

Challenges in Qur'anic Memorization Learning at Elementary Schools: Systematic Literature Review

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Qur'anic memorization, tahfidz, islamic education, elementary schools, systematic literature review

Abstract

Qur'anic memorization has become a central component of Islamic education in many elementary schools across Muslim-majority countries; However, its implementation still faces pedagogical and institutional challenges that hinder its effectiveness. This study aims to address this gap by systematically identifying and synthesizing research on the challenges and solutions in Qur'anic memorization learning at the elementary school level. Employing a Systematic Literature Review (SLR) based on PRISMA guidelines, literature was retrieved from Scopus, covering publications between 2015 and 2025, with fourteen studies meeting the inclusion criteria. The findings reveal four main categories of challenges: (1) student-related factors (cognitive limitations, psychological fatigue, motivation issues), (2) teacher-related factors (limited pedagogical skills, lack of standardization), (3) curriculum and time management issues (balancing memorization with general education), and (4) institutional barriers (limited resources, weak monitoring, and policy gaps). The discussion emphasizes that effective solutions require pedagogical innovation, technology integration, teacher professional development, and stronger collaboration among schools, parents, and policymakers. These findings provide valuable implications for educators and curriculum developers in designing holistic and sustainable Qur'anic memorization programs for young learners.

Kata kunci:

(Hafalan Al Qur'an, tahfidz, Pendidikan islam, sekolah dasar, sistematik literatur review

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Abstrak

Hafalan Al-Qur'an telah menjadi komponen utama pendidikan Islam di banyak sekolah dasar di negara-negara mayoritas Muslim; namun, implementasinya masih menghadapi berbagai tantangan pedagogis dan institusional yang menghambat efektivitasnya. Penelitian ini bertujuan untuk mengatasi kesenjangan tersebut dengan mengidentifikasi dan mensintesis secara sistematis hasil-hasil penelitian mengenai tantangan dan solusi dalam pembelajaran tahfidz Al-Qur'an pada tingkat sekolah dasar. Menggunakan metode Systematic Literature Review (SLR) berdasarkan pedoman PRISMA, literatur dikumpulkan dari basis data Scopus dengan rentang publikasi tahun 2015 hingga 2025, dan sebanyak empat belas studi memenuhi kriteria inklusi. Temuan penelitian menunjukkan empat kategori utama tantangan: (1) faktor peserta didik (keterbatasan kognitif, kelelahan psikologis, masalah motivasi), (2) faktor guru (keterbatasan keterampilan pedagogis, kurangnya standarisasi), (3) kurikulum dan manajemen waktu (menyeimbangkan hafalan dengan pendidikan umum), serta (4) hambatan kelembagaan (keterbatasan sumber daya, lemahnya pengawasan, dan kesenjangan kebijakan). Pembahasan menekankan bahwa solusi yang efektif memerlukan inovasi pedagogis, integrasi teknologi, pengembangan profesional guru, serta kolaborasi yang lebih kuat antara sekolah, orang tua, dan pembuat kebijakan. Temuan ini memberikan implikasi penting bagi pendidik dan pengembang kurikulum dalam merancang program tahfidz Al-Qur'an yang holistik dan berkelanjutan bagi peserta didik usia sekolah dasar.

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INTRODUCTION

Quran memorization is a program currently being promoted in Islamic schools across Indonesia. According to the Ministry of Religion's Registration Information Service System, at least 180,230 non-formal Quran educational institutions, 39,043 Islamic boarding schools, and more than 10,000 Islamic schools implement tahfidz as their flagship program (Azis, Maknun, Muntakhib, & Noviani, 2023). Many factors underlie this phenomenon, including Indonesia's demographics, as it has a large Muslim population. According to World Population Review data, Indonesia has the second-largest Muslim population in the world, with a total of approximately 236 million people (Ronaldi, Subhan, & Zamhari, 2023). Interaction with the Qur'an is an obligation for every Muslim, based on the Prophet's direct instruction: "Read the Qur'an, for on the Day of Resurrection, it will come as an intercessor for its readers." (HR. Muslim, no. 804) (Al-Wallawi, 2011). Al Bugha stated that this hadith is the main milestone for the close bond between Muslims and the Qur'an, that the Qur'an from the Muslim perspective is not only a collection of rules and standards of living in the world, but more than that, it is a standard of life, a principle for carrying out worship rituals, a source of wisdom and even its reach goes beyond the dimensions of the world because it is a source of rewards that will be a friend and savior in the afterlife (Al Bugha, 2011). This is the main factor that makes the Al-Quran memorization program one of the programs that is widely promoted in schools in Indonesia, especially schools with an Islamic atmosphere in them (Rahman, Iskandar, Kustati, & Sepriyanti, 2024).

This tahfidz program exists at various levels of education, but elementary school has seen significant growth. This stems from the consideration that memorizing the Quran, especially short chapters, is a fundamental requirement for students' religious practice and should be instilled as early as possible (Utami & Fathoni, 2022), and is a form of implementation of Law Number 20 of 2003 concerning the National Education System, which emphasizes that the main objective of the National Education System is to form people who believe in and are pious towards God and have noble morals from an early age (Kurnia & Setiawati, 2023). These factors further emphasize the high level of enthusiasm of the Indonesian people for the tahfidz program at the elementary school level.

However, the high level of euphoria surrounding these memorization programs is often not matched by optimal memorization outcomes. Salehah and Wahyuni stated that the majority of memorization targets set in schools have not been fully achieved (Awwali Salehah & Wahyuni, 2023). This raises questions about the factors causing the failure to achieve memorization targets despite the intensive memorization program. Rahmad and Hadi stated that the memorization learning process still focuses on ceremonial activities such as graduations and Khataman (completion of the Quran), while the quality of students' reading and memorization are secondary priorities (Rahmad & Hadi, 2024). In line with this point, Taat highlighted the phenomenon of the quality of students' memorization who tend to forget verses that have been memorized when entering new verses, and the phenomenon of students who are able to follow the target will be encouraged to be able to appear in the ceremony, while those who cannot follow will be considered not to have the ability to memorize and are left behind (Taata, Talip, & Mosin, 2021). This further confirms that despite the program's euphoria, the process of learning to memorize the Quran at the elementary school level remains fraught with challenges. These challenges are complex and multi-layered, encompassing pedagogical, psychological, institutional, and technological aspects. To date, various studies have identified various obstacles to learning to memorize the Quran, but studies that

comprehensively map these challenges are still limited. Therefore, a systematic literature review (SLR) is needed to integrate existing findings, identify recurring patterns of challenges, and identify research gaps that need to be explored. Such a synthesis is crucial not only for Islamic education academics but also for policymakers, curriculum developers, and education practitioners seeking to design more effective and sustainable Quran memorization programs in elementary schools.

Against this background, this study conducted a systematic literature review to examine the various challenges in learning to memorize the Quran in elementary schools. By analyzing and synthesizing existing literature, this article is expected to contribute to the development of scientific knowledge while offering practical insights for improving the practice of memorizing the Quran at the elementary school level. This study addresses the following research questions: RQ1: What challenges are faced in learning to memorize the Quran in elementary schools? RQ2: What factors influence the emergence of challenges in learning to memorize the Quran in elementary schools?

METHOD

This study employed a Systematic Literature Review (SLR) method, adhering to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. This method was chosen to obtain a comprehensive, structured, and transparent overview of the challenges in learning Quran memorization in elementary schools. The first stage was designing a search strategy for articles. The search process was conducted through Scopus. To ensure broad and relevant search coverage, specific keywords were used in combination with logical operators: "Qur'an" or "Quran" or "Koran" or "Hifdz" or "Hifz" or "Tahfidz" or "Tahfiz". The selection of these keywords was based on terms commonly used in research on Quran memorization, particularly those related to the elementary school context and its managerial and pedagogical aspects. Furthermore, this study applied inclusion and exclusion criteria. Articles included in the study were peer-reviewed scientific articles published between 2015 and 2025, written in English or Indonesian, and focused on Quran memorization (tahfidz) learning at the elementary school level, addressing both management and pedagogical aspects. Articles exploring learning at the secondary or adult level were excluded unless directly relevant to the elementary school context. Furthermore, non-academic sources and articles not available in full-text format were also excluded from the analysis.

The article selection process was conducted in stages according to PRISMA standards. After the screening stage, the articles were further reviewed through a full-text review and in-depth evaluation, allowing them to proceed to the final stage of data extraction and analysis. Data collected from the selected articles included basic information about the research, participant characteristics, identified challenges in Quran memorization learning, and proposed solutions or approaches. The analysis was conducted using a thematic synthesis approach, grouping findings from various studies into specific themes to create more structured categories. In this way, the research can present a comprehensive picture of the challenges in learning to memorize the Al-Quran in elementary schools, while also providing a basis for developing learning models and strategies in the future.

RESULTS

The database search yielded 5,126 records. Prior to screening, 4,967 records were removed, comprising 2,500 duplicates, 1,457 records excluded by automation tools, and 1,010 records eliminated for other reasons. A total of 159 records proceeded to title and abstract screening, during which 89 records were excluded. Subsequently, 70 reports were sought for full-text retrieval; however, 40 reports were unavailable. The remaining 30 full-text reports were assessed for eligibility. Of these, 16 reports were excluded, 10 for being outside the scope of the review and 6 for other methodological or conceptual reasons. Ultimately, 14 studies met all inclusion criteria and were incorporated into the final synthesis. This process is visualized in the following PRISMA flow diagram:

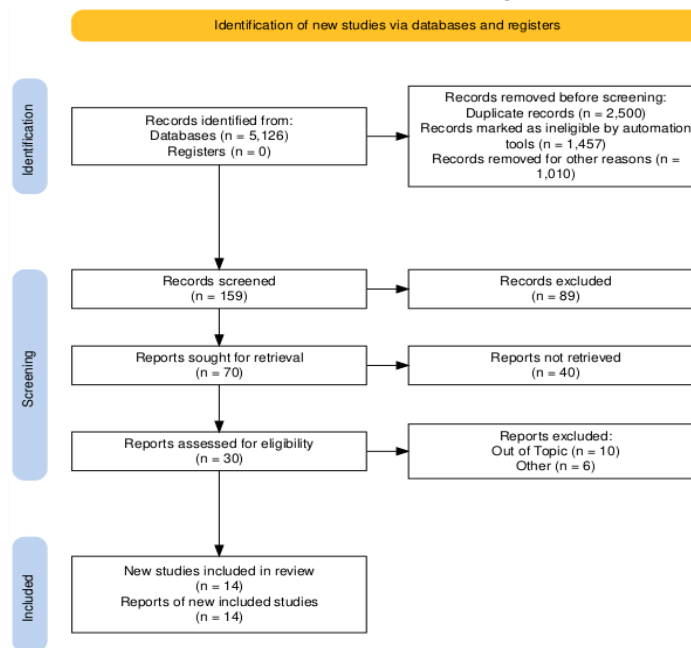


Figure 1. PRISMA Flow Diagram (Haddaway, Page, Pritchard, & McGuinness, 2022)

As seen in the image above, the selection process, visualized through PRISMA Flow, narrowed down the initial hundreds of articles to a final 14 articles relevant to this research topic. These articles then served as the basis for further analysis. To help readers understand the focus, approach, and contribution of each study, a summary of the selected articles is presented in the following table:

Table 1. Articles Included in the Systematic Review

No	Theme	Author	Method	Findings
1	Curriculum And Time Management	(Taat et al., 2021)	Qualitative	tahfidz programs depends on effective student management, which requires systematic planning, implementation, and evaluation
2	Student-Related	(Junoh et al., 2024)	Quantitative	student motivation plays an important role in the tahfidz program

3	Curriculum And Time Management	(Aji, 2019)	Qualitative	allocation of special time for the tahfidz program is needed
4	Curriculum And Teacher Capability	(Shofwan et al., 2019)	Qualitative	the success of the tahfidz program depends on maximum collaboration between the good curriculum and capable teachers.
5	Institutional Policy	(Haron, Zalli, Othman, & Awang, 2020)	Qualitative	the principal as a policy maker has a big role in the success of the tahfidz curriculum
6	Curriculum And Teacher Capability	(Fakhruddin et al., 2020)	Qualitative	a successful tahfidz program is the result of collaboration between the curriculum and teachers.
7	Curriculum And Teacher Capability	(Rosmansyah & Alim, 2019)	Qualitative	the teacher is the most important figure in the tahfidz program
8	Curriculum And Institutional Policy	(Alwi, Badaruddin, & Febriyanti, 2023)	Qualitative	curriculum and institutional policy are the most important aspect in the tahfidz program
9	Student-Related	(Tarmuji, Mohamed, Hazudin, & Wan Ahmad, 2022)	Qualitative	student motivation influences the results of memorizing the quran
10	Student-Related	(Hashim & Samsudin, 2019)	Qualitative	student motivation influences the results of memorizing the quran
11	Curriculum	(Othman, Saiful Azizi Nik Abdullah, Ruslan, Nordin, & Shabu, 2024)	Qualitative	good curriculum improves students' memorization achievements
12	Curriculum	(Zakaria, Ahmad, Awang, & Safar, 2021)	Qualitative	good curriculum improves students' memorization achievements

13	Curriculum	(Turel, Gulmez, & Kavak, 2013)	Qualitative	a measurable tahfidz curriculum maximizes students' memorization potential
14	Curriculum And Institutional Policy	(bin Umar, Rahman, & bin Nik Abdullah, 2023)	Qualitative	the success of the tahfidz curriculum needs to be supported by proactive policies.

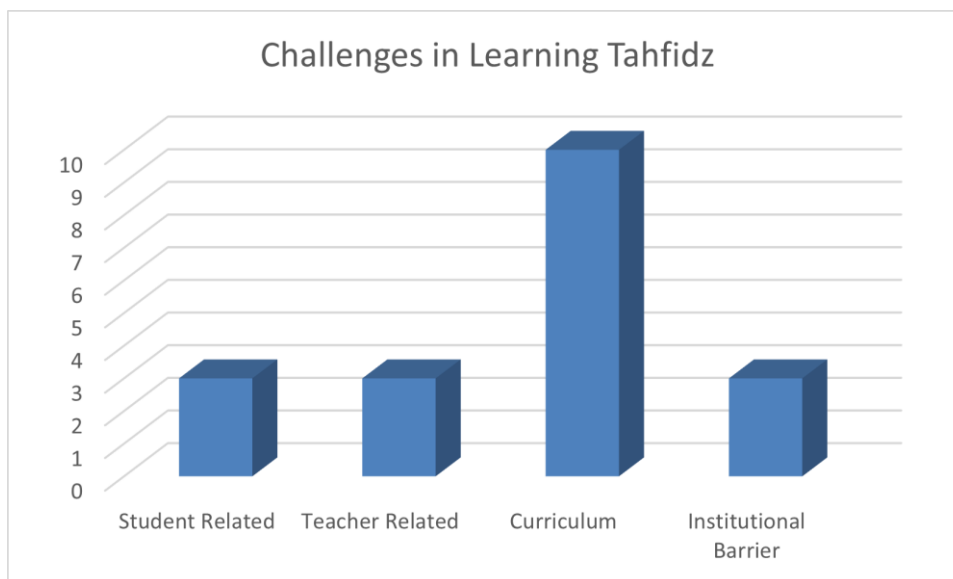
The summary presented in the table above illustrates the diversity of research contexts, methodological approaches, and thematic emphases within the existing body of literature on Qur'anic memorization at the elementary school level. The studies span a wide range of geographical settings, institutional models, and pedagogical frameworks, reflecting the multifaceted nature of tahfidz implementation in early education. Methodologically, the reviewed works employ qualitative case studies, mixed-methods designs, classroom action research, and survey-based quantitative analyses, each contributing different layers of insight into how memorization practices are structured, supported, and evaluated in schools.

The table also highlights the heterogeneity of key findings across studies. Some research emphasizes cognitive and developmental constraints among young learners, while others highlight pedagogical challenges related to instructional techniques, teacher proficiency, and classroom management. Several studies point to structural barriers—including limited time allocation, curriculum overload, insufficient institutional support, and inconsistent program design—whereas others underscore the role of parental engagement, motivational factors, and the broader sociocultural environment surrounding Qur'anic learning. This diversity of findings indicates that tahfidz education cannot be understood merely as an isolated instructional activity but must be situated within wider educational, psychological, and organizational dimensions.

Building upon this comprehensive mapping, the subsequent discussion section will analyze these patterns in greater depth. It will synthesize recurring challenges across studies, explore the underlying factors contributing to these issues, and identify conceptual gaps that remain unaddressed in the literature. Through this analysis, the review aims to offer a more integrated understanding of the barriers affecting Qur'anic memorization in elementary schools and to lay the groundwork for more targeted and evidence-based recommendations in future research and practice.

DISCUSSION

The findings of the article above indicate that the challenges in learning to memorize the Quran at the elementary school level are multidimensional, involving intersecting psychological, pedagogical, and institutional aspects. Four main factors were identified as sources of challenges in implementing the Quran memorization program: 1) student-related challenges, 2) teacher-related challenges, 3) curriculum challenges, and 4) institutional or administrative barriers.



Picture 2. Chart of Challenges in Learning Tahfidz Program

Student-related Challenges

There are at least three main points underlying the challenges in learning to memorize the Quran for students, including: 1) Limited memory retention and attention span. 2) Psychological fatigue and stress from intensive memorization. 3) Varying levels of intrinsic and extrinsic motivation. Student-related challenges represent the most immediate and visible obstacles in Qur’anic memorization learning, yet they are often symptoms of deeper pedagogical and developmental mismatches. Elementary school children, by nature, possess limited memory retention and short attention spans, which restrict their ability to sustain long-term recall of large volumes of text. This is consistent with Piaget’s theory of cognitive development, which emphasizes that children at the concrete operational stage (ages 7–11) have limited abstract thinking capacity and require learning tasks appropriate to their developmental level (Flavell, Piaget, 1962). Evelin states that when memorization targets are set without regard to these developmental limitations, students experience not only cognitive overload, as described in *Cognitive Load Theory*, but also psychological fatigue and stress (Evelin et al., 2024). Several studies confirm that when memorization targets are set without regard to these developmental limitations, students experience not only cognitive overload but also psychological fatigue and stress. Such conditions foster anxiety and reduce intrinsic interest, at times even leading to negative associations with religious study (Sumira & Mardiana, 2025). This suggests that the difficulty lies not merely in the student’s capacity but in the misalignment between instructional expectations and the realities of child development.

Motivation emerges as another recurring theme, with stark differences observed between students who are intrinsically driven, often supported by strong family encouragement, and those who depend solely on extrinsic pressure from teachers or peers. The literature indicates that students who lack intrinsic motivation tend to achieve only short-term gains, with weak retention and limited personal engagement with the Qur’an. Rather than viewing these disparities as individual shortcomings, a more critical reading of the evidence suggests that current approaches fail to systematically cultivate intrinsic motivation through

engaging and developmentally appropriate strategies. In other words, what appear to be “student-related challenges” are, in many cases, reflections of broader pedagogical gaps.

Teacher-related Challenges

In general, in the collected literature, there are three main points relating to obstacles from the teacher's side, including: 1) Inconsistent teaching methods, 2) Lack of training in child psychology and innovative pedagogy, 3) Insufficient mastery of Tajweed combined with limited didactic skills.

Teachers occupy a central position in Qur'anic memorization learning, and the literature repeatedly identifies their competencies as both a driver of success and a major source of difficulty. A recurring theme is the inconsistency of instructional methods, with many teachers still relying on rote repetition as the dominant technique. While effective for short-term recall, such uniform strategies fail to accommodate the diversity of student learning styles and developmental needs (Zakariya & Zamroni, 2025). This overreliance on traditional methods highlights not only a lack of methodological variety but also a limited awareness of how cognitive and affective factors shape the memorization process. Equally concerning is the insufficient preparation of teachers in areas beyond religious mastery. Several studies reveal that while teachers may demonstrate strong knowledge of tajwid, their limited didactic skills and lack of training in child psychology significantly weaken classroom delivery. The consequence is a narrow emphasis on mechanical accuracy, often at the expense of fostering deeper understanding, motivation, or emotional resilience in students. Viewed critically, these gaps suggest that the issue is not merely about “teacher weakness,” but about systemic shortcomings in teacher education and professional development for tahfidz instruction. Without structured training programs that integrate pedagogy, psychology, and innovative approaches, teachers remain ill-equipped to meet the complex demands of Qur'anic memorization in modern elementary schools.

Curriculum and Time Management

In the curriculum area, some of the challenges identified include: 1) Overlapping schedules between memorization and general subjects, 2) Excessive memorization targets beyond students' developmental capacity, and 3) Lack of integration with holistic educational outcomes. Furthermore, the integration of memorization learning with the general education curriculum remains problematic.

The issue of curriculum and time management emerges as one of the most persistent structural barriers in Qur'anic memorization learning at the elementary level (Sulastri & Anam, 2024). Across different contexts, tahfidz lessons are often scheduled in parallel with general education subjects, creating overlapping demands that burden students and dilute their focus. This problem is not merely a technical matter of scheduling but reflects a deeper tension between the dual expectations of producing academically competent graduates while simultaneously nurturing strong religious identity. Several studies report that unrealistic memorization targets—sometimes exceeding the developmental capacity of young learners—further exacerbate this tension, leading to stress, superficial memorization, and reduced long-term retention. What is particularly striking is that many curricula treat tahfidz as an isolated component, detached from broader educational aims such as moral formation, cognitive development,

and socio-emotional growth. This compartmentalization suggests a missed opportunity: rather than being positioned as a holistic practice that reinforces values across disciplines, Qur'anic memorization is often reduced to a quantitative pursuit of verses memorized (Febrina, Yani, Hutabarat, & Amra, 2024). The literature therefore implies that the real challenge is not simply how much time is allocated to tahfidz, but how memorization can be pedagogically and institutionally integrated into the overall learning experience. Such integration would allow tahfidz to contribute meaningfully to students' spiritual, intellectual, and emotional development, making it more relevant to the holistic goals of Islamic education in modern schooling.

Institutional and Administrative Barriers

Institutional and administrative barriers represent structural challenges that extend beyond the classroom and directly influence the overall quality of Qur'anic memorization programs. A consistent finding across the literature is the inadequacy of facilities and resources, ranging from the absence of appropriate classrooms and teaching aids to the lack of materials designed specifically for children. Such deficiencies place additional burdens on both students and teachers, often leading to environments where effective memorization becomes secondary to logistical survival (Effendi, Hairunnisa, & Jamaliah, 2025; Setiawan, Kausar, Hakim, & Husna, 2025; Suryana, Supriadi, Fikri, Efriani, & Langputeh, 2024). More than a technical shortcoming, these limitations reflect unequal resource allocation and a lack of prioritization of tahfidz within broader educational planning (Rusmayadi, Sholih, & Ganiadi, 2024).

Equally problematic is the absence of standardized assessment and monitoring systems. Without consistent benchmarks, schools adopt divergent practices, resulting in significant variability in student outcomes and making it difficult to evaluate effectiveness across institutions. This fragmentation undermines accountability and reduces the credibility of tahfidz education at a systemic level. The issue is compounded in contexts where government policies or curriculum frameworks are weak or absent, leaving institutions to create their own guidelines. While local autonomy can foster innovation, in practice it often leads to inconsistent quality, policy gaps, and reduced institutional support. Taken together, these findings suggest that the challenges facing tahfidz education cannot be resolved solely at the classroom level (Ismail et al., 2023; Kurniailah & Bakar, 2023). Sustainable improvement requires coordinated policy interventions, resource investments, and institutional frameworks that recognize memorization not merely as an extracurricular pursuit but as a legitimate and integral component of elementary education (Huda, Widodo, Karwanto, Aseri, & Wahyudin, 2024; Ikhwan, Anjelita, Kartiko, Zukhrufin, & Ikhwan, 2025).

The challenges identified above reveal that Qur'anic memorization learning at the elementary level is shaped by a complex interplay of cognitive, pedagogical, curricular, and institutional factors (Bhat & Bisati, 2025; Effendi et al., 2025; Kurniawan, Hidayah, & Sugiyat, 2023). While these barriers often hinder student achievement and program effectiveness, the literature also offers a range of strategies that have been proposed and, in some contexts, implemented to mitigate such obstacles. These solutions, emerging from both empirical studies and practical initiatives, highlight the potential of pedagogical, technological, social, and policy-driven innovations to improve the quality and sustainability of tahfidz

programs. The following section synthesizes these proposed solutions into five key domains:

Pedagogical Innovations

A number of studies emphasize the importance of adopting pedagogical innovations to address the limitations of traditional rote memorization. Approaches such as multiple intelligences-based learning, educational games, storytelling, and gradual repetition have been shown to enhance student engagement and retention (Alzahrani, 2022; Kadir et al., 2024). These methods allow children to connect memorization with meaningful experiences, reducing fatigue and stress. In addition, the use of small group learning (*halaqah*), where students receive personalized attention and feedback, is found to foster both accuracy and motivation. By diversifying instructional techniques, teachers can better accommodate different learning styles and developmental stages.

Technology Integration

Another promising solution involves the integration of technology into Qur'anic memorization programs. Digital tools such as mobile applications, audiovisual aids, and memorization-tracking software provide interactive and adaptive learning experiences. These tools not only support independent practice but also facilitate monitoring of student progress. Furthermore, online platforms that connect teachers, students, and parents enhance communication and allow for collaborative support in achieving memorization goals. The use of technology thus helps to bridge classroom learning with home-based reinforcement.

Parental and Community Involvement

The literature also highlights the critical role of parents and the wider community in sustaining successful tahfidz programs. Reinforcement of memorization at home ensures that learning continues beyond the classroom, strengthening retention and consistency. Active collaboration between parents and teachers in setting realistic targets helps prevent excessive pressure on students while maintaining steady progress. In some cases, community support, such as local religious institutions providing supplementary classes or peer-learning environments, further strengthens the overall effectiveness of the program.

Teacher Professional Development

Improving the quality of Qur'anic memorization learning requires a strong investment in teacher professional development. Structured training programs and certification ensure that teachers not only master tajwid but also acquire pedagogical and psychological competencies appropriate for elementary students. In addition, peer mentoring and knowledge-sharing networks among tahfidz teachers create opportunities for continuous professional growth (Nugraha, Kusuma, & Pamungkas, 2025; Rekan & Mokhtar, 2025; Turrohma, Prasetya, & Nuplord, 2025). These initiatives build a more competent teaching force, capable of delivering consistent and high-quality instruction.

Policy and Institutional Support

Finally, sustainable improvement in Qur'anic memorization learning depends on robust policy and institutional support. The establishment of curriculum guidelines and national standards helps unify practices across

schools, reducing inconsistencies in implementation and outcomes. Government funding and institutional evaluation systems also play a key role in ensuring that schools have sufficient resources, facilities, and accountability mechanisms. When administrative structures provide clear direction and oversight, programs are more likely to succeed and adapt effectively to the needs of students and teachers.

In summary, the reviewed literature illustrates that Qur'anic memorization learning at the elementary school level is confronted by diverse and interrelated challenges, ranging from student limitations and teacher competencies to curricular constraints and institutional barriers. At the same time, numerous solutions have been proposed, reflecting efforts to innovate pedagogical practices, integrate technology, strengthen parental and community support, enhance teacher professionalism, and secure institutional and policy backing. Together, these findings underline that improving the effectiveness of tahfidz programs requires not only addressing isolated issues but also adopting a comprehensive and holistic approach. This synthesis provides the foundation for drawing broader conclusions regarding the state of Qur'anic memorization research and its implications, which are presented in the following section.

CONCLUSION

This study uncovers a pattern of challenges in Qur'anic memorization learning at the elementary level that has been largely overlooked in previous research. The most striking finding is the *misalignment* between the high memorization demands placed on students and their actual cognitive readiness and psychological development. This insight—visible only through a systematic synthesis of existing literature—has significant implications and challenges the common assumption that young children are always at an optimal stage for Qur'anic memorization.

This review reinforces earlier studies that identify four major domains of obstacles—student-related, teacher-related, curriculum and time allocation, and institutional factors. At the same time, it questions conclusions that overemphasize internal student factors by demonstrating that structural and pedagogical constraints play a more dominant role than previously acknowledged. Furthermore, this study introduces a new analytical lens by integrating perspectives from developmental psychology and instructional design, thus offering a more comprehensive framework for understanding the complexity of tahfidz instruction at the elementary level.

This review is limited by the fact that most included publications come from specific regions and lack diversity in school level, gender, student age, and institutional models. Several studies also employ methodologies that are not empirically robust, which restricts the generalizability of the findings. Future research should include larger and more varied samples, cross-regional comparisons, and more rigorous research designs to develop a more holistic understanding that can inform more accurate and effective policy-making for Qur'anic memorization programs in elementary schools.

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