



Supporting Components for the Success of Gifted Students in Quran Memorization

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Abstract

This study aims to discover three supporting components that contribute to the success of gifted students in Quran memorization, namely parental support, teacher support, and peer support. A qualitative case study approach was employed, with data collected from twenty purposively selected gifted students actively engaged in Quranic memorization programs. In-depth interviews were conducted, and thematic analysis was performed using NVivo 12 software to identify recurring themes and patterns. The findings reveal that parental support is provided through motivation, emotional encouragement, a conducive environment, and active involvement in accompanying memorization. Teacher support is realized through systematic memorization techniques, continuous monitoring and evaluation, and motivational reinforcement. Peer support contributes through group memorization, healthy competition, and mutual moral encouragement. Overall, the success of Quran memorization among gifted students is strongly influenced by the synergy of family, school, and social environments. This study emphasizes that the integration of parental, teacher, and peer support is essential for designing systematic and comprehensive Quranic memorization programs, and the findings provide practical insights for educators and policymakers in strengthening tahfiz education as a medium for intellectual, moral, and spiritual development of gifted students.

INTRODUCTION

Quranic education is an integral part of Islamic education that aims not only to teach reading skills but also to shape the character, morals, and spiritual strength of students (Mei et al., 2023; Nurjaman et al., 2025). One important aspect of Quranic education is the ability to memorize, known as tahfiz. Mastery of Quranic memorization serves as a primary indicator of students' commitment to understanding and practicing Islamic teachings. Success in tahfiz reflects not only an individual's cognitive ability to recall the sacred verses but is also influenced by various intrapersonal factors and a supportive social environment that facilitates the learning process (Ismaraidha et al., 2024; Sitorus & Siregar, 2025; Zaitun et al., 2023). Success in memorizing the Quran is influenced by internal factors such as

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motivation, cognitive ability, and study discipline. It is also influenced by external factors such as support from the family environment, teachers, and peers (Asrofi et al., 2025; Badri & Malik, 2024).

Gifted students possess unique characteristics that distinguish them from the general student population, in terms of academic ability, creativity, motivation to learn, and psychosocial support needs (Johnsen, 2021; Wood & Laycraft, 2020). Although they possess high cognitive potential, not all gifted students automatically succeed in memorizing the Quran (Beckmann & Minnaert, 2018; Kuznetsova et al., 2024; Ritchotte et al., 2016). This indicates that success in Quran memorization requires a specific learning approach, including optimal environmental support.

Various studies indicate that parental support plays a significant role in the success of memorization, including motivation, guidance, and the provision of a conducive home environment (Bandura, 1993; Dearing & Tang, 2010; Henning & Manalo, 2014; Novianti & Mulyaningsih, 2025). Teacher support is also a key factor, including the implementation of systematic teaching methods, monitoring and evaluation of memorization, as well as the provision of motivational encouragement and emotional support (Ambarwati et al., 2025; Lam et al., 2010; Moos & Ringdal, 2012; Thoonen et al., 2011). Furthermore, peer support through group memorization, healthy competition, and moral motivation among peers has been shown to enhance students' commitment and the quality of their memorization (Sadoughi & Hejazi, 2023; Said et al., 2025). The synergy of these three components is a crucial factor in creating an effective and sustainable tahfiz learning environment.

Although a number of studies have highlighted the roles of parents, teachers, and peers individually, few studies have comprehensively examined the synergistic interactions among these three components, particularly in the context of gifted students. This lack of research has resulted in the absence of clear empirical guidelines for educators and families on how to optimize the success of Quran memorization among gifted students. Therefore, this study has scientific urgency to fill this gap by providing an in-depth analysis of the forms of support and their contributions to the success of Quran memorization.

This study is expected to strengthen theories of Quranic learning, particularly regarding models of environmental support for gifted students. The findings can serve as a foundation for developing a conceptual framework that integrates support from families, teachers, and peers in Quran memorization instruction. In practical terms, this study offers recommendations for educators, parents, and Quran memorization program administrators to design learning strategies that are more effective, adaptive, and tailored to the characteristics of gifted students.

Furthermore, this study is relevant both now and in the future because it can serve as a reference for developing Quranic education programs that are responsive to the needs of talented young people, and it can be applied to the tahfiz curriculum in schools, Islamic boarding schools, and other religious educational institutions. Thus, this research not only contributes to the strengthening of theory but also makes a tangible contribution to the sustainable practice of tahfiz education.

The implications of this study encompass both theoretical and practical aspects. Theoretically, the findings of this study are expected to strengthen and enrich research on Quranic education, particularly regarding the role of environmental support in the success of Quran memorization among gifted students. Practically, the results of this study can serve as a reference for parents,

teachers, and administrators of Quran memorization institutions in designing guidance and learning strategies that are more focused, adaptive, and tailored to the characteristics of gifted students. Additionally, this study is expected to contribute to the development of Quranic education policies aimed at improving the quality of the current and future generations of Quran memorizers.

METHODS

This study employs a qualitative method using a case study approach. This approach was chosen because it allows the researcher to gain an in-depth understanding of the phenomenon of support from parents, teachers, and peers in the success of gifted students in memorizing the Quran. The qualitative method was chosen because it enables the researcher to thoroughly explore the experiences, perspectives, and practices of the informants in accordance with the research objectives. Research data were obtained from thirty informants through in-depth interviews, selected using purposive sampling. The selection of informants was based on several criteria: the informants were still actively engaged in Quran memorization activities, possessed experience and competence related to the memorization process, were willing to allocate time to provide information to the researcher, and were able to convey information honestly and in accordance with the conditions observed in the field (Engkizar et al., 2025; 2026; Ilhami, 2024; Kaema & Ulwi, 2025; Oktavia et al., 2024; Putri et al., 2025; Sabrina et al., 2022). The informants in this study include gifted students, parents, and tahfiz teachers who are directly involved in the learning process and the guidance of Quran memorization.

The data collection techniques used in this study included in-depth interviews, observation, and documentation. In-depth interviews were conducted to obtain primary data regarding the forms of support provided by parents, teachers, and peers in the success of memorizing the Quran. Observations were conducted to directly observe the learning process and interactions occurring during tahfiz activities (Assyakurrohim et al., 2022; Engkizar et al., 2024; Poltak & Widjaja, 2024; Septina et al., 2023). Documentation, meanwhile, was used as supporting data in the form of records of memorization progress, tahfiz learning programs, and other relevant documents. After the entire interview process was completed, the data obtained was transcribed in full. It was then analyzed by identifying themes consistent with the research objectives.

Data analysis was conducted using an interactive analysis technique comprising three stages: data reduction, data presentation, and drawing conclusions or verification (Baškarada, 2014; Campbell & Russo, 2016; Engkizar et al., 2022; Hamdi & Desvia, 2025; Mutathahirin et al., 2022). The analysis process was conducted iteratively until in-depth findings were obtained. To ensure data validity, the researchers employed triangulation by comparing information obtained from various sources and data collection techniques. The entire research process was conducted systematically and ethically, maintaining the confidentiality of informants' identities and obtaining consent from all research participants prior to data collection.

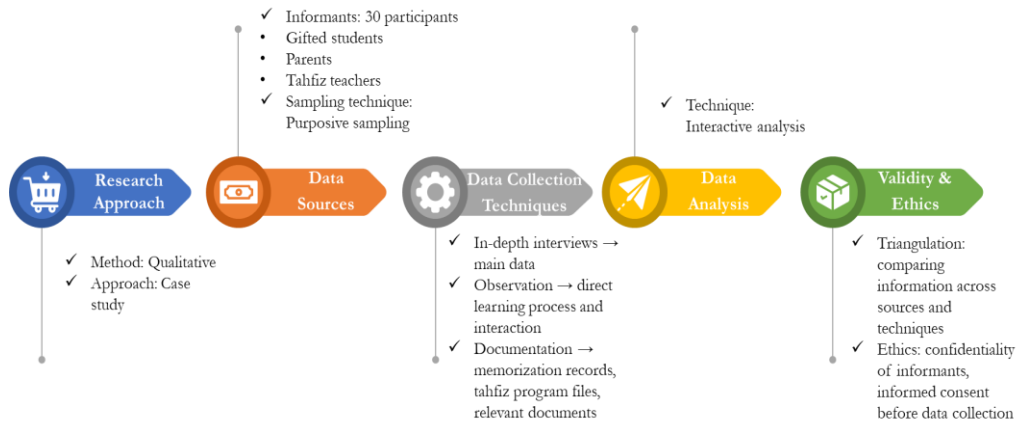


Fig 1. Research methodology flowchart of the qualitative case study

RESULT AND DISCUSSION

The results of the study indicate that the success of gifted students in memorizing the Quran is influenced by three main supporting components: parental support, teacher support, and peer support. These three components interact with one another and create a learning environment conducive to strengthening motivation, consistency in memorization, and the quality of Quranic memorization.

First, parental support in the success of memorizing the Quran. Interview results indicate that parental support plays a crucial role in the success of memorizing the Quran. This statement was conveyed by several informants, as expressed in the following interview.

“Every day I remind the children to memorize the Quran; for example, I say, ‘Have you prepared for tomorrow’s memorization session?’ (Informant 1); I always remind the children to review their memorization every day. I always keep an eye on them (informant 2); Usually, when I’m at home, I’m the one who always wakes up early in the morning; I always wake the children up before dawn so they can review their memorization until dawn during that time, they can perform tabajjud prayers and recite the Quran. Because people say that during the pre-dawn hours, it’s easier to remember, memorize, and for the verses to sink in. So I support the children in terms of waking up early for Subuh (Informant 3)”

The most prevalent form of support is motivational and emotional support, such as providing encouragement, positive reinforcement, and an appreciative attitude toward the child’s memorization achievements (Nurindah, 2025; Rosyidi, 2024; Syatina et al., 2021). Parents who actively pay attention to and acknowledge their children’s memorization process can enhance students’ self-confidence and perseverance in memorizing the Quran. Additionally, parents play a role in providing a conducive home environment, such as scheduling study time, limiting device use, and creating a home atmosphere that supports memorization activities (Lubis & Ismet, 2019; Mahdi & Ridha, 2024). Motivational and emotional support, such as encouragement, positive reinforcement, and an appreciative attitude toward the child’s memorization achievements, was described by the following informant.

“Yes, we always motivate the children. If they succeed in memorizing one juz, we take them out or buy them something they like (informant 5); we always motivate the children. If the children succeed in memorizing one juz, we take them out to eat or buy them something they like. For example, last year when my child finished memorizing the Quran, we brought them a bouquet as a gift (informant 7)”

These findings align with the perspective of (Gulamhusein et al., 2023), who assert that the family is the child's first and primary educational environment. Parental support not only serves to reinforce motivation but also acts as a source of guidance and support that ensures the continuity of the memorization process. For gifted students, this role becomes even more critical because they tend to have high levels of emotional sensitivity and require stable psychological support (Fadil & Hanifa, 2024; Hasanah, 2021; Rasyidi & Karim, 2021).

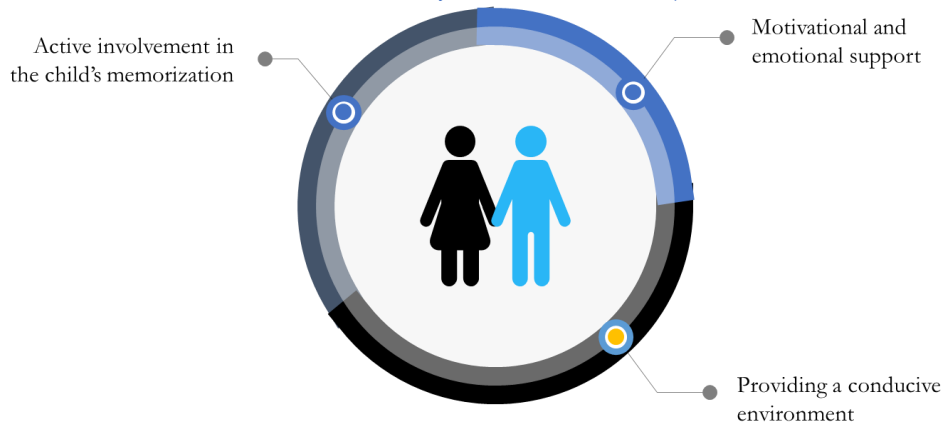


Fig 2. Forms of parental support for students in memorizing the Quran

Second, teacher support in the success of memorizing the Quran. The research findings indicate that teacher support is a key factor in maintaining the quality and consistency of students' memorization, as explained by the informant in the following interview.

"We have the students create a memorization schedule, and we also give them memorization tips, such as reading the Quran 10 times, reviewing it 10 times, and memorizing it 10 times. But some students follow their own methods for memorizing (informant 5); We always correct students' sloppy tajwid and provide efficient tips for memorization, such as reading it first to ensure fluency. For example, if it's very difficult to memorize, we'll have the students use the meaning of the surah to help with memorization. Since they're also learning Arabic at school, that helps them understand the meaning of the surah (informant 6); I provide a schedule and memorization techniques to the students, especially for verses that are hard to memorize. I also make sure they review their recitation consistently (informant 8)"

Quran memorization teachers play a role in applying systematic memorization teaching techniques and methods tailored to the characteristics of gifted students, such as the use of the gradual repetition method, structured memorization goals, and varied learning strategies to prevent boredom (Aslachah & Musawir, 2024; Engkizar et al., 2025; Fakhrunnajah et al., 2025). In addition, teachers also monitor and evaluate memorization periodically to ensure the accuracy of recitation, the fluency of memorization, and students' understanding of the memorized verses.

"We share tips with students: if there's a verse that's hard to memorize, try reciting the prayer 'Allahummapaksa' whenever you're struggling to memorize or feeling lazy. We also remind them of this tip because we used this prayer ourselves when we were memorizing (Informant 9); During breaks, we help students through online classes. If there are mistakes, we'll correct them and offer advice to improve the students' memorization (informant 10); I help students create a schedule to review their memorization and make up for missed sessions. For example, if they tell me they can't memorize a page, I'll let them start by reading half of it first (informant 11)"

Teachers' emotional support and motivation also emerged as important aspects in this study. Teachers who are patient, communicative, and provide constructive feedback have been shown to boost gifted students' enthusiasm and confidence in memorizing the Quran (Awang et al., 2025; Mubi et al., 2024; Shukri et al., 2020). These findings reinforce the theory that teachers' roles extend beyond merely delivering content; they also serve as mentors and motivators in the learning process, particularly for gifted students (Abdullah et al., 2021; Aslan, 2022).

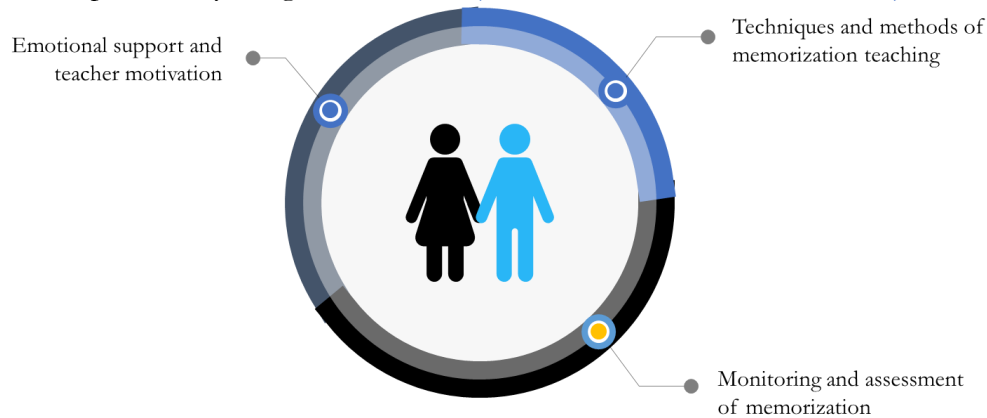


Fig 3. Forms of teacher support for students in memorizing the Quran

Third, peer support in the success of memorizing the Quran. Research findings also indicate that peer support contributes positively to the success of memorizing the Quran (Azahra & Rohim, 2025; Yundianto et al., 2023). The forms of support identified include group memorization activities, healthy competition in achieving memorization goals, and the provision of moral support and motivation among peers (Al Khurriyah, 2024; Anjani et al., 2025; Rosyidi, 2024). Positive interactions among gifted students create a pleasant learning atmosphere and foster a sense of camaraderie in the Quran memorization process. The forms of peer support in successful Quran memorization were described by the informants in the following interviews.

“Yes, I have a few friends who are also memorizing the Quran. We often test each other’s memorization and offer encouragement if anyone is struggling. It’s like how we usually help our friends with their recitation at the mosque during class and after Maghrib until Isba. After Maghrib, we have our own individual memorization sessions. Right now we’re also looking for verses to recite tomorrow morning (informant 12); Yes, I have a few friends who are memorizing the Quran too. We often test each other’s memorization and offer encouragement if anyone is struggling (informant 13); I often memorize with them in the evenings and after prayers. It’s very effective because when we hear others recite, we can identify our own mistakes (informant 14)”

For gifted students, the presence of peers who share the same goals and interests serves as an effective source of external motivation (Amri, 2024; Hasim et al., 2023; Rahmadi et al., 2024). Healthy competition encourages gifted students to continuously improve the quality of their memorization, while moral support from peers helps reduce stress and burnout during the memorization process. These findings align with social learning theory, which emphasizes the importance of social interaction in shaping student behavior (Budiman & Ramadhan, 2019; Shukri et al., 2020).

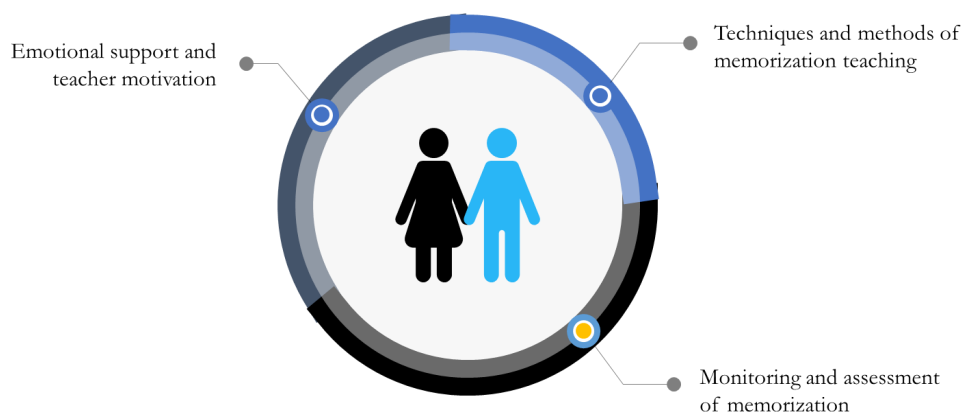


Fig 4. Forms of teacher support for students in memorizing the Quran

Overall, the results of this study indicate that the success of gifted students in memorizing the Quran is inextricably linked to the synergy between the support of parents, teachers, and peers. These three components form a learning ecosystem that complements and reinforces one another. Without balanced support from all three parties, the process of memorizing the Quran tends to face various obstacles, whether in terms of motivation, consistency, or the quality of memorization. The findings of this study reinforce the view that effective tahfiz learning requires an integrated approach oriented toward the needs of gifted students. The results also make an important contribution to the development of a more adaptive tahfiz mentoring model for gifted students and serve as a foundation for formulating sustainable Quranic education policies and practices.

CONCLUSION

This study concludes that the success of Quran memorization among gifted students is determined by the integration of support from parents, teachers, and peers. Parental support plays a key role in building students' intrinsic motivation and emotional stability through consistent guidance and the creation of a home environment that supports memorization activities. Teacher support serves to ensure the quality of memorization through the application of structured teaching methods, continuous monitoring, and reinforcement of learning motivation. Meanwhile, peer support contributes to increasing students' perseverance and enthusiasm through positive social interaction and healthy competition. These findings confirm that success in memorizing the Quran does not depend solely on the cognitive abilities of gifted students, but is significantly influenced by the quality of the learning environment support they receive. Therefore, the practical application of this research is the need to develop a collaborative tahfiz learning model that involves the active participation of parents, teachers, and peers. In addition, educational institutions are advised to develop tahfiz support programs that are tailored to the characteristics of gifted students, including strengthening communication between schools and families and establishing peer learning communities. Future research is expected to test this integrated support model in different educational contexts and levels to strengthen the findings and expand scientific contributions in the field of Quranic education.

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DECLARATIONS

Author contribution

Mutathahirin: data curation, writing-original draft preparation and editing, **Azhar Jaafar & Rashidi Abbas:** conceptualization, methodology, **Nuha Sufina Binti Saidi:** validation, visualization, supervision, software.

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The data and the grammatical structure in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

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Ethical clearance

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