

THE RELATIONSHIP BETWEEN LEARNING STYLE AND EMOTIONAL INTELLIGENCE WITH THE ABILITY TO MEMORIZE THE QUR'AN IN CLASS X MAN 2 MEDAN MODEL STUDENTS

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Abstract

This study aims to determine and describe: (1) the relationship of learning styles with the ability of students to memorize the Qur'an in class X IPS MAN 2 Medan model, (2) the relationship of emotional intelligence with the ability of students to memorize the Qur'an in class X IPS MAN 2 Medan Model, and (3) the relationship between learning styles and emotional intelligence with the ability of students to memorize the Qur'an in class X IPS MAN 2 Medan Model. The study was conducted at Madrasah Aliyah Negeri 2 Model Medan. This research is a quantitative study using the correlation research method. The population in this study were all social studies students of class X consisting of 5 classes with a total of 186. A sample of 20% of students totaling 186 namely 37.2 rounded 37 students taken at random (random sample). Data collection instruments used were questionnaires and tests. Analysis of the data used is correlation and regression. The research findings show: (1) there is a positive and significant relationship between learning styles with the ability to memorize the Qur'an with a correlation number of 0.393 with the equation of the regression line $\hat{Y} = 77,15 + 0.12X_1$, (2) there is a positive and significant relationship between emotional intelligence with the ability to memorize the Qur'an with a correlation number of 0.519 with the equation of the regression line $\hat{Y} = 66,26 + 0.27X_2$. and (3) there is a positive and significant relationship between learning styles and emotional intelligence with the ability to memorize the Qur'an with a correlation number of 0.589 with the equation of the regression line $\hat{Y} = 35,56 + 0.09 X_1 + 0.24X_2$. Effective contribution of learning style variables to the ability to memorize the Qur'an is 12,20%, while the effective contribution of the variable of emotional intelligence with the ability to memorize the Qur'an is 23,90%.

Keywords: Learning Style, Emotional Intelligence

INTRODUCTION

Students have different ways to process stimuli. There is no one method or style that is suitable for all students. There are those who prefer to learn on their own, and some even enjoy listening to explanations from

the teacher through the lecture method. To enhance the effectiveness of the teaching and learning process, it is necessary to hold in-depth research on student learning styles.

Learning style according to Jensen (2010: 53) is one of the preferred ways students think, process, and understand information from a learning. Learning styles owned by students can make it easier for students to learn and absorb information from learning. The teacher must be able to know each student's learning style and try to improve students' learning styles that are not good to realize effectiveness in learning.

The different learning styles show the fastest and best way for each student to absorb information from the learning process. The teacher must be able to understand the different learning styles of each student, especially in memorizing the Qur'an. Learning styles owned by students determine the ability of students to memorize the Qur'an quickly and easily.

Intelligence also determines a student's ability to memorize the Qur'an. Emotional intelligence according to Wiyani (2014: 98) is an intelligence relating to the heart and concern between humans, creatures and the natural surroundings. Students who are able to control their emotions well, it will be easier to memorize the Qur'an and be able to practice the contents of Al -Qur'an in daily life.

Students who have high emotional intelligence tend to be more patient in memorizing the Qur'an. Because by utilizing emotional intelligence, students are able to recognize, understand, and control the emotions that exist in him. So emotional intelligence is one of the keys to success in life. People who are emotionally intelligent will have motivation and optimism in memorizing the Qur'an.

THEORITICAL REVIEW

Abu Sayyid (2013: 256) states that there are several ways that can be done in memorizing the Qur'an, namely: First, to read over and over the verse or surah that is about to be memorized. The number of repetitions is adjusted by the ability to memorize the child. Second, listen repeatedly to the verse or surah that you want to memorize. Third, understand the verse or surah you want to memorize. Fourth, write down the first verse or surah that you want to memorize. This method must be adapted to one's learning style in memorizing the Qur'an. Because everyone must have a

style or way to memorize different. So to memorize the Qur'an, the fastest way to choose is to make it easier to memorize.

Rohman (2009: 57) added things that must be considered and done by memorizing the Qur'an, namely: (1) leaving all forms of disobedience, because immorality can pollute the heart, while a dirty heart will find it difficult to store memorized memory, (2) always glorify the Qur'an, (3) multiply takrir (repeat), (4) do muroja'ah (repeat) memorization in front of the cleric at least half a juz with murottal, (5) avoid things that can interfere with memorization, like joking excessively, in this case Rasulullah SAW reminded him to avoid laughing a lot because it can kill the heart.

Al-Qur'an memorization must pay attention to any actions that can accelerate or even hinder the memorization process. Al-Qur'an memorizers must always keep their actions so as not to fall into trouble memorizing. So it must be done takrir and muroja'ah continuously and always away from all disobedience that can hinder the memorization process.

Said Ulaiwah (2011: 173) explains the requirements before memorizing the Qur'an as follows: (1) right and good intentions, (2) praying, and (3) forgiveness and leaving immorality. Al-Sirjani (2007: 63) adds conditions for memorizing the Qur'an, namely: (1) patient, and (2) istiqomah.

The things that can help someone in developing their ability to memorize the Qur'an are (Az-Zawawi, 2010: 92): (1) having friends who memorize the Qur'an, (2) having a shaykh who is an expert in recitation, (3) following the halaqah (gatherings) of the Qur'an, (4) distancing themselves as soon as possible from other friends, (5) keeping sight and hearing, (6) multiplying sunnah prayers by reading the memorization of Al -Qur'an, (7) teaches memorization of the Qur'an to others, and (8) choose the right time to memorize the Qur'an.

Al-Malibari (2006: 154) stated in his Sufi verse, named Hidayah Al-Adzkiya ', invites humans to arrange their time correctly in memorizing the Qur'an. By giving five minutes to memorize the Qur'an, all activities will become easier and smoother. So it can be concluded, that memorizing the Qur'an will affect the activities to be carried out, if you can set the right time to memorize it.

Memorizing the Qur'an has benefits that are closely related to the spirit and soul. Memorizing the Qur'an also leads to benefits that are spiritual and ukhrawi, including (Ammar and Al-Adnani, 2015: 104): (1)

the memorizers of the Qur'an are the "family" of Allah SWT and people His belief, (2) the memorizers of the Qur'an are aligned with the glory of the angels, (3) the memorizers of the Qur'an get a high place in heaven, (4) the memorizers of the Qur'an will be blessed by God and awarded the crown of honor in heaven, (5) the memorizers of the Qur'an get guarantees of heaven and give sharia to ten members of their family, (6) in court in the hereafter, the memorizers of the Qur'an will be defended by surahs of the Qur'an they memorized, and (7) the memorizers of the Qur'an are peaceful and happy people.

Supporting factors in memorizing the Qur'an include (Wahid, 2014: 139): (1) health factors, (2) psychological factors, (3) intelligence factors, (4) motivation factors. While the inhibiting factors in memorizing the Qur'an (Wahidi and Wahyudi, 2017: 54): (1) the age factor, (2) lack of practice and practice, (3) not focusing attention, and (4) easy to despair

Learning style according to Jensen (2010) is one of the preferred ways for students to think, process and understand information. Learning style according to Masganti Sit (2017: 49) is the way that someone tends to choose to receive information from the environment and process the information. While the learning style according to Nasution (2013: 94) is a consistent way carried out by a student in capturing stimulus or information, how to bind, think and solve problems.

Ghufron and Risnawati (2014: 39) classify students' learning styles according to the following categories: (1) each student learns in their own way which is then often called a learning style. Other than that, teachers also have their own way of teaching, (2) we can find a person's learning style with certain instruments, and (3) the suitability of teaching style with learning style can enhance learning effectiveness.

Educators, including teachers, are almost certainly aware that their students have different learning styles. The term learning style (learning style) in question is a complex way in which students consider and feel most effective and efficient in the process and store what they have learned (Ghufron and Risnawita, 2013: 42).

Bobbi DePorter and Mike Hernacki (2002: 112) namely one's learning style in absorbing information into three types, namely visual, auditory, kinesthetic learning styles. The following is an explanation of the three learning styles:

- 1) Visual Learning Style

Suparman (2010: 66) states that this learning style is generally referred to as an observational learning style. Because this learning style relies heavily on the sense of sight (eye) in the learning process. Students of this type are interested in colors, shapes and vivid images. And also eye coordination with their hands is very good. Students who have a visual learning style would be better off learning by seeing other people doing something or seeing the pictures they are learning. Usually they like the presentation of coherent information and they prefer to write what the teacher says. They are oriented toward the text and prefer to read rather than read (listen). Because more remembering what is seen, they need a picture and overall purpose to capture the details of what is learned.

Characteristics of students with visual learning styles include (DePorter and Hernacki, 2002: 116): (1) speaking and reading quickly, (2) remembering what is seen, rather than being heard, (3) remembering with visual associations, (4) pay attention to everything, maintain appearance and orderly, (5) good spellers and can see the actual words in their minds (tend to be sensitive to something faced), (6) not disturbed by noise (good concentration, not easily disturbed commotion around him), (7) prefers to read rather than read, and (8) scribbles meaninglessly while talking on the phone and in meetings (when on the phone, meeting or when class lessons like to scribble on something or like to do other activities without meaning).

2) Audiotorial Learning Style

According to Steinbach (2002: 29) Auditorial learning styles are referred to as auditory learning styles. Someone who has this learning style will rely on the process of learning through hearing (ears). They pay very good attention to the things that are heard. They also remember things by "seeing" from what is stored in their ears. Unlike students who have a visual learning style, students who have an auditory learning style are not interested in seeing what the teacher is doing or taking notes.

Students with an auditory learning style rely on the ability to hear and remember. The characteristics of this learning style really place hearing as the main tool for absorbing information. This means that students must listen and then remember and understand the information received. Teachers should pay attention to their students to the hearing instrument. Auditory students can receive what is conveyed through voice intonation, speed of speech and other auditory matters.

De Porter and Hernacki (2002: 168) explain that auditory students can usually memorize faster when reading texts aloud or listening to tapes. Auditory students tend to like how to learn by listening and repeating information is the main way of learning. Auditory students prefer to record on tapes rather than take notes, because they like to listen to information over and over again.

Characteristics of students with auditory learning styles (De Porter and Hernacki, 2002: 118): (1) often speak for themselves while learning (when studying or reading they often voice what is learned or being read), (2) easily distracted by noise (when there is a commotion around it the concentration is easily dispersed), (3) likes to read aloud and listen (likes to listen and when reading sounds aloud), (4) can repeat or imitate the tone, rhythm and color of the voice (good memory for something to listen to , then able to repeat well from what was heard), (5) learning by listening and remembering what was discussed than what was seen (easier to remember from what was heard than what was seen), (6) have problems with work that involves visualization , like cutting parts to fit each other (not good at doing things that are visualization), (7) prefer to use spell out loud rather than write it down (preferring to directly express his opinion than having to write it down).

3) Kinesthetic Learning Style

Kinesthetic learning styles are also known as driving learning styles. This is because students with learning styles like this always use and utilize their limbs to understand something in the learning process (Suparman, 2010: 69). Students who learn in a kinesthetic learning style will be easier and more effective through direct involvement in activities, whether by touch, movement, doing, experiencing, or experimenting.

According to Zaini (2002: 116) students with kinesthetic learning styles, in remembering and memorizing lessons, they usually combine facts with movement. Ostroff (2013: 81) states that kinesthetic experiences can make learning easier, expand students' creativity and understanding of their own bodies. So the concepts that students have learned will last forever within students, because they are directly carried out with practice in their daily lives.

Characteristics of students with kinesthetic learning styles are as follows: (1) speak slowly (if speaking slowly, not loudly as an auditory type), (2) always oriented physically and moving a lot, responding to physical attention (more often involving physical, both in pay attention or

seek attention), (3) touch other people to get their attention (sometimes to get attention from others, they touch people who are asked to pay attention to it), (4) stand close when talking to others (because by speaking slowly, they when speaking must approach with the interlocutors), (5) learning through direct practice or manipulation (preferring to learn directly practice, rather than having to listen to theories only), and (6) using fingers as a pointer when reading (when reading or learning often shows what it is about what is read or learned)

Wiyani (2014: 98) defines emotional intelligence as the ability of an individual to manage his feelings when he deals with himself, his fellow human beings, and other creatures in his environment. Prawira (2016: 159) defines emotional intelligence, namely the ability to understand and regulate emotions to act well in relationships between people. Mubayidh (2007: 7) adds the definition of emotional intelligence that is the ability to respond to emotional knowledge in the form of receiving, understanding, and managing it.

Goleman (2003: 45) revealed that there are several characteristics that can indicate that someone has emotional intelligence, namely: (1) has the ability to motivate yourself, (2) able to survive facing frustration, (3) able to control impulses, (4) not exaggerating a pleasure, (5) able to regulate moods, (6) able to take care of themselves so that the burden of stress does not paralyze the ability to think, and (7) easy to empathize,

The main elements in emotional intelligence that make a person a humanist figure include (Wiyani, 2012: 59-60): (1) self-awareness, (2) personal decision making, (3) managing feelings, (4) empathy, (5)) opening up, (6) understanding, (7) resolving conflicts. While the emotional intelligence indicators according to Goleman (2009: 403) include recognizing one's emotions, managing emotions, utilizing emotions productively, recognizing the emotions of others and building relationships.

The indicators above can mean that the importance of emotional intelligence is developed in students. Nowadays there are many students who are intelligent in school, brilliant in academic achievement, but unable to manage their emotions, such as irritability, despair, arrogance and arrogance, so that these achievements not much benefit for him. Emotional intelligence needs to be valued and developed in students from an early age, because this is what underlies a person's skills in the middle

of society in the future, so that it will make all of its potentials can develop more optimally.

Methods

The study was conducted at Madrasah Aliyah Negeri 2 Model Medan. This research is a quantitative study using the correlation research method. The population in this study were all social studies students of class X consisting of 5 classes with a total of 186. A sample of 20% of students totaling 186 namely 37.2 rounded 37 students taken at random (random sample). Data collection instruments used were questionnaires and tests. Analysis of the data used is correlation and regression.

RESEARCH RESULTS AND DISCUSSION

Learning style has a positive and significant relationship with the ability to memorize the Qur'an in class X MAN 2 Medan Model. This shows that learning styles can facilitate students in memorizing the Qur'an. Students who learn in the chosen learning style will find it easier to understand the lesson. This is in line with the opinion of Masganti Sit (2017: 49) who defines that learning style is a way that someone tends to choose to receive information from the environment and process the information. So students are free to choose the learning styles they are interested in to more easily receive and process information. Learning styles that students can choose in memorizing the Qur'an include visual, auditory and kinesthetic learning styles.

Visual learning style according to Suparman (2010: 66) is a learning style called observational learning style. Because this learning style relies heavily on the sense of sight (eye) in the learning process. This is in accordance with the facts that researchers observe, where students of class X IPS MAN 2 Medan Model who learn with a visual learning style in memorizing the Qur'an tend to look at the Qur'an. Because they assume that by seeing the Qur'an directly, students more easily know the right and wrong in memorizing the Qur'an.

Auditory learning style according to Hildbrand (1971: 249) is an opportunity to listen which is important in the development of learning because memory can develop through hearing. The theory is in accordance with the facts that researchers observe, where students of class X IPS MAN 2 Medan Model tend to prefer to memorize the Qur'an by listening, such as listening while doing peer tutors with their friends. Students with this auditory learning style also memorize the Qur'an more

quickly when reciting a surah that they want to memorize aloud, or listen to cassettes and other hearing aids.

This is in line with the opinion of De Porter and Hernacki (2002: 168) which explains that auditory students can usually memorize faster when reading texts aloud or listening to tapes. Auditory students like how to learn by listening and repeating information is the main way of learning.

The kinesthetic learning style chosen by students of class X IPS MAN 2 Medan Model can be seen from the way of learning of students who utilize their limbs to understand something in learning. So that students with kinesthetic learning styles find it easier to memorize the Qur'an by moving places, and playing a pen when memorizing the Qur'an.

This is in line with the opinion of suparman (2010: 69) states that kinesthetic learning styles always use and utilize their limbs to understand something in the learning process. Students who learn in a kinesthetic learning style will be easier and more effective through direct involvement in activities both by touch, movement and so on.

Students who have a visual learning style reach an average of 44.14, students who have an auditory learning style reach an average of 43.97 and students who have a kinesthetic learning style reach an average of 44.08. Student learning styles that are more dominant in memorizing the Qur'an are visual learning styles that reach an average of 44,14.

Visual learning style dominates class X IPS students in memorizing the Qur'an. This is reinforced by the opinion of Rose (2002: 131) where studies conducted on 5000 students in the United States, Hong Kong and Japan for grades 5 to 9 show a tendency for visual learning styles as much as 29%, auditory as much as 34% and kinesthetic as much as 37%, but as adults the visual learning style dominates more.

Students who have a visual learning style will remember more what is seen and read. So that in memorizing the Al-Qur'an it also requires the ability to read and write Al-Qur'an, so that it is easier to memorize the Qur'an. This is in accordance with the opinion of De Porter and Hernacki (2002: 116) which explains the characteristics of students with style visual learning includes: (1) remembering what is seen, rather than being heard, and (2) prefers reading rather than reading.

The findings of this study reinforce the results of previous studies including: (1) Taiyeb and Mukhlisa (2015) research shows that each

student has their own learning style tendencies, there are visual, auditory, kinesthetic, visual-kinesthetic, visual-auditorial, and auditory -kinesthetic and influential on student learning outcomes in the high category with an average value of 78.89, and (2) Wulandari Research (2011) shows that learning styles make a significant contribution to learning achievement. So the more someone realizes the learning style and uses efficient ways according to the learning style, the better achievement will be obtained. Based on the research results obtained, it is recommended that each student use a learning method that suits the learning style so that they will have better achievement.

Good learning styles are visual, auditory and kinesthetic learning styles, there are positive and significant relationships with the ability to memorize the Al-Qur'an of class X IPS MAN 2 Medan Model with a correlation value of 0.393. The learning style also gave an effective contribution to the ability to memorize the Qur'an class X IPS MAN 2 Medan Model students with a score of 12.20%. This means that there are other factors that influence the ability to memorize the Qur'an in addition to learning styles. In accordance with the opinion of Putra & Issetyadi (2010: 16) which states that the factors that influence the quality and ability of students to memorize the Qur'an include emotional conditions, beliefs, habits and ways to process stimuli.

Based on the data tendency test of students' emotional intelligence variables in memorizing the Al-Qur'an class X IPS MAN 2 Medan Model the medium category was 64.86% and the category less was 35.14%. Thus it can be concluded that the learning styles of students in this study tend to be moderate as evidenced by 64.86% of respondents included in the medium category. This is consistent with the reality that occurs in class X IPS MAN 2 Medan Model, where some students have good emotional intelligence and some students have less emotional intelligence.

Students who have good emotional intelligence are proven by their enthusiasm in memorizing the Qur'an and not giving up when having difficulty memorizing. However students who have poor emotional intelligence prove to be easily frustrated and not enthusiastic about memorizing the Qur'an. so the teacher must be sensitive to the emotional intelligence of students who begin to decline by always motivating students to be diligent in memorizing the Qur'an and providing relief to students by not forcing students to memorize new surahs but instead memorizing memorized surahs that have been memorized.

Goleman (2009: 403) argues that a benchmark someone has good emotional intelligence if he is able to recognize self-emotions, manage emotions, use emotions productively, recognize the emotions of others and be able to build relationships with others. The theory can be adjusted to the fact that shows that most students are able to recognize their emotions, manage emotions, recognize the emotions of others and build relationships with others. This is evident from the patience of students in memorizing the Qur'an so that their memorization can be fluent and peer tutoring with friends in memorizing the Qur'an.

But there are some students who are less able to recognize their own emotions, manage emotions, recognize the emotions of others and build relationships with others. This is due to the time factor, because the hours of learning to memorize the Qur'an start at 15.30-16.30, students have begun to feel boredom in learning so that their emotional intelligence begins to decline, this is evident from students lazing when memorizing the Qur'an 'an.maka here the teacher plays an important role in developing students' emotional intelligence by always motivating and accustoming students to perform ablution before learning, so students return to the spirit to memorize the Qur'an.

The findings of this study confirm the results of previous studies, including: (1) Sari and Widyastuti's research (2015) showed the acquisition of the correlation coefficient (r) between X and Y is 0.390 which means that there is a very significant relationship. So that the hypothesis proposed in this study can be accepted, that there is a positive relationship between emotional intelligence with the ability of conflict management in wives, and (2) Srieka's research (2011) shows that there is a relationship between emotional intelligence and learning achievement that is 0.457, there is a relationship between learning readiness and learning achievement is 0.360, while the multiplication correlation analysis shows that emotional intelligence and learning readiness simultaneously affect learning achievement that is 0.533.

Emotional intelligence both moderate and low emotional intelligence possessed by students of class X IPS MAN 2 Medan Model also showed a positive and significant relationship with the ability to memorize the Qur'an with a correlation magnitude of 0.519. Effective contribution given the variable of emotional intelligence to the ability to memorize the Qur'an by 23.90%. This means that there are other factors

that influence students' ability to memorize the Qur'an besides emotional intelligence.

According to Wahid (2014: 139) supporting factors in the ability to memorize the Qur'an are health, psychology, intelligence and motivation that will increase one's enthusiasm in memorizing the Qur'an. So there are other factors that influence the ability to memorize the Qur'an besides emotional intelligence, namely health, psychology and motivation.

Emotional intelligence is one of the supporting factors in undergoing the process of memorizing the Qur'an. Every student has different intelligence. So it is enough to influence the memorization process that is undertaken. However, this does not mean that lack of intelligence is a reason for not being excited in the process of memorizing the Qur'an. The most important thing is craft and *istiqomah* in memorizing.

Learning styles and emotional intelligence together show a positive and significant relationship with the ability to memorize Al-Qur'an class X MAN 2 Medan Model students with a magnitude of correlation of 0.589 and effective contributions made learning styles and emotional intelligence together to the ability memorizing Al-Qur'an is 34.70% and the rest as lost as 65.30%. This means that there are still other factors that can support the ability to memorize the Qur'an that is not examined in this study.

The factors that support the ability to memorize the Qur'an according to Putra & Issetyadi (2010: 16) are emotional conditions, beliefs, habits and how to process stimuli. So in addition to learning styles and emotional intelligence, beliefs and habits are also factors that can support students' ability to memorize the Qur'an.

CONCLUSIONS

The conclusions of the study are: (1) there is a positive and significant relationship between learning styles both visual, auditory and kinesthetic learning styles with the ability to memorize the Qur'an. (2) there is a positive and significant relationship between emotional intelligence with the ability to memorize the Qur'an class X IPS MAN 2 Medan Model students. and (3) there is a positive and significant relationship together between learning styles and emotional intelligence with the ability to memorize the Qur'an in class X IPS MAN 2 Medan Model.

Based on the findings that have been obtained, there are a number of suggestions that can be taken into consideration for the advancement of education as follows: (1) media or learning resources must be a concern for the Head Madrasah, so students can memorize the Qur'an more optimally. Specifically, for students who have an auditory learning style, students with auditory learning styles need to use media or visual aids in memorizing the Qur'an, (2) the time to memorize the Qur'an must also be a consideration for the Madrasah Head in improving the ability memorize the Qur'an. If possible, the time to memorize the Qur'an is done in the morning before the lesson, because students will memorize more easily if done in the morning, (3) grouping students according to learning styles should also be a concern for teachers who teach in in class. Because students will find it easier to memorize the Qur'an if it is grouped according to the learning styles they have, and (4) to other researchers that this research needs to be followed up especially with regard to different variables that contribute to the ability to memorize Al- The Qur'an.

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