International Journal of Health, Economics, and Social Sciences (IJHESS)
Vol. 8, No. 1, January 2026, pp. xx~xx
DOI:
Website: https://jurnal.unismuhpalu.ac.id/index.php/IJHESS

Implementation of the Outing Class Learning Model to Improve Memorization Skills at the Khairaatun Hisaan Carawali Girls' Islamic Boarding School, Sidrap Regency

Nurul Ainun. SK[1*], M. Nasir[2], Muhammad Fadli[3]
[1]Universitas Muhammadiyah Parepare
[2]Universitas Muhammadiyah Parepare
[3]Universitas Muhammadiyah Parepare

Article Info

Article history:

Received XX
Revised XX
Accepted XX

Keywords:

Outing Class, Memorizing the Qur'an, Islamic Boarding School, Contextual Learning, Student Motivation, Memorization Effectiveness

ABSTRACT

The process of memorizing the Qur'an in Islamic boarding schools often faces the challenge of boredom and decreased concentration of students due to monotonous learning routines indoors. This static learning environment reduces motivation and memorization effectiveness, although the outdoors has great potential to improve concentration. The lack of variety of learning methods and the maximum use of the outside environment is the main problem. This study aims to analyze the implementation of the Outing Class learning method at the Putri Khairaatun Hisaan Carawali Islamic Boarding School, Sidrap Regency. The main focus is to evaluate how this method improves students' focus, concentration, and memorization ability of the Qur'an. This study uses a qualitative approach with a case study method. Data was collected through participatory observation, in-depth interviews with Islamic boarding school leaders, ustadzah, and students, and document studies. Data analysis involves reducing, presenting, and drawing conclusions. The application of the Outing Class method showed a significant positive impact on the process of memorizing the Qur'an. Students feel more motivated, comfortable, and focused when memorizing in an outdoor environment, which reduces boredom and improves memory and confidence. Even though there are minor external disturbances, students can still concentrate. This method also increases intimate interaction between teachers and students, and encourages active learning. The Outing Class succeeded in integrating various learning theories, improving quantitative memorization results, and strengthening the cognitive, affective, and psychomotor aspects of students. Outing Class is an effective strategic innovation in learning tahfiz Al-Qur'an, creating a fun learning experience, increasing motivation, focus, and memorization effectiveness, and forming a positive character of students. This method is recommended to be integrated into the pesantren curriculum.

Corresponding Author:
Nurul Ainun. SK
Universitas Muhammadiyah Parepare
nurulainun236@gmail.com

INTRODUCTION

The word "memorize" comes from the word "memorize," which means it has been embedded in the memory of the subject matter or can say it spontaneously without looking at books or other notes. Then comes the prefix "me", which means trying to permeate the mind to always remember.

Memorizing the Qur'an is part of the Islamic tradition that has been practiced since the time of the Prophet صلى الله عليه وسلم. In the history of Islam, the Companions competed to memorize the verses revealed to the Prophet Muhammad صلى الله عليه وسلم so that the revelation was preserved in its authenticity. The Qur'an is not only a holy book, but also a source of law, guidance for life, and inspiration for Muslims in living the life of the world. Therefore, memorizing the Qur'an has the value of worship and is also the main means of understanding Islamic teachings more deeply.

The memorization method carried out in a monotonous atmosphere often causes boredom, which has an impact on reducing the motivation and concentration of students. Therefore, innovation in learning

methods is needed that can increase students' focus and comfort in memorizing, one of which is by implementing the Outing Class method.

The Outing Class method is a learning approach that is carried out outside the classroom by utilizing the natural environment as a means of learning. In the context of memorizing the Qur'an, this method can provide a more interactive and effective learning experience than memorization methods that are only done indoors.

According to Maulani , Outing Class is a very effective learning method because it teaches students to better recognize, be sensitive, and understand the surrounding environment. This is very relevant in the context of Islamic boarding schools, where the process of memorizing the Qur'an is often carried out by the method of repetition in a closed space, which can cause students to experience boredom.

The outing class learning method is a type of learning outside the classroom or outside of school that aims to increase children's creativity and improve basic skills and expertise. The goal of this method is to increase children's enthusiasm for learning and expand their knowledge. Learning outside the classroom is also an activity that uses nature directly as a source of learning.

According to Maulani (2016), the outing class learning model is one of the most effective for students because it teaches children to recognize, be sensitive, and jump directly into the field, such as school yards, parks, gardens, and other places that they can explore.

The outing class learning method is defined as a learning method that is carried out outside the classroom by directly involving children to recognize and be sensitive to nature and the surrounding environment.

Outing Classes offer a fresher and more flexible learning atmosphere alternative, where students can memorize in more comfortable and relaxing places, such as parks, gardens, or mosques with an open atmosphere. This fun and pressure-free atmosphere allows students to focus more and more easily in memorizing the Qur'an.

The application of Outing Class in the process of memorizing the Qur'an is not just a recreational activity, but a method designed with an effective pedagogical approach.

The learning method known as Outing Class moves the learning process from the classroom to an outdoor environment, such as a park, the outdoors, or any other location that offers a new and different atmosphere. This learning gives students the opportunity to interact directly with their environment, which can psychologically improve mood and reduce boredom. According to some studies, a more relaxed and informal natural atmosphere can help you become more focused and more mindful.

Islamic boarding schools have a significant strategic role in producing a new generation of Qur'an memorizers. As an Islamic educational institution that focuses on religious learning, pesantren has the responsibility to create a conducive environment for students to be able to memorize the Qur'an optimally. However, one of the main challenges faced is to ensure that students have a high level of concentration in the memorization process. Concentration in memorizing the Qur'an is greatly influenced by various factors, such as learning methods, psychological conditions, learning environment, and student motivation. Therefore, innovative strategies are needed to increase the effectiveness of learning.

One of the factors that can hinder the memorization process of students is boredom due to monotonous learning methods. The learning system that is carried out in the classroom with the same pattern every day can reduce the motivation and memorization performance of students. This boredom can lead to decreased memory and reduced interest in memorizing further. A number of studies have shown that varied learning methods can help improve students' memory and focus. Therefore, innovation in learning methods is needed that can create a more fun and less boring learning atmosphere.

One of the learning methods that can be applied to increase the concentration and motivation of students in memorizing the Qur'an is the Outing Class method. This method moves the learning process from inside the classroom to an outdoor environment, such as a park, open area, or other location that offers a different atmosphere. Learning outside the classroom allows students to interact directly with their environment, which can psychologically improve mood and reduce boredom. In addition, a more relaxed and informal natural atmosphere can help students focus more and remember their memorization more easily.

The Outing Class method has several advantages in increasing the effectiveness of learning in Islamic boarding schools. First, this method can create a more enjoyable learning atmosphere, so that students do not feel pressured in memorizing the Qur'an. Second, learning outside the classroom can increase the active involvement of students in the learning process. Research shows that a more interactive and varied environment can improve students' motivation to learn and academic performance. Third, interaction with the natural environment can help stimulate the brain, so that students can more easily absorb and remember their memorization.

In addition, the Outing Class method also has additional benefits in the psychological and social aspects of students. Outdoor learning activities can reduce the level of stress and boredom that students often experience due to strict learning routines in the classroom. Thus, this method not only helps improve

memory, but also has a positive effect on the emotional well-being of students. Wider social interaction can also improve students' communication skills and cooperation in groups, which are important aspects of community-based learning in Islamic boarding schools.

However, despite having many benefits, the application of the Outing Class method in Islamic boarding schools is still relatively new and has not been extensively researched in depth. Some of the challenges that may arise in the implementation of this method include the readiness of teaching staff, the availability of adequate out-of-class facilities, and curriculum planning that is in accordance with outdoor learning methods. Therefore, further research is needed on the effectiveness of this method in increasing the concentration of students who memorize the Qur'an, as well as the factors that support or hinder its success.

Through this research, it is hoped that a more efficient and effective learning model can be found in improving the ability of students to memorize the Qur'an. With the application of the right Outing Class method, Islamic boarding schools can create a more dynamic, innovative, and able to support the learning process of students optimally.

RESEARCH METHODS

This study uses a qualitative approach with a case study method. Data was collected through participatory observation, in-depth interviews with Islamic boarding school leaders, ustadzah, and students, and document studies. Data analysis involves reducing, presenting, and drawing conclusions.

RESULTS AND DISCUSSION

Outing Class Learning Methods

The results of the research at the Putri Khairaatun Hisan Carawali Islamic Boarding School revealed that the use of the Outing Class method in teaching tahfiz Al-Qur'an had a positive impact on increasing the motivation, comfort, and effectiveness of student memorization. Through observation and interviews, students showed more enthusiasm, actively participated, and even showed the initiative to deposit memorization voluntarily. A learning environment outside of the formal classroom creates a new, comfortable, and low-pressure atmosphere, which improves focus and memory.

Based on observations, Outing Class activities are carried out in various places that have a natural and open atmosphere, such as Islamic boarding school yards, parks, or shady areas around it. The peaceful and non-rigid learning environment provides opportunities for students to memorize in a relaxed atmosphere, without excessive burden. This is in line with the humanistic theory put forward by Carl Rogers, which emphasizes that the learning process will be more effective if students are in an environment that is accepting, free from fear, and supports the development of their potential. This activity also fulfills fundamental needs in accordance with Maslow's hierarchy of needs, especially at the level of safety needs, the need to have closeness (belongingness), and self-esteem (esteem), which are conditions for the realization of self-actualization in the process of memorizing the Qur'an.

Cognitively, the Outing Class method supports a constructivist perspective that emphasizes that knowledge is formed through hands-on experience. Students not only remember the verses of the Qur'an orally, but also relate their memorization to sensory experiences and a supportive environment. This principle is in line with Piaget's theory of the role of individual interaction with the environment in building cognitive schemas, as well as Vygotsky's theory which asserts that social interaction with peers and educators is present in the Proximal Development Zone which accelerates material understanding.

In learning management, the use of the Outing Class method still maintains discipline and activity structure. Each session has a strict memorization goal, a consistent deposit schedule, and an assessment of the results carried out by the accompanying ustadzah. This approach is in line with B.F. Skinner's behavioristic principles which emphasize the importance of positive reinforcement, such as praise, verbal motivation, and recognition of memorization achievements, to encourage desired learning behaviors. This reinforcement has been proven to increase the confidence of students to convey their memorization voluntarily, even beyond the predetermined time

The Outing Class also contains elements of discovery learning explained by Jerome Bruner, where students are given the opportunity to discover the meaning of the verses memorized in a contextual atmosphere. Learning outdoors encourages curiosity and offers an emotional experience that strengthens their connection to the verses remembered. This method also reflects the principles of contextual learning (Contextual Teaching and Learning), where the content of the lesson is connected to real conditions to deepen the meaning of learning.

This method affectively results in good changes in the attitudes and social relations of students. An informal environment and more relaxed interaction with ustadzah build emotional closeness and reduce the psychological distance between teachers and students. It supports Paulo Freire's idea of dialogical pedagogy that emphasizes equal relationships and reciprocal communication in the learning process. Students become more confident to ask questions, convey difficulties, and accept criticism with an open attitude.

However, this study also noted that there are challenges in the implementation of the Outing Class, such as noise interference from the surrounding environment, community activities, or weather factors. However, these challenges actually increase the students' adaptation skills and mental resilience. They practice staying focused in the midst of various distractions, being patient in less-than-ideal situations, and maintaining consistency in achieving memorization goals. Values such as patience (patience), mujahadah (perseverance), and istiqamah (consistency) are internalized through this concrete learning experience.

Overall, the findings of this study indicate that the Outing Class method at the Putri Khairaatun Hisan Carawali Islamic Boarding School is not just a variation of techniques in learning, but a comprehensive and integrated approach. This approach successfully combines humanistic, constructivistic, behavioristic, discovery learning, and contextual learning theories, so as to not only increase the results of memorization of the Qur'an quantitatively, but also strengthen the cognitive, affective, and psychomotor elements of students. Thus, Outing Class can be proposed as one of the innovations in efficient tahfiz learning to create a valuable, fun, and character-shaping learning experience

Improving the Ability to Memorize the Qur'an through the Outing Class Method

The results of observations, interviews, and documentation show that the application of the Outing Class method in the Qur'an tahfiz program at the Khairaatun Hisaan Carawali Women's Islamic Boarding School has a significant positive impact on increasing the capacity of students to memorize the Qur'an. This method successfully creates a learning atmosphere that is more supportive, fun, and efficient compared to learning in conventional classrooms. Both pesantren caregivers, teacher ustadzah, and students, all admit that outdoor memorization activities can increase motivation, strengthen concentration, and reduce boredom that often occurs in learning in closed classrooms.

The implementation of Outing Class at this pesantren shows a close relationship with the principles of Contextual Teaching and Learning (CTL), which highlights the importance of linking teaching materials with the real experiences of students. According to the researchers' observations, the activity of memorizing the Qur'an carried out in the pesantren garden, under the trees, or in the open yard is not just a change of place of learning, but is a deliberate effort to present a learning process that stimulates the affective aspects of students. Natural environments such as dense trees, the sound of water flowing in the pool, and the fresh air have been shown to produce a psychologically calming effect, which is a major factor in the emergence of intrinsic motivation. These results are in line with Vygotsky's thinking about the importance of the social and physical environment in cognitive development, where learning interactions that occur in collaborative and contextual settings can form an optimal Zone of Proximal Development (ZPD) to improve memory abilities.

In addition, the use of this method in practice is also in line with B.F. Skinner's theory of Behaviorism, especially in the aspect of positive reinforcement. The researcher noted that ustadzah often gives awards in the form of simple compliments such as "Masya Allah, the memorization is good" or "Good, continue" every time the student succeeds in completing the memorization well. Although it looks easy, this type of positive reinforcement has an important role in increasing the confidence and motivation of students to continue to improve and increase memorization. This kind of interaction not only increases motivation to learn, but also creates a close emotional connection between teachers and students, which is based on respect and support, not fear.

The findings of the study show that the Outing Class method can result in a more significant and comprehensive learning experience. The students seemed to be fitter, concentrated, and enthusiastic in memorizing, even though they faced obstacles such as the weather or outside sounds. They can adapt to the situation without reducing the motivation to achieve memorization goals. This condition shows that outdoor education can develop mental resilience, discipline, and strong spiritual awareness.

In addition, the use of this method is in accordance with the theory of Multiple Intelligence proposed by Howard Gardner. Outdoor remembrance activities support the development of students' naturalistic intelligence, where they can take advantage of the connection with nature to improve concentration and emotional stability. In addition, memorization activities carried out in pairs or groups also increase interpersonal intelligence, train interaction skills, listen to each other, provide feedback, and build a sense of empathy and shared responsibility. These results strengthen the opinion that outdoor education not only emphasizes the intellectual aspect, but also increases the overall intelligence potential of students.

From the point of view of learning motivation, researchers found that Outing Classes can increase intrinsic motivation and encourage regular learning on their own. Many students revealed that the relaxed and non-tense atmosphere made them more excited to memorize without feeling pressure. They can set memorization goals, monitor progress, and maintain focus with a high level of self-awareness. This finding is in line with Barry Zimmerman's theory which emphasizes that students with self-regulation skills tend to achieve better learning outcomes.

Even though it is carried out outside the classroom, the level of discipline of the students is maintained. In fact, in some circumstances, researchers observed an increase in students' sense of

responsibility for their memorization achievements. This shows that democratic classroom management principles can work well in flexible learning, where norms and rules are set based on mutual awareness and agreement, rather than through coercion.

Therefore, the findings of this study confirm that the Outing Class method is not only a variation of learning techniques, but also a strategy that can reach the cognitive, affective, spiritual, and social aspects of students at the same time. A natural, adaptive, and supportive learning environment has proven to be effective in improving the quality of Qur'an memorization, fostering learning independence, developing motivation, and forming discipline that comes from self-awareness. These results show that directed freedom can create more meaningful and ethical learning.

CONCLUSION

The Outing Class learning method at the Putri Khairaatun Hisan Carawali Islamic Boarding School has been proven to have a significant positive impact on the tahfiz process of the Qur'an, both in terms of motivation, comfort, and the effectiveness of student memorization. A natural, open, and stress-free learning atmosphere creates an environment that supports active participation, increases confidence, and encourages intimate interactions between students and ustadzah. This strategy can combine various learning theories including humanistic, constructivistic, behavioristic, as well as discovery learning and contextual learning so as to support cognitive, affective, and psychomotor development in a balanced manner.

Quantitatively, this method also forms the positive character of students by internalizing the values of patience, diligence, and consistency. Despite facing obstacles such as natural disturbances and weather changes, Outing Class activities actually develop mental resilience and adaptability. With this achievement, this method should be seen not just as a variation of memorization techniques, but as a strategic innovation in tahfiz learning that is able to produce a meaningful, enjoyable, and focused learning experience on developing superior character

The Outing Class method in the process of learning tahfiz Al-Qur'an at the Putri Khairaatun Hisaan Carawali Islamic Boarding School has been proven to have a very good impact on improving students' memorization skills. By utilizing the outdoors as a learning environment, this method succeeds in creating a fun, supportive, and effective atmosphere, so that students are more motivated, focused, and avoid boredom. Learning under a tree, in a park, or in the open is not just about changing locations, but also a contextual learning method that can trigger the cognitive, affective, and spiritual aspects of students at the same time.

In addition, the implementation of the Outing Class is in line with various educational theories, such as CTL which relates the material to real experience, the theory of Behaviorism through positive reinforcement, the theory of Compound Intelligence which increases naturalistic and interpersonal intelligence, and the theory of Zimmerman's self-regulation which supports intrinsic motivation. The results of the study show that outdoor memorization activities can increase mental resilience, discipline based on awareness, and a sense of responsibility for memorization. That way, Outing Class is not just an alternative learning method, but a comprehensive strategy that optimizes the students' abilities totally, resulting in more meaningful, independent, and characterful learning

SUGGESTION

It is hoped that the pesantren will integrate the Outing Class method as a permanent component in the tahfidz curriculum. This will support the standardization of implementation and expand benefits for more students.

The pesantren must provide supporting facilities such as outdoor seating, gazebos, or weather protection so that Outing Class activities can take place optimally without being hindered by environmental conditions.

Tahfidz teachers are encouraged to take part in training or workshops to effectively manage learning activities outside the classroom, including how to maintain the concentration and discipline of students in the outside environment.

REFERENCES

A. Nur Muthiah Batara, a student of class IX of the Khairaatun Hisaan Women's Islamic Boarding School, interview by a reviewer in Sidrap Regency, March 24, 2025

Ahmad Asmuni, "The Qur'an and Philosophy (The Qur'an Inspires the Birth of Philosophy)", Diya Al-Afkar: Journal of Quran and al-Hadith Studies 5, no. 01 (2017): p. 2.

Ahsin. "Practical Guidance on Memorizing the Qur'an", (Jakarta: Bumi Aksara. 2000) p. 63.

Andi Arfian, "The Application of the Sabaq, Sabqi, Manzi Method as a Basic Ability to Memorize the Qur'an at Uthman Bin Affan Islamic Private School", (IRA Journal of Community Service [IRAJPKM])1, no. 1 (2023). p. 40

Anwar, Desy, Complete Dictionary of Indonesian, (Surabaya: Amelia, 2003), p. 117

Arfatin Nurrahmah, et al. "PKM Learning Model at Pondok Pesantren An-Nahl Darunnajah 5 Cikeusik", Saralapang: Journal of Progressive Community Service3, no. 1 (2019).

Arifin, M., & Rahayu, S. (2021). The Application of the Outing Class Method in Increasing the Learning Motivation of Elementary School Students. Journal of Basic Education Innovation, 4(2), pp. 134–142.

Asmuni, "The Qur'an and Philosophy (The Qur'an Inspires the Birth of Philosophy)," p. 5.

As-Suyuti, J. History of Qur'an Memorization in Islamic Tradition. (Jakarta: Pustaka Islam, 2015), p. 88.

Astuti, S., & Widiyanto, A. (2021), Emotional Relationships of Teachers and Students in Meaningful Learning, Journal of Character Education, 11(1), pp. 45–58.

Atikah Latif, a student of class X of the Khairaatun Hisaan Women's Islamic Boarding School, interview by the author in Sidrap Regency, March 24, 2025

Bachri, B. S. (2010). "Convincing Data Validity through Triangulation in Qualitative Research", Journal of Educational Technology, 10(1)

Basrowi. Qualitative Research for Social Sciences. (Student Library, 2021).

Bruner, J. S. (2020). The Process of Education. Cambridge: Harvard University Press.

Deci, E. L., & Ryan, R. M. (2018). Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness. New York: Guilford Press.

Fadilah, M. (2020). "The Effectiveness of the Outing Class Method in Increasing the Learning Motivation of Students." Tarbiyah Journal13. no. 1 (2020), pp. 89-102.

Fadlan, M. Learning Methods of the Qur'an in Modern Islamic Boarding Schools. (Bandung: Al-Bayan, 2017), p. 112.

Fauzi, A. (2022). Contextual Approach in Islamic Education. (Yogyakarta: Pustaka Mandiri 2022), p. 98.

Febrianti Utami, "The Influence of Outing Class Learning Methods on the Naturalist Intelligence of Children Aged 5-6 Years", Journal of Obsession: Journal of Early Childhood Education4, no. 2 (2020).

Febrianti Utami, "The Influence of Outing Class Learning Methods on the Naturalist Intelligence of Children Aged 5-6 Years", Journal of Obsession: Journal of Early Childhood Education4, no. 2 (2020).

Freire, P. (2020). Pedagogy of the Oppressed. 50th Anniversary Edition. New York: Bloomsbury Academic.

Gunawan, Imam. "Qualitative Research Methods: Theory and Practice", (Bumi Aksara, 2021)

Hakim, L. "The Influence of Interactive Learning on Student Motivation and Learning Outcomes." Journal of Islamic Boarding School Education11, no. 3 (2022), pp. 134-148.

Hamidah, N., & Fadhilah, A. (2022), The Influence of Contextual Learning on Students' Intrinsic Motivation: A Study Based on the Theory of Self-Determination, Journal of Humanities Education, 10(2), pp. 134–145.

Hamka, Head of the Putri Khairaatun Hisaan Islamic Boarding School, interview by the Author in Sidrap Regency, March 13, 2025

Hasan, S., & Azhari, M. (2020), Strengthening Character Education in Islamic Boarding Schools: Concept and Implementation, Journal of Tarbiyah Islamiyah, 9(2), pp. 102–114.

Hasanah, R. Psychology of Islamic Education: Theory and Application. (Jakarta: PT Ilmu Cendekia 2021), p. 130.

http://pksaceh.net/mengapa-kita-menghafal

https://almanhaj.or.id/82410-keutamaan-membaca-dan-menghapal-al-quran-2.html

Humairah Hamka, a grade IX student of the Putri Khairaatun Hisaan Islamic boarding school, interview by the author in Sidrap Regency, March 24, 2025

Ira Pebri Fatima and Zainal Efendi Hasibuan, "Facilities and Infrastructure Management in Improving Early Childhood Learning Ability in Early Childhood Early Childhood Education, Padang Bujur Village". Journal of Pustaka Nusantara Multi discipline 2, no. 1., (2024).

Iskandar, "Qualitative Research Methodology" (Jakarta: Gaung Persada, 2009) cet.1 p. 11

Jami' at-Tirmidhi » Chapters on The Virtues of the Qur'an - « كتاب ثواب القرآن عن رسول الله صلى الله عليه وسلم Hadith 2910

Jeny Rheka, Educator of the Putri Khairaatun Hisaan Islamic Boarding School, interview by the author in Sidrap Regency, March 13, 2025

Julia Maharani, a student of class X of the Khairaatun Hisaan Women's Islamic Boarding School, interview by the author in Sidrap Regency, March 24, 2025

Ministry of Religion of the Republic of Indonesia, Al-Qur'an and Its Translation Revised Edition, (Lajnah Pentashihan Mushaf Al-Qur'an, 2019), p. 578

Ministry of Religion of the Republic of Indonesia, Al-Qur'an and Its Translation Revised Edition, (Lajnah Pentashihan Mushaf Al-Qur'an, 2019), p. 608

Ministry of Religion of the Republic of Indonesia, Al-Qur'an and Its Translation Revised Edition, (Lajnah Pentashihan Mushaf Al-Qur'an, 2019), p. 621

Ministry of Religion of the Republic of Indonesia, Al-Qur'an and Its Translation Revised Edition, (Lajnah

Pentashihan Mushaf Al-Qur'an, 2019), p. 890
lameto. (2017). Learning and Factors Influencing It. Jakarta: Rineka Cipta.
Lathifah, S., & Yulianti, A. (2021), Outdoor Learning and Student Resilience: A Psychopedagogical Study, Journal of Educational Psychology and Counseling, 11(2), pp. 67–78.
Lestari, S., & Rahmawati, E. (2021), Pedagogy that Cares: Strategies for Building Empathic Relationships between Teachers and Students, Journal of Character Education, 9(2), pp. 89–101.
Listiana, "Outing Class-Based Contextual Learning Model as an Effort to Increase Motivation to Learn Tembang Dolanan (Research on Grade 1 Students at Sd Negeri Petung 2, District, Magelang Regency)", (Undergraduate Thesis, Faculty of Teacher Training and Education, University of Muhammadiyah Magelang), (2022).
Maslow, A. H. (2018). Motivation and Personality. 3rd ed. Harper & Row.
Maulana, H., & Yuliana, A. (2020), Quality of Teacher-Student Interaction in Islamic Religious Education Learning: A Study on Tahfiz-Based Islamic Boarding Schools, Journal of Islamic Education, 12(1), pp. 66–78
Maulana, T. (2021). "The Role of the Environment in Improving Memorization Memory." Journal of Islamic Neuroscience5, no. 1 (2021), pp. 22-36.
Maulani, R. (2016). Innovative Learning Methods for Islamic Education. (Jakarta: Pustaka Ilmu, 2016), p. 45.
Maulida, R., & Nurhadi, A. (2022). Implementation of Discovery Learning in Islamic Education Based on Out-Class Activity. Journal of Islamic Religious Education, 13(1), pp. 51–64.
Maulidina, S. (2021). Self-Regulated Learning in the Context of Islamic Education. Jakarta: Rajawali Press, p. 67.
Moleong, Lexy J. "Qualitative Research Methodology", (Remaja Rosdakarya, 2020).
Mujib, A., & Jusuf, M. (2019). Islamic Education. Jakarta: Kencana.
Mujahidah Suleman, Educator of the Putri Khairaatun Hisaan Islamic Boarding School, interview by the author in Sidrap Regency, March 13, 2025
Muslimin, M. (2020). Contextual Learning in Islamic Boarding School Education. Yogyakarta: Deepublish, p. 112.
Nasution, S. "Qualitative Naturalistic Research Methods", (Tarsito, 2020).
Nelly Mujahidah and Baidhillah Riyadhi, "Arabic Language Learning Model in Islamic Boarding Schools", Al-Ilmi Islamic Education Journal6, no. 1 (2023).
Ningsih, R. (2020). Student Centered Learning Model in the Perspective of Islamic Education. Scientific Journal of Education, 10(1), pp. 45–52.
Nur Cahyani, Educator of the Putri Khairaatun Hisaan Islamic Boarding School, interview by the writer in Sidrap Regency, March 13, 2025
Nur Cahyani, Educator of the Putri Khairaatun Hisaan Islamic Boarding School, interview by the writer in Sidrap Regency, March 13, 2025
Nur Faizah, a student of grade VIII of the Khairaatun Hisaan Women's Islamic Boarding School, interview by the Author in Sidrap Regency, March 24, 2025
Nur Halifah, a grade VII student of the Khairaatun Hisaan Islamic Boarding School, interview by the author in Sidrap Regency, March 24, 2025
Nur Hikmah, a grade VII student of the Khairaatun Hisaan Islamic Boarding School, interview by the author in Sidrap Regency, March 24, 2025
Nurhalimah, L. (2019), Environmental Factors in Increasing Qur'an Memorization in Salafiyah Islamic Boarding Schools, Journal of Islamic Religious Education, 6(2), pp. 92–101.
Nurhidayati, S. The Influence of the Learning Environment on the Concentration of Students in Memorizing the Qur'an. (Yogyakarta: Pustaka Científica, 2018), p. 67.
Paulina Lelea, et al. "Implementation of Outing Class to Simulate Student Motivation", Mattawang: Journal of Community Service4, no. 1 (2023).
Piaget, J. (2018). The Psychology of Intelligence. Routledge Classics.
Pratiwi, E. D., & Sumarni, S. (2020), Pleasant Learning Atmosphere in Learning Tahfiz Al-Qur'an, Tarbiyatuna: Journal of Islamic Education, 12(2), pp. 100–110.
Pratiwi, R., & Zamroni, A. (2020). Humanistic Approaches to Learning: A Case Study on Religious Learning in Secondary Schools. Journal of Islamic Education, 11(2), pp. 120–131.
Purwanto, Notoatmodjo. Qualitative Research Methods of Education. (Bumi Aksara, 2023)
Putri, A., & Kurniawan, H. (2020), The Effectiveness of Outdoor Learning on Students' Academic Stress Levels, Journal of Educational Psychology, 9(1), pp. 56–66.
Rahardjo, Mudjia. Qualitative Data Analysis. (Rajawali Press, 2022).
Rahmah, N. (2021), The Application of Contextual Learning in Increasing Student Learning Motivation, Journal of Islamic Education, 13(1), pp. 75–84.

Rahman, A. (2019), Contextualization of Learning in Islamic Education: Between Theory and Practice, Journal of Islamic Education, 10(1), pp. 78–90.
Rahman, A. The Effectiveness of Outing Class in Improving Student Memorization. (Surabaya: Cahaya Ilmu, 2020), p. 90.
Rahmawati, A. "Learning Innovation in Increasing Concentration in Memorizing the Qur'an." Journal of Islamic Education14, no. 2 (2021), p 112-124.
Ramdani, M. A. (2018), Implementation of Vygotsky's Theory in the Context of Islamic Education, Journal of Education and Counseling, 10(1), pp. 35–43.