

## LEARNING THEORY IN THE TAHFIDZ PROGRAM AT HIDAYATUL MUBTADI-IEN ISLAMIC BOARDING SCHOOL

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### Abstract

This study discusses the application of learning theory in the tahfidz program at the Hidayatul Mubtadi-Ien Islamic Boarding School, specifically focusing on the relevance of behavioristic learning theory in the process of memorizing the Qur'an. Tahfidz learning is viewed as an activity that requires habituation, repetition, and reinforcement of behavior in response to environmental stimuli. This study uses qualitative methods through observation and in-depth interviews. The results show that the tahfidz process at this Islamic boarding school is very much in line with behavioristic principles, where stimuli in the form of guidance, reading examples, and memorization targets will elicit responses in the form of memorization achievements by students. Learning patterns such as independent mutholaah, listening to friends' memorization, and regular recitation to the instructor are forms of reinforcement that play a role in forming memorization habits. The memorization target of 15 juz in three years also strengthens the measurable stimulus-response structure. Thus, behaviorist theory becomes the foundation that supports the success of tahfidz learning through repetition, reinforcement, and emphasis on observable behavioral changes.

**Keywords:** Al-Qur'an, Behaviorism, Tahfidz, Learning Theory.



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## INTRODUCTION

Memorizing the Qur'an is one of the acts of worship that can be performed by every Muslim, both women and men, children and adults (Said Syaripuddin, 2020). However, in reality, many people often encounter obstacles in the process of memorizing the Qur'an, whether in terms of time, limited memorization abilities, or even losing what they have memorized previously. This has an impact on reducing enthusiasm or motivation in the process of memorizing the Qur'an. Seeing these phenomena, it is important to use a learning theory that can address these obstacles in the memorization process, one of which is by applying a learning theory.

A learning theory is a combination of principles that contain explanations of a number of interrelated facts and findings related to learning events. Learning theory covers the process of changing human behavior in acquiring skills based on behavior. Learning in this case can also be interpreted as the process of a person knowing something that they did not know before. Through the learning process, a person will become an educated human being (A'yun & Sufyan, 2023).

Through learning theory, it seems that the learning atmosphere will become more relaxed and enjoyable. Basically, there are various learning theories that are often applied by teachers, including behavioristic learning theory, cognitive learning theory, constructivist learning theory, and humanistic learning theory (Fithriyah, 2024). One of the theories that can be applied to memorizing the Qur'an is behavioristic theory. In a previous study entitled "Implementation of Behaviorist Learning Theory in Learning," it was mentioned that the behaviorist learning method is able to train, hone, and guide students who need motivation from those closest to them, such as family, or who like to imitate and repeat various behaviors. Thus, this theory can be applied to the process of memorizing the Qur'an.

The Qur'an is the word of Allah SWT in the form of a miracle that was revealed to the Prophet Muhammad SAW gradually as guidance for mankind until the end of time. It is written in a mushaf, beginning with Surah Al-Fatihah and ending with Surah An-Nas. It has been narrated in a mutawatir manner, and reading it is considered an act of worship (Sari & Sapa, 2025). A person who constantly interacts with the Qur'an by believing in it, reading it, listening to it, memorizing it, understanding its meaning, or practicing it by making it a guide in their life, will receive virtue and honor from Allah both in this world and in the hereafter. One way to understand the contents of the Qur'an is by memorizing/tahfizh the Qur'an.

Tahfizh comes from the Arabic root word ha fa zha حفظ, which means to memorize, preserve, or maintain (Fathah, 2021). Tahfizhul Qur'an means the process of memorizing the Qur'an. A person who memorizes the Qur'an is called a hafizh. Memorizing the Qur'an is considered a difficult task for most people. However, this activity has many benefits for a person's brain development. Allah has blessed every human being with a brain that has great capabilities, therefore, as a form of gratitude to Allah SWT, we must utilize and use our brains to the fullest so that it can be beneficial to ourselves and others.

Based on the research context presented by the author, the author wishes to conduct research on "Learning Theory in the Tahfidz Program at the Hidayatul Mubtadi-Ien Islamic Boarding School." This research is important to determine the application of behaviorist theory in the activity of memorizing the Qur'an.

## RESEARCH METHOD

### *Research Design*

This study used qualitative methods through observation and interviews. Observations were conducted systematically on teaching and learning activities in the tahfiz honor roll class.

Interviews were conducted face-to-face with informants to obtain in-depth data related to the tahfiz honor roll class program.

### *Research Target/Subject*

The targets or subjects in this study are the head of the madrasah in charge of curriculum, the tahfiz coordinator, the dormitory or boarding school administrators, and students in the tahfiz honor roll class. Research object: learning activities and implementation of the tahfiz honor roll class program at the Hidayatul Mubtadi-ien Islamic Boarding School.

### *Research Procedure*

The observation method, in which the team of authors systematically observed and recorded the elements that appeared in a phenomenon or phenomena in the research object, namely matters related to teaching and learning activities in the tahfiz excellence class. The purpose of observation is to describe the setting being studied, the activities taking place, the people involved in the activities, and the meaning of events from the perspective of those involved in the observed events. Next, interviews were conducted by asking several questions related to learning at the Hidayatul Mubtadi-ien Tahfiz School:

1. What is the identity and history of the school?
2. How is the learning system implemented at the school?
3. What subjects are taught in class?
4. How are class hours divided?
5. What is the age range of students participating in Tahfidz activities?

### *Instruments, and Data Collection Techniques*

The researcher used this observation method to obtain data related to the implementation of the tahfiz excellence program at the Islamic boarding school. Then, the interview method. In this study, the author used the interview method, where the author collected data by asking questions to informants in this study, including the head of the madrasah in charge of the curriculum, the tahfiz coordinator, the dormitory or boarding school administrators, and students in the tahfiz excellence class. The author conducted the interviews through face-to-face conversations.

### *Data Analysis Technique*

The data analysis in this article was compiled using a qualitative research approach.

## **RESULTS AND DISCUSSION**

The Tahfidz School located in Kotagede, known as Hidayatul Mubtadi-ien, was established on 12th of Maulid 1431 H, precisely on February 15, 2012 M. It was initiated and founded by Bapak KH. Munir Syafa'at and Ibu Nyai Hj. Barokah Nawawi. Based on the creed of Ahlus Sunah Wal Jama'ah, students here are educated to deepen, internalize, analyze, and study

religion. The current head of the Pondok is Ustad Nefzawi Yuski. The Hidayatul Mubtadiien Tahfidz School is located at Jl. Nyi Pembayun, Gang Garuda, KG II/1051 B, RT 03/RW13, Darakan Barat, Parengan, Kotageda District, Yogyakarta City, Special Region of Yogyakarta. The age range of the students, from elementary to university level, totals 80 students who are active in this school.

Tahfidz students have a special place that is only occupied by tahfidz students. This place is located in the dormitory at the tahfidz school dormitory Hidayatul Mubtadi-ien. Where does this non-formal school conduct tafidz activities? By self-study or listening to themselves first. Then, when they feel they have memorized, they ask to be brought face-to-face to listen to their friends. If they feel they have memorized, they will submit it to the Nyai or teacher. Submissions to the teacher are made after dawn to the Nyai or teacher. The target is 15 juz within 3 years, but this is adjusted to the students' abilities. For class division itself, it is adjusted to the students' own abilities because each student has different capabilities.

This Tahfidz learner naturally prioritizes memorizing the Quran, but here they also teach other subjects to broaden their religious studies. Other subjects include Tawheed, Akhlaq, Aqeedah, Fiqh, and Nahwu Sharaf. Activities begin from 05:00-06:00 with reciting the Quran sorogan or tafsir studies. Then the students continued their activities in their respective formal schools. From 4:00 PM to 5:00 PM, learning is conducted in subjects such as Tawhid, Aqidah, Akhlak, Fiqih, and Nahwu Sharaf. From 6:00 PM to 10:00 PM, students independently memorize the Quran, which will be recited after the Subuh prayer. The age range of these students is from junior high school to college, approximately 13 to 23 years old.

#### **A. Behaviorism Theory**

Behaviorism learning theory is a theory that studies human behavior. According to (Desmita, 2009 in the journal Application of behaviorism learning theory in the learning process), behaviorism learning theory is a theory that understands human behavior using an objective, mechanistic, and materialistic approach, so that changes in a person's behavior can be achieved thru conditioning efforts. In other words, studying a person's behavior should be done thru testing and observation of visible behavior, not by observing the activity of parts within the body. This theory emphasizes observation, as observation is crucial for seeing whether or not the behavioral change has occurred (Abidin, 2022). Learning is the result of interaction between stimulus and response. A person is considered to have learned when they can demonstrate a change in their behavior (Suputra, 2023).

According to this theory, what is important in learning is the input in the form of stimulus and the output in the form of response. Stimulus is something given by the teacher to the students, while response is the students' reaction or response to the stimulus given by the teacher (Hamruni et al., 2021).. The process that occurs between stimulus and response is not important to consider because it cannot be observed and cannot be measured. What can be observed are the stimulus and the response, therefore, what the teacher gives (stimulus) and what the students receive (response) must be observable and measurable.

In this context, stimulus can be understood as the teacher providing a stimulus, such as the teacher giving an example problem in mathematics about adding numbers. The intended response is when the students try to provide the correct answer to that question. In this case, students will be considered to have learned if they answer correctly because this theory emphasizes learning outcomes. Behaviorist theory emphasizes the scientific study of observable behavioral responses and their environmental determinants. In other words, behavior focuses on interactions with the environment that can be seen and measured.

Behavioral principles are widely applied to help people change their behavior for the better. Behaviorist learning theory is a learning theory that emphasizes human behavior as a result of the interaction between stimulus and response. Behaviorist learning theory has influenced the development of educational and learning theories known as the behaviorist

school of thought. This stream emphasizes the formation of observable behavior as a result of learning.

Behaviorism is the study of human behavior. The emergence of this stream was caused by dissatisfaction with power psychology theory and mental state theory. This is because previous schools of thought only emphasized the aspect of consciousness. From the perspectives of psychology and natural science, this new school of thought emerged. The soul, sensation, or image cannot be explained through itself because the soul is essentially psychological responses. The previous school of thought considered the body secondary, when in fact it is the starting point. Natural science views all reality as movements, and this perspective influenced the emergence of behaviorism. In behaviorism, the problem of matter (substance) holds the most important position, as the behavior of a soul can be explained. Behaviorism can explain human behavior accurately and provide effective educational programs.

Behaviorist learning theory is a school of thought in learning theory that strongly emphasizes the need for observable behavior. According to the behaviorist school of thought, learning is essentially the formation of associations between sensory impressions and the tendency to act, or the relationship between stimulus and response. Therefore, this theory is also called stimulus-response theory. Learning is the effort to form as many stimulus-response connections as possible. Behaviorism is a school of psychology that views individuals more from the perspective of physical phenomena and neglects mental aspects such as intelligence, talent, interests, and individual feelings in learning activities. Learning events are solely accomplished by training reflexes in such a way that they become habits mastered by the individual. Behaviorist experts believe that learning is a change in behavior resulting from experience. Learning is the result of interaction between a stimulus (S) and a response (R). According to this theory, what's important in learning is the presence of input in the form of stimuli and output in the form of responses.

Behaviorism is the study of human behavior. Behaviorism can explain human behavior by providing effective educational programs. The main focus in the concept of behaviorism is observable behavior and the external causes that stimulate it. According to behaviorism theory, learning is a change in behavior as a result of experience. Learning is the result of interaction between stimulus and response. A person is considered to have learned if they can demonstrate a change in behavior. According to behaviorist theory, human behavior is controlled by rewards or reinforcement from the environment. Thus, in learning behavior, there is a close connection between behavioral reactions and their stimuli. According to this theory, what's important in learning is the input in the form of stimuli and the output in the form of responses. The process occurring between the stimulus and the response is not important to consider because it cannot be observed or measured. Therefore, what the teacher gives and what is received must be observable and measurable. According to Sujanto, behaviorism learning theory states that the object of psychology must be visible, tangible, and observable. The method used is to observe and draw conclusions.

B.F. Skinner was a Harvard psychologist who made significant contributions to the development of a behavioral theory of personality called radical behaviorism. Behaviorism emphasizes the scientific study of observable behavioral responses and environmental determinants. In Skinner's behaviorism, the mind, whether conscious or unconscious, is not necessary to explain behavior and development. According to Skinner, development is behavior. Therefore, behaviorists believe that development is learned and often changes according to environmental experiences.

To demonstrate operant conditioning in the laboratory, Skinner placed a hungry rat in a box, which was called a Skinner box. Inside the box, the mice are allowed to be active, walk around, and explore their surroundings. In that activity, the mouse accidentally touched a lever, causing food to be released. The rats will repeat the same activity to obtain food,

which is by pressing the lever. The longer they do it, the fewer activities they need to perform to touch the lever and get food. Here, the mice learn the relationship between the lever and food. This relationship will form when food remains a reward for the activities the rat performs.

Operant conditioning also involves learning processes that consciously use muscles to elicit responses, followed by repetition for reinforcement. However, this is still influenced by the stimuli present in the environment, meaning that the condition and quality of the stimuli, as well as reinforcement of the stimuli, affect the responses that will be displayed. Therefore, the reinforcement of repeated stimuli to elicit the desired behavioral response is an important aspect of operant conditioning.

In order for a new response or behavior to be consistently displayed, secondary reinforcement or planned reinforcement is needed (Desmita, 2005, in the journal "Application of Behavioristic Learning Theory in the Learning Process"). Skinner's concepts of learning were superior to those of previous figures. Skinner explained the concept of learning simply, but more comprehensively. According to Skinner, the relationship between stimulus and response occurs thru interaction with the environment, which then leads to behavioral changes that are not as simple as previously proposed by other figures. According to him, the response a person receives is not that simple, because the stimuli given will interact with each other, and it is the interaction between these stimuli that influences the resulting response. This response has consequences. These consequences will later influence the emergence of behavior (Slavin, 2000). Therefore, in understanding a person's behavior, it is necessary to understand the relationship between one stimulus and another, as well as to understand the concepts that may be evoked and the various consequences that arise from that response. Skinner also argued that using mental changes as a tool to explain behavior only complicates the issue, as every tool used requires explanation.

According to behaviorist theory, human behavior is controlled by rewards or reinforcements from the environment. Thus, in learning behavior, there is a close connection between behavioral reactions and their stimuli. According to this theory, what is important in learning is the input in the form of stimuli and the output in the form of responses. The process occurring between the stimulus and the response is not important to consider because it cannot be observed or measured. Therefore, what the teacher provides and what is received must be observable and measurable. According to Sujanto, behaviorism learning theory states that the object of psychology must be visible, perceptible, and observable. The method used is to observe and draw conclusions. (Agus Sujanto, *General Psychology*. 2009, (Jakarta: Bumi Aksara), p. 118)

There are two types of reinforcement. First, positive reinforcement, where the response frequency increases because it is followed by a supporting (rewarding) stimulus, such as in the famous example of a bell being rung when a dog is hungry, and after the bell rings, meat is given. As for what will happen with the combination of the bell and meat, the dog will salivate, but initially, the salivation only occurs when the meat is given. At this stage, the response of salivation is conditioned to the sound of the bell, and giving the meat after the bell is a critical step in determining the occurrence of this conditioning. Therefore, giving the meat is a reinforcing operation, and this step strengthens the likelihood that the salivation response will occur when the bell is rung. Since giving the meat increases salivation, the meat is called a positive reinforcer.

One way to remember the difference between positive and negative reinforcement is that in positive reinforcement, something is added or gained. In negative reinforcement, something is reduced or removed. It's very easy to confuse negative reinforcement with punishment. To avoid confusion, remember that negative reinforcement increases the probability of a behavior occurring, while punishment decreases the probability of a

behavior occurring. (Calvin S. Hall and Gardner Lindzey, *Theories of Personality and Behaviorism*, 1993 (Yogyakarta: Kanisius). 332-334

## **B. Characteristics of Behaviorism**

Theory Behaviorism learning theory views all human behavior as traceable to the form of reflexes. In psychology, behaviorist learning theory is also called the theory of learning based on behavior acquired thru environmental conditioning. Conditioning occurs thru interaction with the environment. This can be observed systematically without considering the overall mental state.

According to (Ahmadi, 2003 in the journal *Application of Behavioristic Learning Theory in the Learning Process*), behavioristic learning theory has the following characteristics: First, this school of thought studies human actions not from consciousness, but by observing actions and behaviors based on reality. Inner experiences are set aside, and learned body movements are emphasized.

Therefore, behaviorism is a psychology without a soul. Second, all actions are reduced to reflexes. Behaviorism seeks the simplest elements, namely actions rather than consciousness, which are called reflexes. A reflex is an unconscious reaction to a stimulus. Humans are considered complex reflexes or a machine. Third, behaviorism argues that everyone is born equal. According to behaviorism, education is omnipotent, humans are merely creatures who develop thru habits, and education can influence the reflexes of the heart's desires.

## **C. The Relevance of Behaviorism Theory to Learning at Tahfid Hidayatul Mubtadi-Ien School**

Behaviorist learning theory emphasizes that observable behavior is formed as a result of learning. Behaviorist learning theory, with its stimulus-response model, emphasizes the student as a passive individual. Strong student behavior emerges when reinforced and disappears when punished. (Nasution, *Principles of Curriculum*, 2006, (Jakarta: Bumi Aksara), p. 66.) Behavioristic learning theory influences the issue of memorizing the Quran, because the issue of memorizing is interpreted as exercises to form a relationship between stimulus and response. By providing stimuli, students will react and respond to those stimuli. The stimulus-response relationship leads to automatic habits in memorizing the Quran. Thus, a child's behavior consists of specific responses to specific stimuli. The application of behaviorist theory in Quran learning activities depends on several components such as: the objectives of Quran memorization learning, lesson materials, student characteristics, media, learning facilities, environment, and reinforcement. Ahmad Sugandi. *Learning Theory*, 2007, (Semarang: UPT MKK UNNES), p. 35

In learning the memorization of the Quran, behavioral learning theory tends to direct students to think. The behavioral learning theory view is a process of formation, which aims to bring students to achieve specific memorization targets set by the pesantren as the policy-makers, thus limiting students' freedom to be creative and imaginative. Learning designed based on behavioral learning theory views memorizing the Quran as an objective, so learning is the acquisition of memorized Quranic verses, while a teacher or ustadz is responsible for transferring knowledge related to Quranic reading to students. Therefore, students are expected to have the same understanding and reading comprehension of the material being taught. This means that what the teacher explains and reads is what the students must understand.

The most important thing in behaviorist learning theory is the input and output, which are in the form of responses. According to this theory, the relationship between stimulus and response is considered unimportant because it cannot be observed and measured. Thus, only stimuli and responses can be observed. Therefore, everything the teacher provides and everything the students produce must be observable and measurable, with the aim of seeing changes in

behavior. Another important factor in behaviorist learning theory is reinforcement. Based on its definition, reinforcement is anything that can strengthen the occurrence of a response. The behaviorist perspective is less able to explain the variation in students' emotional levels, even when they have the same reinforcement experiences. The behaviorist perspective cannot explain why two children with relatively similar abilities and reinforcement experiences behave and respond differently when understanding a lesson. Therefore, behaviorist learning theory only recognizes the existence of observable stimuli and responses. Behaviorist learning theory does not consider the influence of thoughts or feelings in connecting the observed elements. (Putrayasa, *Foundations of Learning*. 2013, (Bali: Undiksha Press), p. 49.)

Behaviorist learning theory emphasizes behavioral changes resulting from the interaction between stimulus and response, while learning is seen as an activity that requires students to recall previously learned knowledge. According to Mukinan, some of these principles are: (1) behaviorist learning theory considers learning to be a change in behavior. A person is said to have learned if they can demonstrate a change in behavior, (2) this theory considers the most important aspects of learning to be the presence of stimulus and response, as these are observable, while what happens inside is considered unimportant because it cannot be observed, and (3) reinforcement, which is anything that can strengthen the occurrence of a response, is an important factor in learning. (Mukinan, *Learning and Teaching Theory*, 1997, (Yogyakarta: P3G IKIP), p. 23).

Tahfidz students have a special place that is only occupied by tahfidz students. This place is located in the dormitory at the Hidayatul Mubtadi-ien tahfidz school dormitory. Where does the non-formal school conduct tafidz activities? By self-study or listening to themselves first, and then, when they feel they have memorized, they are brought face-to-face to listen to their friends. If they feel they have memorized, they will submit to Bu Nyai or the teacher. Submissions to the teacher are made after dawn to Bu Nyai or the teacher. The target is 15 juz within 3 years, but this is adjusted to the students' abilities. For class division itself, it is adjusted to the students' own abilities because each student has different capabilities.

## CONCLUSION

The Hidayatul Mubtadi'ien Tahfidz School, established on the 12th of Maulid 1432 H, precisely on February 15, 2012. This school was founded by KH. Munir Syafa'at and Hj. Barokah Namawi. In this tahfidz school, the learning method used is memorizing the Quran with targets set by the teachers, and there is dedicated time for memorizing and submitting memorization to the teachers, who are often referred to as Nyai.

In this context, the focus is on human behavior, where the habit of memorizing, such as memorizing, makes it easier to teach other things because they are already accustomed to memorizing. In this case, behavior theory plays a very important role because it studies human behavior. According to behaviorist learning theory, the learning process occurs due to the relationship between stimulus and response, focusing on changes in student behavior based on environmental influences. So, students are considered to have learned something when a difference is observed in their behavior. The simplest way to shape this behavior is for the teacher to reward the students' work results. It can be concluded that the learning strategy used in this theory is Teacher-Centered, which focuses on the teacher.

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### AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation; Visualization.

### CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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