of positive reinforcement is carried out systematically starting from the class teacher, assisted and supervised by the Islamic Religious Subject Teacher. The results of the evaluation are reported to the principal to receive follow-up instructions. Daily, weekly, and monthly memorization evaluation activities can increase student motivation and memorization. Reinforcement activities or positive reinforcement for memorization of students in grade 6 of SDN Puncaklawang, Cianjur Regency, especially by obtaining a certificate of memorization of *Juz Amma* at the end of their studies, show their ability after they graduate. This means that good habits through positive reinforcement have a good impact on graduate competence (Martin, G, & Pear, 1992; Jumarin, 2005).

Many impacts are felt by students of SDN Puncaklawang, Cianjur Regency by being given positive reinforcement in memorizing *Juz Amma*. The impacts felt by students can be seen from the cognitive, attitude, and skills aspects. From the cognitive aspect, students gain knowledge of how to use good and correct methods in reciting and memorizing verses of the Qur'an. In addition to students having the ability to memorize systematically, they also receive certificates for the *Juz Amma* memorization assignments that they have completed. The positive impact of the attitude aspect, students appear more enthusiastic and motivated, responsible, confident, respect each other and listen when other students do memorization in turns, and feel a sense of coolness when carrying out memorization deposits through various methods applied by their teachers. This fact strengthens the statement that providing positive reinforcement views rewards or reinforcement as an important element in learning activities.

The impact of positive reinforcement or reinforcement on students in improving memorization fosters motivation is strengthened in the research results. The research results revealed that this positive reinforcement theory has very strong and effective implications, especially in learning practices. This theory can help or contribute to stimulating students so that they are encouraged or motivated to improve their achievements (Safira, 2024).

Providing positive reinforcement is evidence of one form of attention and motivation from educators to students (WalgitoA, 2004). So that the goals expected or set in the education process can be achieved. Students' skills in repeating memorized verses of the Qur'an have an impact on students' memory. The more often the memorization is repeated, the more the verses will stick in their memory. The skill of memorizing verses of the Qur'an (*Juz Amma*) is what has an impact on students' lives. Moreover, by giving positive reinforcement, the frequency of their behavior and skills increases. This repeated behavior is what ultimately makes students skilled, and this behavior can persist into the future. (Martin, G, & Pear, 1992; Jumarin, 2005; Komalasari, Gantina, 2011).

Positive reinforcement given to students while they memorize *Juz Amma* can make them feel noticed and appreciated because: *first*, recognition of effort. When students receive praise or appreciation, they feel that their efforts are appreciated, not just the result. This encourages them to keep trying and not give up. *Second*, it increases self-confidence. Positive reinforcement, such as verbal praise, small gifts, or applause, helps students feel capable and confident. They feel that their teachers and friends support them. *Third*, it motivates them to do better. Feeling appreciated makes students more motivated to memorize with more enthusiasm. They will feel that their success has a positive impact on their surroundings. *Fourth*, it strengthens emotional relationships. Positive reinforcement creates a close relationship between teachers and students. Students feel that teachers care about their personal development, not just chasing memorization targets. And *fifth*, it increases emotional well-being. When appreciated, students feel happier and more comfortable. This feeling is important to create a pleasant learning atmosphere, especially in memorizing *Juz Amma* which requires concentration and perseverance.

## Conclusion

The positive reinforcement procedure for improving *Juz Amma* memorization at Puncaklawang Public Elementary School, Cianjur Regency, is well-planned, consistently implemented, and systematically evaluated. During the planning stage, teachers identify the target behavior, provide immediate reinforcement, select appropriate types of reinforcement, manage situational conditions, determine the quantity and quality of reinforcement, and establish a reinforcement schedule. The *Juz Amma* memorization program is conducted daily, weekly, and monthly. Each day, two students take turns reciting a short surah before formal lessons begin. Positive reinforcement is applied throughout these sessions in various forms, including applause, attention, verbal praise, and certificates of achievement. Evaluation is carried out by the classroom teacher and the Islamic Religious Education (PAI) teacher on a monthly, semesterly, and yearly basis to measure students' progress and reinforce their motivation. The results of these evaluations are reported to the school principal for further guidance and follow-up actions.

Positive reinforcement has a notable impact on students' cognitive, affective, and psychomotor development. Cognitively, sixth-grade students at Puncaklawang Elementary School are able to memorize short surahs from *Juz Amma* effectively. Those who successfully complete the memorization are awarded certificates at the end of the program. In terms of attitude, positive reinforcement influences both spiritual and social behavior. Students demonstrate greater enthusiasm and motivation, increased responsibility and self-confidence, mutual respect, and attentiveness during peer recitations. They also express a sense of inner peace and satisfaction while participating in the memorization process, supported by the various methods employed by their teachers. The skills developed through this process are evident in students' ability to consistently and accurately recite memorized verses. This repetition fosters mastery, and over time, the habitual nature of memorization helps students become more fluent and confident in their recitation.

## References

- Anggia Septiani. (2019). *Konseling Individu Dengan Teknik Penguatan Positif Dalam Meningkatkan Kemandirian Belajar Anak Pada Panti Asuhan Fathurrahman AlBarokah Palembang. UIN Raden Fatah Palembang.*
- Anjaly Qanitah, Benny Kurniawan, B. A. M. (2022). Peran Orang Tua dan Guru dalam Meningkatkan Motivasi Hafalan Juz 'Amma Siswa MI Ma'arif Ampih. *Ejournal.Iainu-Kebumen.*
- Asri, K. S. A. (2024). Penerapan Metode Muraja'ah Untuk Meningkatkan Hafalan Juz Amma di MI NU Rowolaku Kecamatan Kaje Kabupaten Pekalongan. *Undergraduate Thesis Thesis, UIN.*
- Corey, G. (2007). *Teori dan Praktek Konseling dan Psikoterapi.* Bandung: PT Refika Aditama.
- Donny Khoirul Azis, Moch Lukluil Maknun, Ahmad Muntakhib, dan N. L. N. (2023). *Metode*



- Behavioris dan Humanis 'Tahfiz Al-Qur'an Anak Usia Sekolah Dasar. *Jurnal Smart*, 9(2).
- Firdiawan Ekaputra dan Rofiazka Fahmi Huda. (2023). Peningkatan motivasi dan prestasi belajar mahasiswa melalui model Project Based Learning pada mata kuliah Pendidikan Agama Islam. *Indonesian Journal of Islamic Religious Education (INJIRE)*, 1(1).
- Fitriana, F., Ramli, S., Sanusi, A. & Suhertina. (2024). Family existence to prepare a generation of Islamic Quality in the Millennial era. *Indonesian Journal of Islamic Religious Education*, 2(1 SE-Articles), 25–34. <https://injire.org/index.php/journal/article/view/22>
- Halim, A., Anggraeni, D. & Fadhil, A. (2021). Pembelajaran Al-Quran Berbasis Edutainment. *Jurnal Online Studi Al-Qur'an*, 17(01), 75–92. <https://doi.org/10.21009/jsq.017.1.04>
- Helmawati. (2019). *Pembelajaran dan Penilaian Berbasis HOTS "Higher Order Thinking Skills."* Bandung: Remaja Rosdakarya.
- Jumarin. (2005). *Tingkah Laku Manusia dan Pengubahannya*. Yogyakarta: Talenta.
- Komalasari, Gantina, dkk. (2011). *Teori dan Teknik Konseling*. Jakarta: Indeks.
- Kominfo. (n.d.). *kecanduan gawaiancam anak-anak*.
- Lexy J. Moleong. (2022). *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.
- Martin, G., & Pear, J. (1992). *Behavior Modification: What It Is and How To Do It (4th Edition)*. New York: Prentice-Hall.
- Martin. Garry. & Pear. Joseph. (2003). *Behavior Modification (What it is and How To Do It)*. United States of America: University of Manitoba.
- Maulana, R. (2023). *Implementasi Metode Muraja'ah Bersama Dalam Meningkatkan Hafalan Juz 'Amma Di Tpq Al-Fathiyah Ngemplak Mranggen Demak*.
- Miles, Matthew B. dan Huberman, A. M. (1992). *Analisis Data Kualitatif*. Jakarta: Universitas Indonesia (UI-Press).
- Moh Ahsanulhaq. (2019). Membentuk Karakter Religius Peserta Didik Melalui Metode Pembiasaan. *Prakarsa Paedagogia*, 2(1). Retrieved from <https://jurnal.umk.ac.id/index.php/JKP/article/view/4312>
- Muhyatul Huliyah. (2020). Pembentukan Karakter melalui Optimalisasi Tahfizul Qur'an di Sekolah Dasar Tahfizul Qur'an (SDTQ) Al-Azka Kecamatan Cisauk, Kabupaten Tangerang. *El-Buhuth*, 2(2).
- Pemenuhan dan Perlindungan di Masa Covid-19. (2021). *KPAI*.
- Purwaka. (2005). *Modifikasi Perilaku*. Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Tinggi Direktorat Pembinaan Pendidikan Tenaga Pendidik dan Ketenagaan Perguruan Tinggi Jakarta.
- Ramli, S. & Sanusi, A. (2024). Family existence to prepare a generation of Islamic Quality in the Millennial era. *Indonesian Journal of Islamic Religious Education ( INJIRE )*, 2(1). <https://injire.org/index.php/journal/article/view/22>
- Rifatul Khorriyah, Cholifah Cholifah, N. L. N. (2022). Implementasi Metode 3t+1m Program Tahfidh Juz Amma Untuk Meningkatkan Motivasi Menghafal Peserta Didik Di Sdn 2 Tawangrejo Lamongan. *Pionir Jurnal Pendidikan*, 11(3). <https://jurnal.arraniry.ac.id/index.php/Pionir/article>. DOI: <https://doi.org/10.22373/pjp.v11i3.14853>
- Rusman. (2009). *Manajemen Kurikulum*. Jakarta: Rajagrafindo Persada.
- Safira, E. dan W. F. (2024). Analisis Penerapan Teori Belajar Operant Conditioning. *INNOVATIVE: Journal Of Social Science Research*, 4(1). DOI: <https://doi.org/10.31004/innovative.v4i1.7834>
- Santrock. John. W. (2010). *Psikologi Pendidikan (edisi kedua)*. Jakarta: Kencana Prenada Media Group.
- Santrock, J. W. (2007). *Perkembangan Anak (Edisi Kesebelas): Jilid 1*. Jakarta: Erlangga.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. Bandung: Alfabeta.
- Suri, T. (2021). Strategi Guru Tahfiz Dalam Meningkatkan Hafalan Al-Quran Peserta Didik Sekolah Dasar Islam Terpadu Cahaya Madani Kecamatan Lubuk Sikaping. *Ratbiyah Al-Aulad Jurnal Kependidikan Islam Tingkat Dasar*, 11(2). DOI: <https://doi.org/10.15548/jta.v11i2.2858>.

- Tribunnews. (2016). *Gara-gara hp anak lupa shalat dan belajar*.
- WalgitoA, B. (2004). *Pengantar Psikologi*. Yogyakarta: Andi Offset.
- Winkel, W. S. (2005). *Bimbingan dan Konseling di Institusi Pendidikan. Edisi Revisi*. Jakarta: Gramedia.
- Zainal Abidin, A. (2015). *Kilat dan Mudah Hafal Juz Amma*. Yogyakarta: Sabil.