

A Systematic Literature Review (SLR) on Quranic Memorization: Benefits, Methods, and Innovations

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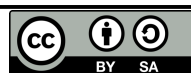
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ABSTRACT

Memorizing the Quran has been a fundamental practice in Islam since the time of Prophet Muhammad SAW. Memorizing the Quran not only rewards those who learn it but also offers numerous benefits, including personal development and intellectual advancement. This systematic literature review examines 25 publications using the PRISMA Flow Diagram, with a comprehensive search strategy that includes the Scopus and Web of Science databases to explore the practice of Quranic memorization. The reviewed articles are categorized into three key themes: benefits, methods, and innovations in Quranic memorization. Quranic memorization provides many advantages, including cognitive, physical, and emotional benefits such as improved academic performance, enhanced memory functions, and better overall health. Regarding memorization methods, traditional approaches continue to be highly effective. At the same time, contemporary innovations such as gamification, mobile learning apps, eye-tracking technology, and advanced multimedia tools offer engaging and efficient alternatives that enhance memorization and comprehension. These innovations leverage modern technology to create interactive, personalized learning experiences. By integrating traditional methods and innovative technologies, these approaches form a comprehensive, adaptable framework that supports the Quranic memorization process, catering to diverse learners and ensuring success in Quranic education.

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1. Introduction

In Islamic tradition, *hifz Al-Quran*, or the act of memorizing the Quran, holds significant importance. It is not merely seen as a means of preserving the sacred text, but also as a profound process of internalizing its teachings, thereby cultivating a deeper connection with divine guidance. Over time, this practice has evolved, integrating a wide range of methods and innovations to enhance its effectiveness. In Malaysia, Tahfiz education has increasingly become a popular choice within the community in recent years (Ahmad et al., 2022). This growing demand is reflected in the rapid expansion of *tahfiz* institutions across the country (Mohammad & Akhir, 2023). Moreover, a notable number of higher education institutions now offer specialized Tahfiz programs, such as the Plus Tahfiz program at UiTM (Ahmad, 2022) and the Tahfiz program at UNITEN (Shokri, 2021).

Allah promises immense rewards for every letter of the Quran that is recited (Heriman, 2024). Even more so, those who memorize it are granted countless blessings and greater rewards (Rahman, 2020). The benefits of Quranic memorization extend beyond spiritual enrichment. Studies have highlighted cognitive and emotional advantages associated with this practice. It has been linked to enhanced memory capacity, improved linguistic skills, and better academic performance (Gulamhusein, & Momanyi, 2020, Bahri et al., 2021). On an emotional level, the discipline required for memorization cultivates patience, resilience, and focus (Ambo, 2018, Anis & Sabri, 2017).

The methodologies employed in Quranic memorization are as diverse as the global Muslim community itself. Traditional methods of Quranic memorization, such as *talaqqi* (direct learning with a teacher) and *musyafahah* (oral repetition of verses under the teacher's guidance), remain the primary choice (Tamuri & Nor, 2015). With the advent of modern technology, innovative tools have emerged, including mobile applications, gamified learning platforms, and virtual recitation circles. These methods aim to make memorization more engaging and adaptable to different lifestyles, particularly for individuals who may lack access to traditional settings.

With an emphasis on the advantages, strategies, and advancements of Quran memorizing, this systematic literature review (SLR) attempts to present an extensive synthesis of the body of research on the subject. By systematically analyzing relevant studies, this article aims to achieve three main objectives: (1) to identify and categorize the various benefits of memorizing the Quran, (2) to examine both traditional and modern methods used in this practice, and (3) to explore innovative approaches that have emerged in recent years. These objectives aim to fill gaps in the current body of knowledge and provide insights for educators, policy makers, and researchers to further improve the practice of Qur'an memorization while preserving its spiritual and traditional essence.

2. Literature Review

Memorizing the Quran is important in the field of Islamic education since it addresses both the intellectual and spiritual aspects (Sholeh, 2023; Hasanah & Mustofa, 2024). Through memorization, Muslims are able to preserve the sanctity and authenticity of the Quran, which serves as the primary guide in daily life. Previous studies have outlined various dimensions of memorization of the Quran such as learning methods, benefits to the individual and society, and the influence of modernity on memorization practices.

Traditional methods of memorization such as *talaqqi* and *musyafahah* are still relevant in Islamic educational institutions, especially in tahfiz schools. In this approach, the emphasis is on face-to-face learning with teachers, with students repeating Quranic verses until they memorize them well. According to a study by Moktar & Sharif (2021), this approach instills values of discipline, patience, and perseverance among students, making it effective for ensuring high-quality memorization.

However, this approach faces challenges such as lack of time and dependence on the physical presence of the teacher. Therefore, modern methods have been introduced, including visual approaches such as concept maps, chunking (dividing verses into smaller sections) and the use of technology. A study by Hanifa et al. (2023) shows that a combination of traditional and modern methods can improve students' memorization skills. For example, mobile applications that offer interactive audio repetition help students who cannot meet their teachers in person.

Memorization of the Quran has a profound effect on social, emotional, and cognitive domains in addition to strengthening attachment to the revelation. From a cognitive perspective, a study by Mubarak et al. (2019) found that memorization improves long-term memory, concentration and critical thinking skills. The process of intensive verse repetition helps strengthen working memory, making students more efficient in organizing complex information.

From an emotional perspective, Quran memorization is seen as a spiritual therapy that provides peace of mind and tranquility. Nawi & Noor (2021) reported that tahfiz students who consistently memorize the Quran have higher emotional stability and are better able to manage stress compared to regular students. This factor is linked to students' connection with the spiritual values contained in the Quran. Additionally, from a social perspective, Quran memorization strengthens students' ties with their community (Mud et al., 2018; Rosyanti et al., 2022). Tahfiz students are often involved in group activities such as *khatam* ceremonies, *tadarus* sessions, and memorization competitions, which foster a spirit of collaboration, commitment, and social responsibility.

Technological advancements have introduced various innovations that facilitate the memorization process. Mobile applications such as *Memorize Quran* and *Quran Companion* use advanced algorithms to customize memorization programs according to students' levels. A study by Dzulkarnain et al. (2020) found that these applications not only help accelerate the memorization process but also provide constructive feedback to students. Gamification approaches have also introduced elements of fun into memorization. Hashim et al. (2015) found that using game-like elements such as achievements, virtual rewards, and daily challenges in memorization platforms helps increase student motivation to continue memorizing.

However, these innovations also bring challenges. A study by Santoso et al. (2022) explains that reliance on technology may reduce the teacher-student relationship, which is a key foundation in traditional memorization methods. With the assistance of technology, supervision and guidance from teachers and parents are necessary to avoid negative impacts of technology. Additionally, the availability of such technology is not evenly distributed, especially in rural areas and low-income communities (Romadhon et al., 2019).

Some issues faced in Quran memorization, as identified in the literature, include the quality of memorization. While technological innovations offer convenience, there are concerns about the quality of memorization, particularly in terms of *tajwid* (pronunciation rules) and *fasahah* (fluency in reading) (Irsyad & Qomariah, 2017; Manan, 2023). Second, student motivation is an issue, as the younger generation often loses interest in traditional methods because they are perceived as monotonous. Therefore, more interactive approaches are needed. Third, teacher and institutional support is critical; the effectiveness of memorization depends on consistent teacher guidance and institutional support (Tumiran, 2018). A lack of qualified teachers and sufficient resources can negatively affect the learning process.

According to the literature, memorizing the Quran necessitates a thorough strategy that combines conventional techniques with modern technology to meet the demands of the current generation. This study highlights the significance of harmonizing traditional values with technology to enhance the quality and effectiveness of memorization. The challenges encountered necessitate further exploration in order to develop a memorization education model that remains relevant and effective in preserving this essential tradition.

3. Material and Methods

This section on memorization the Quran covers three primary topics: innovations, advantages, and memory strategies. The study employed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) to ensure accuracy and rigor through a systematic review and synthesis of scientific literature. Identification, screening, selection, and data extraction were the four phases of the study's execution. The data were sourced from the Scopus and Web of Science databases.

3.1 Identification

The systematic literature review process involves several critical steps to select relevant publications for this review. Initially, keywords, synonyms, and related terms were identified using dictionaries, thesauruses, online databases, and prior research. Based on these terms, search queries were constructed for the Web of Science and Scopus databases, as illustrated in Table 1. As a result, 323 publications were successfully retrieved from both databases during the initial stage of the systematic review process.

Table 1: Search String

Database	Search String
Scopus	TITLE-ABS-KEY ((memory OR memorization OR memorisation OR tahfiz OR hafazan OR hifz OR hafiz OR hafidz) AND (qur'an OR quran OR quranic)) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (AFFILCOUNTRY , "Malaysia")) AND (LIMIT-TO (SRCTYPE , "j"))
Web of Science	(memory OR memorization OR memorisation OR tahfiz OR hafazan OR hifz OR hafiz OR hafidz) AND (qur'an OR quran OR quranic) (All Fields) and Article (Document Types) and MALAYSIA (Countries/Regions)

3.2 Screening

In the screening phase, the authors applied carefully designed inclusion and exclusion criteria (see Table 2), which led to the exclusion of 265 papers. The most important inclusion criterion was the restriction to research articles, as these serve as primary sources of information. Consequently, other publication types such as books, conference papers, book chapters, reviews, and letters were excluded. In addition, only English-language articles were considered. The study focused on research conducted in Malaysia. Through this rigorous process, 265 publications that did not meet the set criteria were excluded. In addition, four duplicate papers were systematically removed in the next step.

Table 2: Inclusion and Exclusion Criteria for Filtering

Criterion	Inclusion	Exclusion
Language	English	Non-English
Literature type	Journal	Conference proceeding, book, book series
Document type	Article	Conference paper, book chapter, review, book, conference review, letter
Country	Malaysia	Other than Malaysia

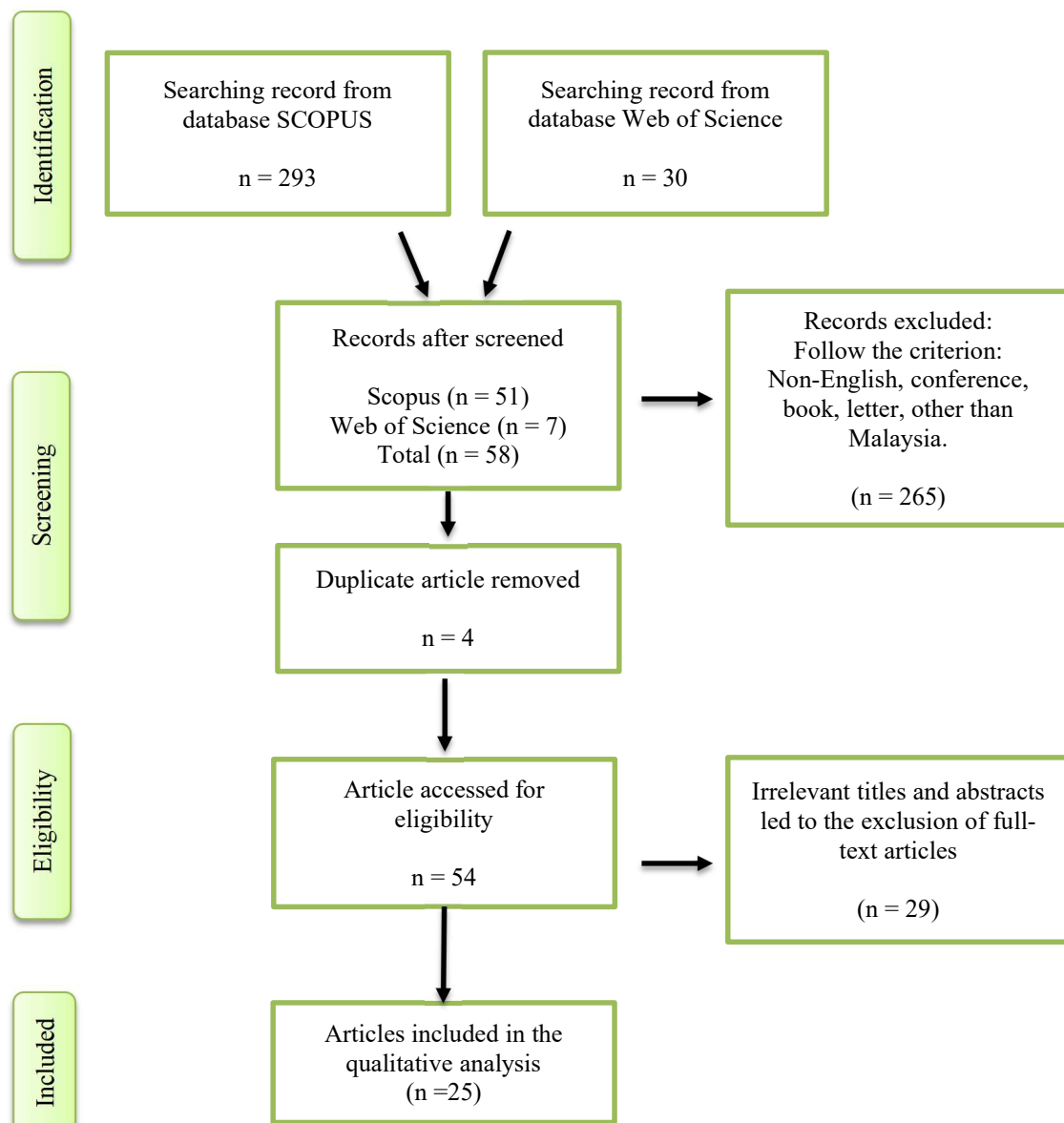


Figure 1. Flow diagram of the searching process

3.3 Eligibility

At the third stage, referred to as the eligibility phase, a total of 54 items were prepared for evaluation. During this step, all article titles and key content were meticulously reviewed to ensure alignment with the inclusion criteria and the study's objectives. A total of 29 articles were excluded from the analysis because their titles and abstracts were found to be irrelevant to scope of the study. This step was undertaken to ensure that only articles directly contributing to the research goals were included, thereby maintaining the focus and rigor of the systematic review process. These exclusions were based on a thorough evaluation of the relevance and alignment of the content with the study's overarching aims. Ultimately, 25 articles were finalized for review at this stage (refer to Figure 1).

3.4 Data Abstraction and Analysis

In order to thoroughly examine and combine various research designs, an integrative analysis was employed as part of the assessment procedures in this study. Finding pertinent themes and subthemes was the primary goal of the expert investigation. The initial phase of theme creation, data collection, is depicted in Figure 1. 25 publications were carefully examined by the writers for assertions or information pertaining to the study's themes.

The researchers then conducted a thorough investigation of memorizing the Quran. Three main issues emerged from this investigation: Quran memorization advantages, its techniques,, and contemporary advancements. As the participating researchers worked together and expanded upon the research findings, these themes were honed and connected. A thorough protocol was maintained throughout the process to document analysis, viewpoints, questions, and other important ideas. Researchers conducted thorough data comparisons and held discussions to clarify discrepancies to eliminate anomalies in theme development. Finally, the established themes were improved for consistency and coherence. To validate the results, two experts had to conduct a thorough investigation. These experts ensured the validity of the domain by evaluating the subthemes for appropriateness, clarity and relevance. The overall quality of the study was significantly enhanced by the thoughtful integration of these experts' suggestions and feedback.

4. Results

Quranic memorization involves a variety of methods, offers significant cognitive and spiritual benefits, and continues to evolve through innovative strategies that improve the memorization process. The search process yielded 25 articles, which were subsequently extracted and assessed. These articles were categorized into three groups: benefits of Quran memorization (7 articles), methods of Quran memorization (9 articles), and innovations in Quran memorization (9 articles).

4.1 Benefits of Quranic Memorization

The benefits of Quranic memorization extend beyond spiritual growth, enhancing cognitive abilities, improving focus, discipline, and memory retention, while fostering a deeper understanding of Islamic teachings. Table 3 below offers an in-depth synthesis of the findings from previous studies on the various benefits of Quranic memorization.

Table 3: Benefits Quranic Memorization

Authors	Title	Methodology	Findings
Ishak et al. (2021)	The Impact of Quran Memorization on Psychological and Health Well-Being	The study evaluated the psychological and physical health benefits of Quran memorization among 159 secondary school students in Selangor, Malaysia, using QoL assessments, IQ evaluations, and blood tests.	The study reveals that Quran memorization enhances physical QoL, serotonin levels, verbal comprehension, perceptual reasoning, and full-scale IQ, with a moderate correlation between memorization and verbal comprehension.
Tarmuji et al. (2022)	Linking Study of Memorising Quran with Academic Performance	The study utilized a quantitative method to evaluate the influence of Quran memorization on academic performance among 83 students through descriptive statistics, coefficient of variation,	Students who are proficient at remembering the Quran are likely to perform better academically, according to the study, which emphasizes the beneficial effects of Quran memorization on academic achievement.

		correlation, and regression analysis.	
Ishak et al. (2022)	Development and Validation of Huffaz ProHealth 1.0©: A Module to Improve the Well-Being of Tahfiz Students in Selangor, Malaysia	The study utilized a two-phase approach, assessing students and teachers' knowledge and practices on health-related topics and evaluating the module's validity and feasibility using tools.	The successful development and evaluation of the Huffaz ProHealth 1.0© module, which shown strong validity values across all components, suggests that it is highly suitable for deployment in Tahfiz schools to enhance the health and quality of life of children.
Taufik et al. (2022)	Preserving Qur'an Through Blind Eyes: Self-Regulation of Blind People in Memorizing the Qur'an	The study utilized a phenomenological method to investigate the experiences of eight blind Qur'an memorizers, utilizing purposive and snowball sampling techniques, interviews, and verbatim transcription.	The study found gratitude and heart purity, linked to self-efficacy and metacognitive aspects, are crucial for blind individuals to regulate and memorize the Qur'an, despite their blindness.
Jamaludin et al. (2022)	Volume of Interest-Based Fractal Analysis of Huffaz's Brain	The study used fractal analysis and MRI imaging to investigate neuroplasticity differences in brain structures between huffaz and non-huffaz participants, using techniques like global box-counting and FFD.	VOI-based study revealed nine significant variations in the brains of huffaz and non-huffaz, highlighting localized neuroplasticity changes in huffaz, whereas global analysis revealed no significant differences.
Dzulkarnain et al. (2020)	Auditory sensory gating in Huffaz using an auditory brainstem response with a psychological task: A preliminary investigation	This study involved 23 participants, including 11 Huffaz who memorized 30 chapters of the Quran and 12 non-Huffaz. They underwent an ABR test, measured wave V amplitude and latencies, and a forward digit span test to determine working memory capacity.	Both the digit span working memory scores and the ABR wave V amplitudes and latencies between the Huffaz and non-Huffaz groups, with and without psychological activities, did not differ significantly.
Ismail et al. (2019)	Memorizing and understanding the qur'an in arabic language among malaysian students of the Al-Azhar Institute of Qiraat Shobra, Egypt	The study surveyed 30 tahfiz students from Azhar Institute of Qiraat in Cairo, Egypt, who completed an Arabic course in Malaysia, to assess their understanding of Qur'anic and Arabic syntax.	According to the study's findings, tahfiz pupils have a good degree of comprehension of Arabic grammar and the Qur'anic morphology.

4.2 Methods of Quranic Memorization

There are several methods for memorizing the Quran. Among the commonly used approaches are memorization through repeated recitation, the talaqqi method, where a teacher listens and corrects the recitation, and the mushafahah method, which involves face-to-face recitation to ensure accuracy and understanding.

Table 4: Methods of Quranic Memorization

Authors	Title	Methodology	Findings
Aziz et al. (2019)	Comparison between conventional method and modern technology in Al-Qur'an memorization	Survey research design comparing conventional methods and modern technology in Quran memorization across four aspects: scheduling, communication, gamification, and motivation.	Modern technology, including E-Hafiz, RFID-based Mobile Quranic Memorization Systems, and Quran Companion, has significantly improved the efficiency and effectiveness of traditional Quran memorization methods.
Sidek et al. (2020)	Thematic-based text structure analysis as a function of text memorization: Surah Yasin	Surah Yasin was analyzed by the study employing a three-dimensional thematic-based text structure approach and latent content analysis. Two experts in Quran exegesis validated the themes of the data, which were gathered into two categories: macro and micro propositions.	The analysis identified 25 themes and 227 micro propositions within Surah Yasin. The findings suggest that this thematic-based approach can aid in memorizing the surah while understanding its meaning, with implications for both religious and non-religious texts.
Ariffin et al. (2013)	Effective techniques of memorizing the quran: A study at Madrasah tahfiz Al-quran, Terengganu, Malaysia	The study used documentation, observation, and interviews to explore memorization methods at Madrasah Quran, Terengganu.	Four strategies—Sabak, Para Sabak, Ammokhtar, and Halaqah Dauri—were found in the study to help pupils memorize the entire Quran in 15 hours without the use of mushaf. These techniques can be used to create huffaz in different Quranic memorization centers.
Ahmad et al. (2024)	Diversifying Quranic revision methods using gamification-based teaching material for tahfiz education	The study used Comprehensive Design and Development Research (DDR) with the MDA framework for developing the Global Tahfiz Game (GTG). Usability was assessed through expert and student evaluations.	The GTG received high usability scores (expert teachers: 4.85, students: 4.45), indicating its effectiveness as a Quranic revision tool. The final product was deemed useful for Islamic education.
Hashim (2015)	Correlation between strategy of Tahfiz learning styles and students performance in Al-Qur'an memorization (Hifz)	The study employed a quantitative survey design using a questionnaire instrument and involved 212 students from the Diploma of Tahfiz Darul Qur'an, JAKIM.	With notable variations by gender and institution location, the study discovered a considerable correlation between students' memorizing performance and tahfiz learning tactics, underscoring the necessity of strategy-focused curricula to enhance results.
Saleh et al. (2023)	Design factors of potential assistive	The study utilized a qualitative case study method, involving focus group	Pre-memorization, during, and post-memorization components are the three groups into which

	technology for memorizing alquran learning experience among Tahfiz students	discussions with two experienced teachers,	the study's nine themes were divided. The results of the study suggest that assistive technology can be developed and tested in the future.
Bensaid & Machouche (2016)	Memorizing the Words of God: Special Reference to ‘Abdul Rahman Ibn Khaldun (D. 1406 A.D.)	The study analyzes the function of memorizing the Qur'an within the framework of Muslim elementary education and its intellectual hierarchy using a qualitative methodology and the Khaldunian perspective.	Memorization of the Qur'an is essential to Muslim traditional education because it shapes its spirit, holistic approach, authority, and spiritual collectiveness, maintaining Muslim identity worldwide in the face of contemporary difficulties.
Dzulkifli et al. (2020)	Teacher communication in teaching Al-Quran to special needs pupils with hearing disabilities	The study utilized a qualitative case study approach, utilizing interviews and document analysis, and applied the communication model by Bernice Burnip in Louise Porter to analyze communication practices.	The study emphasizes the importance of inclusive Quranic education, stressing the need for standardized communication techniques when teaching the Quran to students who are hard of hearing.
Hussin (2021)	Importance of Arabic Language Schemata in Al-Quran Understanding and Memorisation Achievement	A quantitative study of 246 tahfiz students from four Malaysian institutions used tests to measure Arabic syntax, morphology, vocabulary, Quran understanding, and memorization achievement.	The study reveals that Arabic language schemata, particularly comprehension of the Quran, significantly enhances memorization achievement in tahfiz students, highlighting the importance of Arabic language knowledge.

4.3 Innovations in Quranic Memorization

As technology rapidly evolves, it presents opportunities to enhance various practices, including strengthening Quranic memorization. Table 5 below highlights studies focused on innovations developed for this purpose.

Table 5: Innovations in Quranic Memorization

Authors	Title	Methodology	Findings
Hasan et al. (2022)	Towards Designing a Framework for Adaptive Gamification Learning Analytics in Quranic Memorisation	The study followed a three-stage methodology: analysis, design, and evaluation. It also involved expert validation to gather feedback for refining the framework.	The study found that the proposed Gamification Learning for Al-Quran Memorisation (GLAM-Q) framework is effectively supports self-learning Quranic memorisation, improving motivation, satisfaction, and achievement through gamification.
Shahmsuddin et al. (2016)	A framework for designing mobile quranic memorization tool using multimedia interactive learning	The study explores the use of mobile learning for Quran memorization, focusing on developing a unifying framework. It examines design guidelines and	The paper emphasizes the need for specific design guidelines and pedagogy for mobile learning to enhance Quran memorization among children, suggesting the development of a

	method for children	pedagogy for mobile learning applications that integrate multimedia interactive methods and learning theories.	mobile application framework that combines multimedia methods and learning theories.
Mustafa et al. (2021)	Development and Alpha Testing of EzHifz Application: Al-Quran Memorization Tool	The study developed and tested the "EzHifz" mobile application for Quran memorization, utilizing VARK learning style, and assessed user acceptance and heuristics using Fleiss kappa coefficient.	The app, incorporating VARK learning styles and multiple senses for independent Quran memorization, has received positive feedback and has the potential to enhance Quranic memorization and retention.
Hilmi et al. (2023)	Fuzzy Delphi Method Application in Developing Methodology for Integrating Memorised Quranic Verses with Aqli Knowledge Based on Quranic Exegesis	Twelve Quranic exegesis experts took part in the study using the Fuzzy Delphi method to reach a consensus on integrating aqli (rational) knowledge with memorized Quranic verses.	Experts suggest integrating memorized Quranic verses with aqli knowledge through interpretation, opinion, hadith, companions' opinions, language, and recognized exegetes, with eleven methods ranked in priority.
Othman et al. (2024)	Expert Verification of Items under VARK Dimensions in Smart Quran Model Development Instrument in Teaching and Facilitation of Quran Hifz	The study utilized the Fuzzy Delphi Method to establish consensus on VARK dimension items for the Smart Quran Model in teaching Hifz al-Quran.	Experts accept Smart Quran Model's VARK dimensions, aligning with memorization concepts and students' learning styles, enhancing Hifz al-Quran teaching effectiveness and improving memorization performance.
Wan Khairuldin et al. (2020)	The knowledge of mobile learning and quranic symbols (Dabt Al-Quran) in Mushaf Uthmani and mobile learning among Al-Quran teachers in IMTIAZ, Terengganu	The study employed a questionnaire for data collection, which was analyzed using both descriptive and inferential statistics, including an independent t-test.	The study found that al-Quran teachers in IMTIAZ had strong knowledge of Quranic symbols, with no significant differences based on race, gender, or age. Modern learning methods like m-Learning were also deemed useful.
Salehuddin (2018)	Can the eye tracker reveal how the Qur'an can be learned by heart?	The study uses an eye tracker to study the cognitive processes of huffaz and tahfiz students while memorizing the Qur'an online.	The study suggests that eye-tracking technology can provide insights into unconscious cognitive activities of individuals memorizing the Qur'an, extending beyond self-reported strategies.
Mohd et al. (2021)	Quranic optical text recognition using deep learning models	A Quranic OCR system using Convolutional Neural Networks and Recurrent Neural Networks was developed, comparing LSTM and GRU architectures, using a Mushaf Al-Madinah dataset.	The system achieved 98% validation accuracy, 95% Word Recognition Rate (WRR), and 99% Character Recognition Rate (CRR). A public database for Arabic text recognition with diacritics and Uthmanic script was also introduced.
Zulkifli et al. (2022)	Challenges and Elements Needed for Children with Learning Disabilities in	The study utilized a qualitative methodology with a case study approach, involving eight.	The study highlights the challenges in teaching the Quran to children with learning disabilities and stresses the need to develop updated models that

Teaching and Learning the Quran	integrate digital tools, varied learning methods, and sensory support to improve educational outcomes.
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5. Discussion and Conclusion

Quran memorization has numerous advantages that include physical, cognitive, and emotional components. It improves physical health, serotonin levels, and cognitive capacities like verbal understanding, perceptual reasoning, and full-scale IQ (Ishak et al., 2021). Academic performance also improves dramatically, with pupils who excel at Quran memorization frequently attaining better outcomes (Tarmuji et al., 2022). The Huffaz ProHealth 1.0© module has shown strong validity and efficacy in improving health and quality of life (QoL) among tahfiz students, leading to increased adoption (Ishak et al., 2022). Quran memorizing promotes appreciation, heart purity, and self-efficacy among people with impairments, especially the blind, who have extraordinary metacognitive capacities (Taufik et al., 2022). Neuroplasticity studies indicate localised brain alterations in huffaz, but modest global differences compared to non-huffaz (Jamaludin et al., 2022). Furthermore, while there are no significant differences in auditory brainstem response (ABR) tests or working memory scores between huffaz and non-huffaz (Dzulkarnain et al., 2020), knowledge of Arabic grammar and Qur'anic morphology remains an important factor in memorization success (Ismail et al., 2019).

Traditional methods, such as Sabak, Para Sabak, Ammokhtar, and Halaqah Dauri, have been shown to produce excellent huffaz and are extensively used in Quranic memorization centers (Ariffin et al., 2013). Thematic strategies, such as examining Surah Yasin, help with memorizing and comprehension, resulting in a better knowledge of Quranic contents (Sidek et al., 2020). The use of gamification, as demonstrated by the Global Tahfiz Game (GTG), has the potential to improve Quranic revision by providing engaging and interactive teaching methods. The GTG, created using the MDA architecture, obtained great usability results from both expert teachers and students, demonstrating its usefulness in Quranic instruction (Ahmad et al., 2024).

Innovative approaches in Quranic memorization leverage technology and modern pedagogies to improve outcomes. The Gamification Learning for Al-Quran Memorisation (GLAM-Q) framework fosters self-learning, motivation, and satisfaction, while mobile learning applications integrate multimedia elements, VARK learning styles, and sensory engagement to support retention and independent memorization (Hasan et al., 2022). Eye-tracking technology offers valuable insights into unconscious cognitive strategies, complementing traditional techniques (Salehuddin, 2018). Advanced systems, such as those with high-accuracy Arabic text recognition, introduce resources like public databases for the Uthmanic script (Mohd et al., 2021).

Modern tools like the Smart Quran Model, which aligns with VARK dimensions, enhance teaching effectiveness and memorization performance (Othman et al., 2024). Additionally, m-Learning is recognized as a beneficial medium, particularly for teachers with proficiency in Quranic symbols (Wan Khairuldin et al., 2020). These advancements cater to diverse learner needs, including children with learning disabilities, by integrating digital tools, interactive frameworks, and sensory support into Quranic education. Together, these innovations and traditional methods present a comprehensive, accessible, and engaging framework for effective Quranic memorization.

This study successfully addresses its objectives by providing a comprehensive examination of the benefits, methods, and innovations of Quran memorization. First, the various benefits of memorizing the Quran are identified and categorized, including improving physical health, enhancing cognitive skills such as language comprehension and academic success, and emotional development that promotes self-efficacy and resilience. Secondly, it examines traditional methods such as sabak, which remain fundamental to cultivating skillful huffaz. Finally, the study looks at innovative approaches such as gamification frameworks, mobile applications, and advanced technologies such as eye-tracking and text recognition systems that complement traditional practices and meet the evolving needs of learners. By integrating these elements, the study provides a holistic framework that bridges the gap between traditional heritage and modern advancements, ensuring that Quran memorization continues to thrive in a contemporary context.

Based on the findings, this study recommends further integration of innovative tools with traditional Quranic memorization methods to enhance accessibility and engagement for diverse learners. Educational institutions should prioritize training programs for teachers on utilizing technologies such as gamification frameworks,

mobile learning applications, and advanced cognitive tools. Policymakers are encouraged to invest in research and development to refine and expand the use of modules like Huffaz ProHealth 1.0© and platforms that incorporate artificial intelligence for personalized learning. Additionally, collaborations between technology developers and Islamic scholars can ensure innovations align with Shariah principles while addressing the unique needs of individuals, including those with disabilities. These steps will promote a sustainable and inclusive approach to Quranic memorization in a rapidly evolving educational landscape.

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