

SYSTEMATIC LITERATURE REVIEW (SLR) ON QUR'ANIC LEARNING IN INDONESIA (2014-2024)^(*)

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ABSTRACT

This study provides a comprehensive review of research developments on Qur'anic learning in Indonesia during 2014–2024. It aims to map themes, trends, methodological approaches, and challenges while also identifying opportunities for future research. Using the Systematic Literature Review (SLR) method, data were collected from Google Scholar and Scopus through the Publish or Perish version 8 application with four keywords: "Qur'anic Education in Indonesia," "Learning to Read the Qur'an," "Qur'anic Learning in Indonesia," and "Developments in Qur'anic Learning." From an initial 2,053 documents, screening with PRISMA criteria resulted in 70 English-language journal articles for analysis. Thematic analysis and bibliometric visualization were conducted using VOSviewer to map relationships among keywords, themes, authors, and institutions. The findings reveal two main poles in the literature: the theoretical-critical and the applicative-pedagogical. The theoretical-critical pole addresses Qur'anic interpretation, hermeneutics, gender justice, and contextual readings, while the applicative-pedagogical pole highlights learning strategies, practices in pesantren and Islamic schools, educational technology, and Qur'an-based curriculum development. These dynamics demonstrate that research over the last decade not only reinforces educational practice but also broadens interpretive perspectives of the sacred text within shifting social contexts. This study contributes by presenting a thematic and trend map of Qur'anic learning in Indonesia and by offering directions for future inquiry. It encourages

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interdisciplinary and anthropological approaches to better understand Qur'anic learning in its social, cultural, and educational contexts. Such perspectives are expected to enrich academic discourse and enable Qur'anic education to respond more effectively to contemporary transformations.

Keywords: *Systematic Literature Review (SLR), Qur'anic Learning in Indonesia, Trends in Qur'anic Learning.*

1.0 INTRODUCTION

Qur'anic learning in Indonesia is not merely a process of transmission of recitation and memorization of sacred texts, but also a profound cultural and spiritual practice. Anna M. Gade(Gade, 2004), Anne K. Rasmussen(Rasmussen, 2010), Faris Keblawi(Keblawi, 2014), and Hannah Hoecher(Hoechner, 2018). in their studies emphasize that Qur'anic learning in Indonesia contains strong performative and affective dimensions, where appreciation of the sound and rhythm of recitation becomes an integral part of religious experience. Meanwhile, the preservation of the Qur'an in educational institutions, as researched by Helen N. Boyle(Boyle, 2004) and Rudolph Ware(Ware, 2014), not only focuses on the mechanical transmission of texts, but also on the internalization of religious values and the formation of religious patterns rooted in local traditions and needs. through his research in North Africa shows that Qur'anic education not only forms the intellect, but also forms the body and soul of students through discipline, ethics, and adab which are inherent in daily practice.

These views provide a conceptual framework that Qur'anic learning cannot be understood only within a formal pedagogical framework, but rather as a holistic human formation space, which includes spiritual, social and moral aspects. In the Indonesian context, the diversity of Qur'anic learning practices from the family environment, Qur'anic Learning Park (TPQ), to pesantren institutions shows how this education continues to transform and respond to the increasingly complex dynamics of society(Rohman, 2019).

In the period from 2014 to 2024, there are various studies that discuss Qur'anic learning in Indonesia. These studies cover issues such as the development of learning methods,(Arta & Sugito, 2023; Basir dkk., 2024) technological innovations in the Quranic process,(Alatiyyah, 2023; al-Suli Talhah dkk., 2020; Ibrahim, 2013) Qur'anic character building strategies,(Akrim

& Gunawan, 2021) the role of teachers and institutions, and the curriculum approaches used. (Alhamuddin dkk., 2025; Aziz dkk., 2023; Hakim dkk., 2022) Academic publications in this field show a variety of theoretical and practical models of Qur'anic learning depending on the social, cultural and educational policy context. (Barir, 2017) However, these studies are scattered across Scopus and Google Scholar indexed journals, conducted using different methodologies, and have not been systematically analyzed in a unified synthesis framework.

The large number of thematic and contextual research findings opens up space for further thorough exploration. This includes identifying thematic trends, methodological approaches, and conceptual frameworks used in previous studies. In addition, analyzing the pattern and direction of the development of Qur'anic learning studies in Indonesia in the last decade can provide an understanding of how the development of scientific discourse in this field takes place and changes over time.

In this study, the author uses the *Systematic Literature Review* (SLR) approach to explore and reorganize the knowledge map related to Qur'anic education in Indonesia during the period 2014-2024. Through systematic procedures such as screening the literature based on inclusion and exclusion criteria, theme classification, and methodological and theoretical review, this study will present a synthesis of various publications that have been available in national and international scientific journals. SLR was chosen for its ability to present a structured and academically traceable synthesis.

This research will focus on several main aspects, namely: (1) the transformation of Qur'anic learning in Indonesia; (2) the types of methodological approaches most widely used; and (3) possible directions for further research development based on the results of the synthesis. Thus, this study presents a literature mapping that can be used as a reference to understand the landscape of Qur'anic learning studies in Indonesia in the last decade.

2.0 METHODOLOGY

This study uses the *Systematic Literature Review* (SLR) approach as the main method to comprehensively review various scientific publications that discuss Qur'anic learning in Indonesia within the last decade, from 2014 to 2024. The SLR approach was chosen because it is able to present a synthesis of knowledge from various valid scientific sources, as well as provide thematic maps and research trends that can be academically accounted for.

The analysis stage of filtering and assessing the literature in this study was carried out based on predetermined keywords, which are relevant to the topic of Qur'anic learning in Indonesia. The search process was conducted through two main databases, namely Google Scholar and Scopus, with the help of the *Publish or Perish* application version 8. The literature search was conducted on March 10, 2025. Each search result was then selected using inclusion and exclusion criteria to ensure topic suitability, publication period (2014-2024), and content relevance to Qur'anic education in the Indonesian context. Details of the initial search results are shown in Table 1 below.

Table 1
Initial search and screening phase of literature related to Qur'anic Learning in Indonesia (2014-2024)

No.	Keywords.	Year	Database	Total Documents
1	Qur'anic Education in Indonesia	2014-2024	Scopus	47
2	Learning to Read the Qur'an	2014-2024	Scopus	39
3	Qur'anic Learning in Indonesia	2014-2024	Google Scholar	1.102
4	Development of Qur'anic Learning	2014-2024	Google Scholar	865
Total:				2.053

To maintain the validity and focus of the review, only articles published in scientific journals were included in the analysis process. Other sources such as books, conference proceedings, theses and dissertations were excluded. In addition, the temporal boundary was set at the last decade (2014-2024) to capture the current dynamics of related research. All articles included were English-language publications to ensure access to peer-reviewed literature in a global academic setting.

The process of searching and managing references in this study was carried out with the help of *Publish or Perish* software version 8, which is used to access and extract data from various databases such as Google Scholar and Scopus. The articles obtained were then managed using the Zotero application

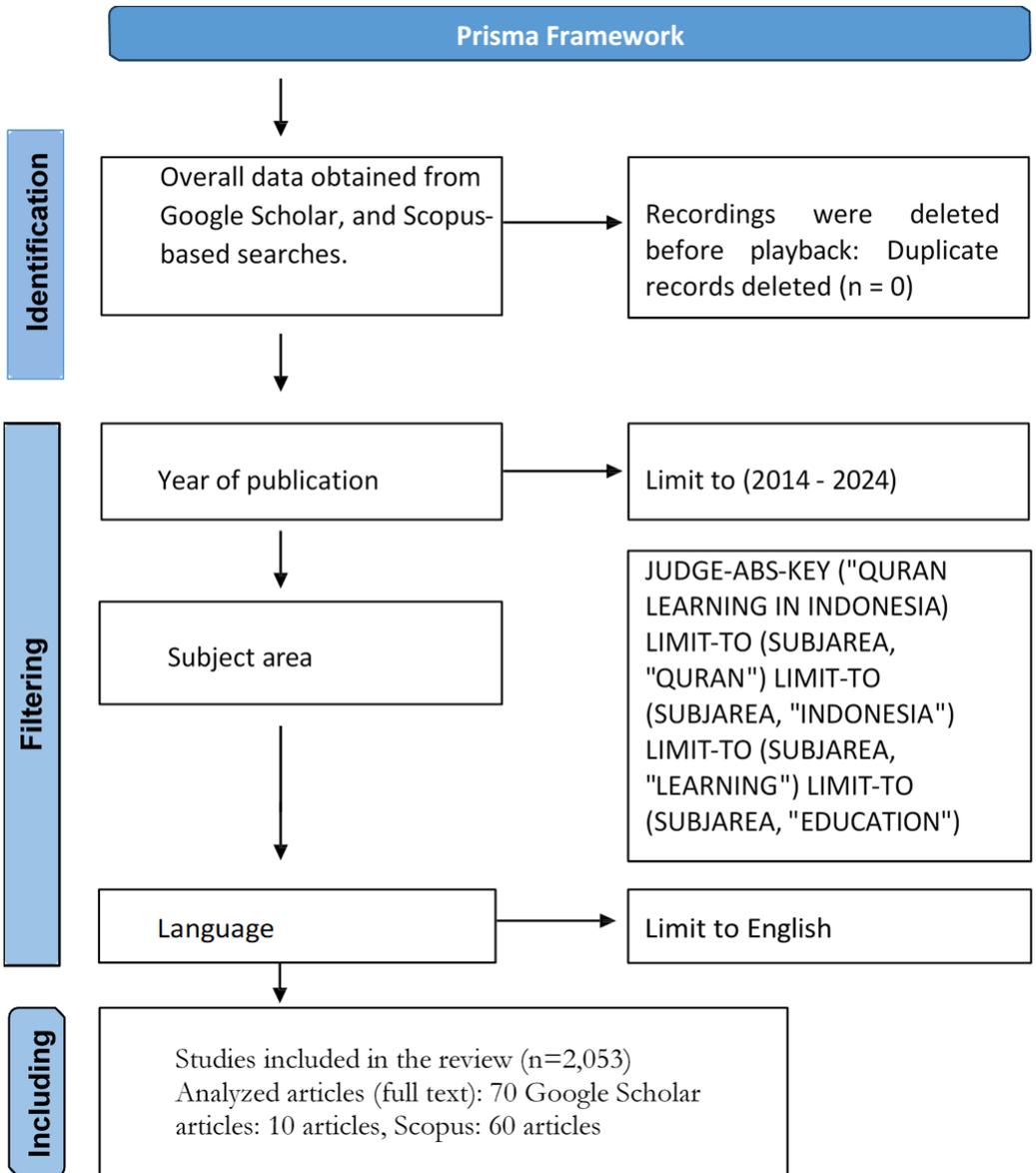
as a reference management tool. To explore thematic linkages between articles, *VOSviewer* software was also used to visualize thematic maps and relationships between keywords in scientific publications.

The initial identification process was carried out using four main keywords, namely "Qur'anic Education in Indonesia," "Learning to Read the Qur'an," "Qur'anic Learning in Indonesia," and "Development of Qur'anic Learning." The search results showed the following number of articles: 47 documents for the first keyword from the Scopus database, 39 documents for the second keyword from Scopus, 1,102 documents from Google Scholar for the third keyword, and 865 documents from Google Scholar for the fourth keyword. Overall, a total of 2,053 documents were obtained in the initial identification stage.

However, to strengthen the selection process and data validation, this study applied the *PRISMA Flow Diagram* approach (Andri Nirwana dkk., 2024; Tedja dkk., 2024) as a systematic framework in sorting and screening articles. After eliminating duplicates, non-journal articles, and publications outside the specified time period, the number of articles that met the initial criteria was 125 documents. From this number, further screening was carried out based on content suitability to the research focus, namely Qur'anic learning in Indonesia, which resulted in 95 unique and relevant articles for further analysis. (Dziopa & Ahern, 2011; Linares-Espinós dkk., 2018; Nightingale, 2009).

Figure 1

The systematic review process using the PRISMA statement template is based on three stages of identification, screening and inclusion.



The inclusion criteria in this study specifically included: (1) English-language scientific journal articles, (2) published in the period 2014-2024, and (3) relevant to the theme of Qur'anic learning in Indonesia in the context of Islamic education, both formal and non-formal. In contrast, the exclusion criteria included: (1) non-journal publications (books, proceedings, theses, dissertations), (2) articles outside the specified time period, and (3) thematically irrelevant publications. Details of these criteria are summarized in Table 1 below.

Table 2
Inclusion and exclusion criteria for data screening

Criteria	Inclusion	Exclusion
Language	Article in English	Articles in languages other than English
Publication Period	2014-2024	Before 2014 or after 2024
Publication Type	Articles in scientific journals that have gone through the <i>peer review</i> process	Books, conference proceedings, theses, dissertations
Topic	Qur'anic learning in Indonesia, pesantren education, Qur'anic curriculum	Studies not related to Qur'anic learning or Islamic education

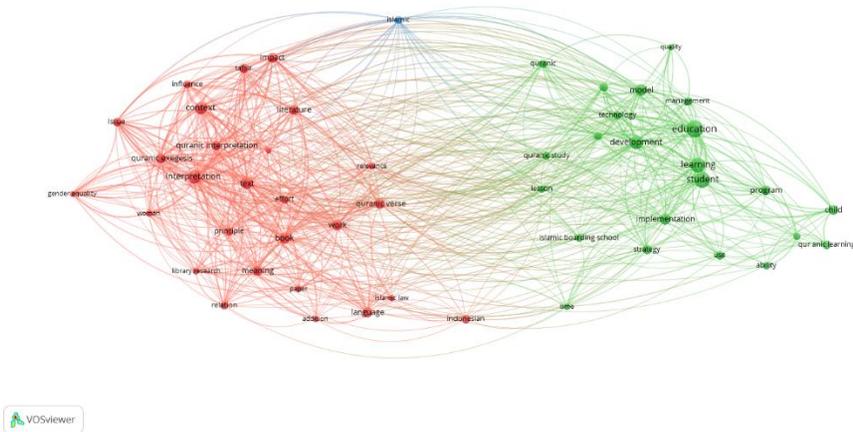
Of these 95 articles, 16 were eliminated because they did not show a direct connection to the theme of Qur'anic learning, while 9 others were excluded from the analysis because they were not available in full-text format. Thus, the final number of articles eligible for thorough analysis was 70 articles. The articles analyzed consisted of 60 publications from Scopus and 10 articles from Google Scholar that were also listed as indexed in Scopus. All of this data was then exported into RIS format to be analyzed in VOSviewer, specifically to see the relationship between keywords, authors, and institutions, as well as publication trends that have developed in the last decade.

Through this SLR process, a thematic mapping of Qur'anic learning practices in Indonesia is obtained, which includes learning strategies, methodological approaches, and challenges of Qur'anic learning. This study not only represents local dynamics in Qur'anic education, but also opens space for

the integration of global perspectives in understanding the transformation of Qur'anic learning in the context of social change and contemporary technological developments.

Figure 2.

Distribution of research results on Al-Quran learning in Indonesia 2014-2024



The *bibliometric mapping* visualization generated using VOSviewer software above, shows the association of keywords in scientific publications on Qur'anic learning from 2014-2024. The different colors represent clusters or thematic groups based on the strength of association between keywords. Red clusters dominate the left side of the map, indicating a focus on conceptual and theoretical studies, such as *quranic interpretation*, *hermeneutic*, *gender equality*, *context*, *principle*, and *exegesis*. This cluster indicates approaches that emphasize analysis of meaning, socio-historical context, and critical interpretation of Qur'anic texts, including gender-based approaches and contemporary exegetical theory. Although in the realm of theory, this cluster still contributes to the development of learning models that are responsive to the context and values of justice.

On the right side, the green cluster represents a more applicable field of study, especially in the context of Islamic education. Keywords such as *education*, *learning*, *student*, *implementation*, *strategy*, and *Islamic boarding school* indicate an orientation towards the implementation of Qur'anic values in the learning process, the use of educational technology, as well as curriculum development and Islamic education management. This cluster reflects Qur'anic

learning practices that are oriented towards learner development and contextualized teaching strategies.

At the top, there is a small blue cluster that appears to be the link between the two larger clusters. Keywords such as *Islamic* and *quranic* become the central nodes that show the conceptual connections between interpretive studies and educational implementation. This cluster reflects the general category or epistemological foundation that brings together the various approaches to Qur'anic learning. Overall, this visualization depicts two main poles in the Qur'anic learning literature: the theoretical-critical pole and the applicative-pedagogical pole, both of which are connected through integrative conceptual bridges. This map not only helps in understanding research directions and trends, but also offers an overview of the interdisciplinary potential in developing holistic and contextualized models of Qur'anic learning.

3.0 RESULTS

After conducting an in-depth analysis based on the theoretical framework and the main constructs of the study, we identified 70 relevant journal articles from a total of 2,053 documents from the initial search using four main keywords. The articles were obtained through two main databases, Google Scholar and Scopus, which contributed 1,967 and 86 documents respectively. The selection process was conducted strictly based on predetermined inclusion and exclusion criteria, as well as through the *PRISMA Flow Diagram* approach to ensure validity and conformity with the focus of the study.

The selected articles were then mapped using a systematic literature review approach based on three main research foci. This research specifically examined: (1) the transformation of Qur'anic learning in Indonesia over the past decade; (2) the types of methodological approaches most widely used in these studies; and (3) possible directions for future research development based on the synthesis of the analyzed literature.

The results of the mapping of the 70 selected articles are presented in detail in Table 3. This table contains important information, such as the name of the journal, the author's name, the database from which the article originated, and its relevance to each research focus. This information is divided into three main sections, corresponding to the three foci of inquiry that form the basis of this study. Thus, this study presents a literature mapping that can be used as a

reference to understand the landscape of Qur'anic learning studies in Indonesia in the last decade.

Table 3

Results of 70 journal articles that fit the research objectives

Author	Title	Year	Data Source	Databas e
1. F Fatchiatuzahro, I Imronudin	Edutainment in Qur'an Publishing: Integrating Learning Theories and Entertainment in Indonesian Mushaf	2024	Journal of Studies in Qur'anic and Hadith Sciences	Google Scholar
2. M Saifullah, RA Nurjanah	The Hermeneutics of Qur'anic Translation into Sign Language: A Study of Inclusive Pedagogy by the Qur'an Indonesia Project	2024	Journal of Studies in Qur'anic and Hadith Sciences	Google Scholar
3. M Muslih, YK Yahya, S Haryanto	Al-Qur'an-Based Paradigm in Science Integration at The Al-Qur'an Science University, Indonesia	2024	HTS Theology Studies	Google Scholar
4. M Faidah, S Makrufah, EN Muntazeri	Digitalization of the Quranic Reading Learning Program for Collage Students, Indonesia	2023	Engineering Proceedings	Google Scholar
5. J Azizy, MA Syarifuddin, HH Ubaidah	Thematic presentations in Indonesian Qur'anic commentaries	2022	Religions	Google Scholar
6. F Gunawan	The ideology of translators in	2022	Cogent Arts & Humanities	Google Scholar

		Quranic translation: Lessons learned from Indonesia			
7.	MY Ro'is, M Rokhman	Principal's Strategy in Developing Al-Qur'an Learning in Madrasah Tsanawiyah	2021	Munaddhomah:	Google Scholar
8.	H Muhammad, I Supena, AA Junaidi, M Faiq	The Qur'anic mantras recited by Shamanic Santri in Java, Indonesia	2021	HTS Theology Studies	Google Scholar
9.	DIA Putra, M Hidayaturrahman	The roles of technology in Quran exegesis in Indonesia	2020	Technology in Society	Google Scholar
10.	M Djidin, S Syamsuddin	Indonesian Interpretation of the Qur'an on Khilāfah: The Case of Quraish Shihab and Yudian Wahyudi on Qur'an, 2: 30-38	2019	Al-Jami'ah: Journal of Islamic Studies	Google Scholar

Author	Title	Year	Data Source	Databas e
1. R. Anwar and R.A. Yudhiantara	Enhancing Student Learning Outcomes in The Qur'an Interpretation Course Through The Implementation of The Start From Reading (SFR) Cooperative Learning Model	2024	Nazhruna: Journal of Islamic Education	Scopus
2. A. Basir	Enhancing Qur'an Reading Proficiency in	2024	Nazhruna: Journal of Islamic Education	Scopus

		Madrasahs Through Teaching Strategies Top of Form			
3.	H. Mizani	The Use of Extrinsic Motivation in Learning to Memorize the Qur'an	2024	Eurasian Journal of Educational Research	Scopus
4.	M.R. Aditia	Development of application to memorize the recitation of the Qur'an	2024	AIP Conference Proceedings	Scopus
5.	Fatchiatuzahro	Edutainment in Qur'an Publishing: Integrating Learning Theories and Entertainment in Indonesian Mushaf	2024	Journal of Studies in the Sciences of the Qur'an and Hadith	Scopus
6.	S. Herlambang	Read and Write the Qur'an at Ma'had al-Jami'ah Policy Program, Learning Impact, and Effectiveness	2024	Nazhruna: Journal of Islamic Education	Scopus
7.	N. Che Hat	The Development of a Technology-Based Homeschooling Model for Al-Quran and Fardu Ain (KAFA) Classes for Primary School Students	2024	Global Journal Al-Thaqafah	Scopus
8.	R. Beyhom	Artful Quran Recitation (tajwīd) in Learning, Broadcasting, and Competitive Environments	2024	The Routledge Handbook of Global Islam and Consumer Culture	Scopus
9.	M.M.b.M. Yunus	A Qualitative Approach in the	2024	Quranica	Scopus

	Empowerment of Qur'an Education in the 21st Century: ABAHATA Method Study by Institute of Quranic Studies (IPaQ)			
10. A. Kadir	Development of Integrated Science Teaching Materials of Al-Quran Verses in Improving Students' Religious Attitudes in Madrasas	2024	Nazhruna: Journal of Islamic Education	Scopus
11. N. Nigar	An Intelligent Framework Based on Deep Learning for Online Quran Learning during Pandemic	2023	Applied Computational Intelligence and Soft Computing	Scopus
12. Shamsuddin Hassan and Yusof	Designing Virtual Reality Game for Learning Al-Quran	2023	Journal of Engineering Science and Technology	Scopus
13. S.H.C. Hassan	Towards Designing a Framework for Adaptive Gamification Learning Analytics in Quranic Memorization	2023	Pertanika Journal of Science and Technology	Scopus
14. H.İ. Önder	Ideal Age for Education and Teaching of the Holy Quran	2023	Mutefekkir	Scopus
15. I. Kurniailah	Increasing the Quality of Memorizing the Qur'an for Santri Kalong Through the Sisir Method	2023	Nazhruna: Journal of Islamic Education	Scopus
16. M.A. Agil Alaydrus	Analysis Of Variation Of	2023	Journal of Theoretical and Applied	Scopus

	Feature Extraction Methods In The Classification Of Al-Qur'an Maqam Using Machine Learning		Information Technology	
17. U. Supriadi	Al-Qur'an Literacy: A Strategy and Learning Steps in Improving Qur'an Reading Skills through Action Research	2022	International Journal of Learning, Teaching and Educational Research	Scopus
18. M. Ghozali	Al-Qur'an (Re)Presentation in the Short Video App Tiktok: Reading, Teaching, and Interpretive	2022	Pertanika Journal of Social Sciences and Humanities	Scopus
19. J. Farooq	Mispronunciation Detection in Articulation Points of Arabic Letters using Machine Learning	2021	2021 International Conference on Computing, Electronic and Electrical Engineering, ICE Cube 2021 - Proceedings	Scopus
20. L. Afandi	The progress of quranic scientific exegesis in South-East Asia	2021	AlBayan	Scopus
21. Susanto	Learning Tahfidz Al-Qur'an During the Covid-19 Pandemic	2021	Journal of Islamic Education	Scopus
22. M. Yusuf	Darul Huffadh Pesantren Tuju-Tuju Indonesia: A Model of Teaching and Learning in Social Environment	2021	Proceedings of the International Conference on Industrial Engineering and Operations Management	Scopus
23. S.F.A. Halim	An Investigation of Brain Signal Characteristics between Hafiz/Hafizah	2021	Journal of Physics: Conference Series	Scopus

24. N.M. Mustafa	Subjects and Non-Hafiz/Hafizah Subjects Development and Alpha Testing of EzHifz Application: Quran Memorization Tool	2021	Advances in Human-Computer Interaction	Scopus
25. M.Y. Ro'is	Principal's Strategy in Developing Al-Qur'an Learning in Madrasah Tsanawiyah	2021	Munaddhomah	Scopus
26. Al-Khowarizmi	The Model of Marker Based Tracking on the Augmented Reality of Hijaiyah Alphabet and Tajweed Al-Qur'an for Children Education	2021	Proceedings - 2nd International Conference on Computer Science and Engineering: The Effects of the Digital World After Pandemic (EDWAP), IC2SE 2021	Scopus
27. K.M.O. Nahar	An efficient holy quran recitation recognizer based on SVM learning model	2020	Jordanian Journal of Computers and Information Technology	Scopus
28. T. Supriyadi	Digital technology era and al-quran understanding problem: Critical reflection of al-quran learning through action research	2020	Journal of Advanced Research in Dynamical and Control Systems	Scopus
29. S. Ulfah	Augmented reality using Natural Feature Tracking (NFT) method for learning media of makharijul huruf.	2020	IOP Conference Series: Materials Science and Engineering	Scopus
30. I. Dzulkifli	Teacher communication in teaching al-Quran to special needs	2020	Universal Journal of Educational Research	Scopus

31. A. Mujib	pupils with hearing disabilities Al-Qur'an learning innovation based on blended cooperative e-learning in school	2020	Journal of Educational and Social Research	Scopus
32. M.S. Bin Baharudin	Analysis of Al-Quran Memorization Method by Understanding the Meaning in Tahfiz Education Institutions in Alor Setar Kedah	2020	Quranica	Scopus
33. A. Hashim	Investigating effective teaching strategies for tafseer of quran: An empirical study	2020	Journal of Critical Reviews	Scopus
34. M. Al-Hamad	The qara'a: Defining a group in learning arabic as a foreign language	2020	RomanoArabica	Scopus
35. A. Rifa'i	The method of messenger of allah in al qur'an learning	2020	Journal of Educational and Social Research	Scopus
36. M.A.C. Noh	Examining teaching and learning of quran: Empirical research of islamic school of ma'arif al mukarom ponorogo east Java Indonesia.	2020	Journal of Critical Reviews	Scopus
37. Y. Hanafi	Student's and instructor's perception toward the effectiveness of E-BBQ enhances Qur'an reading ability	2019	International Journal of Instruction	Scopus
38. T. Supriyadi	Phonological interference in	2019	International Journal of Learning, Teaching	Scopus

	reciting al-Qur'an: A critical reflection on the learning of Qur'an phonology through action research		and Educational Research	
39. A. Adeleke	Automating quranic verses labeling using machine learning approach	2019	Indonesian Journal of Electrical Engineering and Computer Science	Scopus
40. M.M. Aziz	Comparison between conventional method and modern technology in Al-Qur'an memorization	2019	International Journal of Recent Technology and Engineering	Scopus
41. H. Ahmad	Augmented reality model to aid Quran memorization for hearing impaired students	2019	Lecture Notes in Networks and Systems	Scopus
42. Lutfi Fanani; Komang Candra Brata; Adam Hendra Brata; Muhammad Afif Fauzi	Usability Evaluation of Mobile-based Application for Al-Quran Writing Learning with Gamification	2019	Proceedings of 2019 4th International Conference on Sustainable Information Engineering and Technology, SIET 2019	Scopus
43. N. Shafie	A model of correction mapping for Al-Quran recitation performance evaluation engine	2019	International Journal of Advanced Trends in Computer Science and Engineering	Scopus
44. T. Supriyadi	ICT-based Qur'an phonology learning	2019	Journal of Physics: Conference Series	Scopus
45. H. Kurniawan	Decision Support System for Quran Teacher Selection Using Profile Matching Method on TPQ Anbata	2019	Journal of Physics: Conference Series	Scopus

46. F.R. Pradhana	Elayah: Mobile Based Media for Qur'an Memorization Using Takrar Method	2019	Journal of Physics: Conference Series	Scopus
47. S. Khairuddin	Features Identification and Classification of Alphabet (ro) in Leaning (Al-Inhiraf) and Repetition (Al-Takrir) Characteristics	2019	2019 IEEE International Conference on Automatic Control and Intelligent Systems, I2CACIS 2019 - Proceedings	Scopus
48. M. Al-Ayyoub	Using deep learning for automatically determining correct application of basic quranic recitation rules	2018	International Arab Journal of Information Technology	Scopus
49. M.F.b.M. Yasin	Contributions of technology towards development of Qur'anic Tajweed knowledge	2018	International Journal of Civil Engineering and Technology	Scopus
50. A. Mohammed	Recognition of holy quran recitation rules using phoneme duration	2018	Lecture Notes on Data Engineering and Communications Technologies	Scopus
51. Y. Afrillia	Performance Measurement of Mel Frequency Ceptral Coefficient (MFCC) Method in Learning System of Al-Qur'an Based on Nagham Pattern Recognition	2017	Journal of Physics: Conference Series	Scopus
52. S.J. Putra	Text mining for Indonesian translation of the Quran: A systematic review	2017	3rd International Conference on Computing, Engineering, and Design, ICCED 2017	Scopus

53. E. Yosrita	Identify the accuracy of the recitation of Al-Quran reading verses with the science of tajweed with Mel-Frequency Ceptral Coefficients method.	2017	2017 International Symposium on Electronics and Smart Devices, ISES D 2017	Scopus
54. N.N. Kamaruzaman	Engaging children with severe autism in learning Al-Quran through the serious game	2016	Indian Journal of Science and Technology	Scopus
55. Z. Hussin	The importance of arabic grammar in memorizing the quran	2016	GEMA Online Journal of Language Studies	Scopus
56. A. Hashim	Correlation between strategy of Tahfiz learning styles and student performance in Al-Qur'an memorization (Hifz)	2015	Mediterranean Journal of Social Sciences	Scopus
57. U. Sanyal	Al-Huda International: How Muslim Women Empower Themselves through Online Study of the Qur'an	2015	Hawwa	Scopus
58. S. Sulaiman	Putting the tactile feedback to Quranic verses and tajweed rules	2015	ARPN Journal of Engineering and Applied Sciences	Scopus
59. M.A.C. Noh	The study of quranic teaching and learning: United Kingdom experience	2014	Mediterranean Journal of Social Sciences	Scopus
60. M. Elobaid	Toward designing and modeling of Quran learning	2014	Life Science Journal	Scopus

4.0 DISCUSSION

4.1 Transformation of Qur'anic Learning in Indonesia

The transformation of Qur'anic learning in Indonesia in the last decade, 2014-2024, shows a long journey full of dynamics, moving from traditional methods to more modern and technology-based approaches. In the early days, Qur'anic learning in Indonesia relied heavily on classical methods, such as *talaqqi* and *musyafahahab*, which prioritized direct memorization and recitation from teacher to student. (Anam dkk., 2024; Anam & Sulaeman, 2024; Keblawi, 2014; Mizani dkk., 2024a) However, the needs of the times prompted the emergence of various innovations to increase the effectiveness and accessibility of Qur'anic learning.

The introduction of digital technology has brought major changes in the organization of learning. The learning program to read the Qur'an for university students has undergone digitalization, as researched by Faidah, Makrufah, and Muntazeri (2023), (Faidah dkk., 2023) which shows that digitalization expands the reach and increases the flexibility of the learning process. Social media has also become a new means for the dissemination of Qur'anic teachings, as revealed by Ghozali (Ghozali dkk., 2022) who examined the representation of the Qur'an in short video applications such as TikTok. This innovation is further strengthened by the development of technology based on virtual reality, As'ad et al., (As'ad dkk., 2023; Aziz, 2022) and the emergence of various memorization support applications such as EzHifz Mustafa, et al. (Mustafa dkk., 2021).

At the same time, the edutainment approach began to be applied in the publishing of Al-Qur'an copies. Fatchiatuzahro and Imronudin (Fatchiatuzahro dkk., 2024) show how mushaf publishing in Indonesia integrates learning theories with entertainment elements to increase reader engagement. Gamification-based Qur'an memorization support applications were also developed, as reviewed by Hassan (Hassan dkk., 2023) in an adaptive gamification framework for tajweed learning.

At the level of teaching methods, innovations continue to be made. The "Start from Reading" model developed by R. Anwar and R.A. Yudhiantara showed effectiveness in improving learning outcomes of Qur'anic

interpretation.(Anwar & Yudhiantara, 2024) In madrasahs, Basir researched Qur'an reading teaching strategies that were able to significantly improve students' skills.(Basir dkk., 2024) These efforts are reinforced by the action research-based steps described by Supriadi. et al, which offer a systematic approach in improving Qur'anic literacy. (Supriadi dkk., 2022)

Attention to groups with special needs is also increasing. Saifullah and Nurjanah studied the translation of the Qur'an into sign language, in an effort to build a more inclusive Qur'anic education for people with disabilities.(Saifullah & Nurjanah, 2024) Dzulkifli, et al. (2020) in their research on Qur'anic teaching for deaf students also emphasized the importance of communication adaptations that are responsive to the needs of learners with special needs.(Dzulkifli dkk., 2020)

In terms of learning motivation, Mizani revealed that the use of extrinsic motivation has a role in accelerating the process of memorizing the Qur'an.(Mizani dkk., 2024b) An empowerment approach based on qualitative methods through the ABAHATA study at the Institute of Quranic Studies (IPaQ) as researched by Yunus shows the importance of building emotional closeness in the process of learning the Qur'an.(Yunus dkk., 2024) In the cognitive dimension, Halim and his colleagues (2021) explored the characteristics of brain signals in hafiz and hafizah, showing a new approach in understanding the internalization process of memorizing the Qur'an scientifically. This opens up opportunities for further research into the neuroscience dimension of Qur'anic education.(Abdul Halim dkk., 2021)

The COVID-19 pandemic has catalyzed the acceleration of learning transformation. Susanto, et al. (2021)(Susanto dkk., 2021) reported adaptive efforts in tahfidz learning during the pandemic, while Nigar, et al. (2023) developed a deep learning-based online learning framework to overcome the limitations of physical interaction. In recent developments, artificial intelligence has begun to be widely applied.(Nigar dkk., 2023) Farooq (2021) developed an error detection system in tajweed pronunciation using a machine learning approach,(Farooq & Imran, 2021) while Agil Alaydrus developed a machine learning-based Qur'anic recitation maqam classification method. These innovations show that Qur'anic learning is increasingly entering a new era that integrates high technology to support the achievement of more precise learning.(Alaydrus & Zahra, 2023)

Overall, these developments show that the transformation of Qur'anic learning in Indonesia is moving from traditional methods to a multifaceted approach: incorporating technological innovations, new pedagogical strategies, attention to special needs, and adaptation to social and cultural changes. This process is taking place while still adhering to the main goal of strengthening the understanding, appreciation and practice of the Qur'an in daily life.

4.2 The Dominant Approach in Qur'anic Learning Research

Research on Qur'anic learning in Indonesia in the past decade has shown a diversity of methodologies and approaches, but can be broadly classified into four dominant approaches: educational technology approaches, critical and inclusive pedagogical approaches, psychopedagogical approaches, and ethnographic and action-based qualitative approaches.

1. Educational Technology and Digitalization Approach

Along with the acceleration of digital transformation, Qur'an learning research is dominated by educational technology approaches. Various studies develop learning applications, such as *gamification* (Fanani dkk., 2019; Hassan dkk., 2023), *augmented reality* (Al-Khowarizmi dkk., 2021; Ulfah dkk., 2020), *virtual reality* and *deep learning* for tajweed or tahfidz evaluation. (Al-Ayyoub dkk., 2018; Nigar dkk., 2023; Shafie dkk., 2019) These studies generally use an applied quantitative approach, with limited experiments, *alpha testing*, or intelligent systems analysis to measure the effectiveness of technology in improving competency in reading, writing, and memorizing the Qur'an.

2. Inclusive Pedagogy and Hermeneutic Approach

Other research raises issues of social inclusion in Qur'anic learning, for example in the context of translating the Qur'an into sign language, (Saifullah & Nurjanah, 2024) or learning for people with disabilities. (Ahmad dkk., 2019; Dzulkifli dkk., 2020) The approaches used are often critical hermeneutic or qualitative narrative, prioritizing meaning, context and learners' learning experiences within an educational justice framework. This approach suggests a shift from textual and cognitive to more personalized and affective learning.

3. Psychopedagogical Approach and Learning Theory

Research that focuses on learning motivation, teaching strategies, and the influence of the educational environment on Qur'anic learning outcomes uses a

psychopedagogical approach. *Cooperative learning* models, *extrinsic motivation*, and learning strategies based on Qur'anic values have been studied using quasi-experimental methods or classroom action research.(Anwar & Yudhiantara, 2024; Kadir dkk., 2024; Mizani dkk., 2024b) The goal is to improve the ability to read and memorize the Qur'an through the application of teaching methods that are in accordance with the characteristics of students.

4. Qualitative-Ethnographic Approach and Socio-Cultural Analysis

Studies that emphasize the socio-cultural context of Qur'anic learning—for example, in traditional pesantren, madrasah, homeschooling, and domestic spaces—use descriptive qualitative or ethnographic approaches. Examples are studies of santri kalong, the use of Qur'anic mantras by santri shamanik,(Muhammad dkk., 2021) and the principal's strategy in developing Qur'anic learning.(Ro'is & Rokhman, 2021) This method explores the meaning, symbolism and praxis of Qur'anic learning in Indonesia's local cultural landscape.

Table 4

The dominant approach used in research on Qur'anic Learning in Indonesia

No.	Methodological Approach	Number of Studies	Percentage (%)
1	Technology-based Approaches	26	37.14%
2	Qualitative Approaches	11	15.71%
3	Gamification and Edutainment	7	10.00%
4	Blended Learning Models	6	8.57%
5	Integrative-Interdisciplinary Approaches	5	7.14%
6	Quantitative Approaches	4	5.71%
7	Action Research	4	5.71%
8	Inclusive Pedagogy	3	4.29%
9	Policy and Strategic Management	3	4.29%
10	Others	1	1.43%
	Total	70	100.00%

4.3 *The Direction of Development of Qur'anic Learning Research*

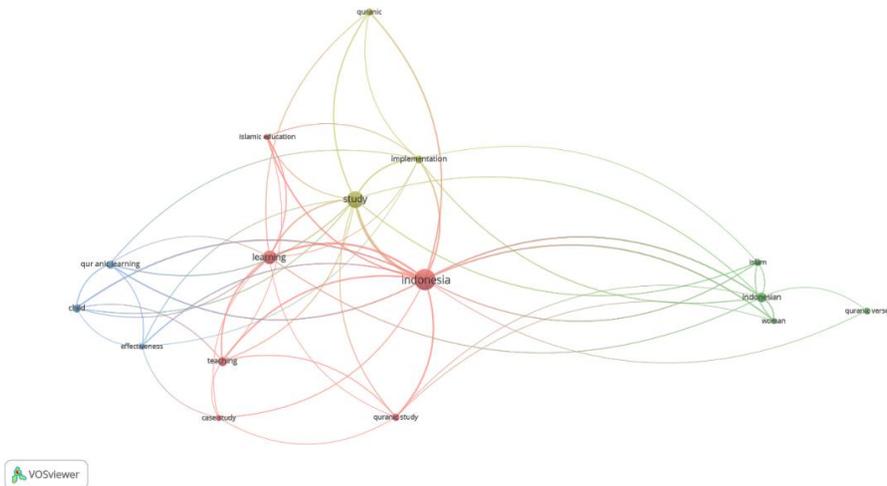
Research on Qur'anic learning in Indonesia in the last decade shows a dynamic direction of development and responsiveness to advances in information technology. This is reflected in the dominance of *technology-based approaches*, which account for 37.14% of the total research. These approaches include the development of Al-Qur'an applications, interactive media, and the use of digital platforms such as YouTube, WhatsApp, and Zoom as learning tools. This shows the transformation of digital into the mainstream in Qur'anic learning innovation, as well as emphasizing the urgency of digital literacy in a religious context.

The qualitative approach that occupies the second position (15.71%) reflects explorative efforts to understand learners' experiences, teachers' teaching strategies, and the socio-cultural dynamics that shape Qur'anic learning practices. This approach is important to uncover local values, resistance to technology, or adaptations that are unique to a particular community. Furthermore, gamification and edutainment approaches (10.00%) and blended learning (8.57%) indicate a tendency to create more engaging and inclusive learning for younger generations. Both approaches directly address the challenge of declining interest in reading the Qur'an among students by offering learning formats that are interactive, fun and adaptive to digital native learning styles.

Cross-disciplinary integration is also becoming more prominent (7.14%), such as the integration of education, technology and Qur'anic studies. This shows that Qur'anic learning is no longer seen as the exclusive domain of Islamic science, but is also part of the global pedagogical discourse and the development of multidisciplinary science. Although still relatively small, quantitative approaches (5.71%) and action research (5.71%) are important contributions in providing empirical evidence and strengthening research-based teaching practices. Meanwhile, attention to inclusive pedagogy and strategic policy (4.29% each) marks the growing awareness of the importance of access equity, the diversity of learners' backgrounds, and the need for a regulatory framework in strengthening digital Qur'anic education.

Figure 3

Distribution of research results on Al-Quran learning in Indonesia 2003-2013



Comparing research on the theme of Qur'anic learning in Indonesia between 2003-2013 and 2014-2024 shows a significant transformation in focus, scholarly approach and analytical horizon. In the early decades, studies, including those by Anna M. Gade *Practice*,(Gade, 2004) Rudolf T. Ware *The Walking Qur'an*, although based on research from the previous decade,(Ware, 2014) Boyle,(Boyle, 2004) and Anne K. Rasmussen,(Rasmussen, 2010) focused more on anthropological documentation of traditional Qur'anic learning practices. They pay attention to the dimensions of *embodied learning*, *sheikh-student relationships*, internalization of spiritual values through *talaqqi*, *musyafahah*, and Qur'anic memorization practices within the community.

In these works, terms such as *Qur'anic learning*, *memorization*, *recitation*, *tradition*, *performance*, and *child education* predominate, reflecting research approaches that emphasize bodily experiences, social practices, and traditional relations in Qur'anic learning. The focus on *performance studies*, religious musicology (such as Rasmussen's work on recitation), and the importance of orality in Qur'anic transmission mark a research trend that seeks to understand Qur'anic learning as a meaningful cultural practice.

Entering the 2014-2024 period, the dynamics of Qur'anic learning studies have expanded in direction and depth. The bibliometric visualization for

this period shows an intensification of the relationship between the concepts of *Indonesia*, *learning*, and *Islamic education* with social, cultural, political, and technological issues. Qur'anic learning is no longer understood only as a reproduction of tradition, but also as a form of educational praxis influenced by the dynamics of local values, digital innovation, and the needs of modern society. This transformation is reflected in the emergence of terms such as *implementation*, *study*, *technology*, and *policy*, indicating that the focus of research is moving from description to analysis of strategies, policy implementation, and learning innovations. (Ashfiya', 2024; Munir & Anwar, 2024)

In contrast to the early generation of research that was more descriptive and phenomenological in nature, recent studies show a strengthening of the interdisciplinary approach. Qur'anic learning is now studied in relation to contemporary issues such as gender equality, character building, inclusive education, and responses to developments in information technology. The emergence of terms such as *woman*, *Islam*, and *Qur'anic verse* in bibliometrics also marks the entry of studies on the interpretation of texts and the relationship of the Qur'an to the social construction of Indonesian society.

The direction of future developments increasingly shows the complexity of the approach, where Qur'anic learning is no longer only positioned in the classroom, but also in social, cultural, and even political spaces. The space for interdisciplinary collaboration is widening, with increased attention to education based on local values, spirituality and dynamic social contexts.

Thus, it can be concluded that the direction of Qur'anic learning research development in Indonesia has shifted from performative anthropology and phenomenological-based studies - as developed by Gade, Ware, Boyle, and Rasmussen - towards studies based on technological innovation, interdisciplinarity, and responses to global social change. The dominant trend in technology-based approaches shows a commitment to strengthening digital literacy, but at the same time qualitative and inclusive approaches still open space for criticism of the importance of maintaining humanistic, spiritual and cultural dimensions in Qur'anic learning. In the future, the challenge is how to maintain a balance between technological innovation and anthropological and humanistic approaches, so that Qur'anic learning remains firmly rooted in Indonesian ethical values, civilization, and local contextuality.

5.0 CONCLUSION

This research maps the dynamics and development of Qur'anic learning studies in Indonesia in the last decade. First, the transformation of Qur'anic learning in Indonesia shows a significant shift from traditional methods based on *talaqqi* and *musyafahah* - *which* in early anthropological studies emphasized aspects of bodily experience and socio-religious relations - to a multifaceted approach that integrates digital technology innovations, edutainment pedagogy, inclusive strategies, and adaptation to socio-cultural changes in society. Innovations such as digitization of learning, gamification, the use of *virtual reality*, and the development of Qur'anic services for people with disabilities are indicators of a new era in the practice of Qur'anic education in Indonesia.

Second, in terms of methodological approaches, recent studies show the dominance of educational technology (37.14%), followed by qualitative approaches (15.71%), gamification and edutainment (10.00%), *blended learning* (8.57%), and integrative-interdisciplinary approaches (7.14%). The dominance of this technology-based approach shows the great flow of learning modernization, although qualitative approaches, especially ethnographic ones, still play an important role in understanding the social, cultural aspects and subjective experiences of learners in the process of learning the Qur'an.

Third, in the future, the development of anthropological and ethnographic approaches in the study of Qur'anic learning needs to be revived. This approach offers an important opportunity to examine more deeply how local dynamics, religious identity formation, transformation of Qur'anic values, and social relations in Indonesian Muslim communities shape Qur'anic teaching-learning practices. This approach is becoming increasingly relevant in responding to the complexity of an increasingly diverse and dynamic society.

Thus, this research not only presents a comprehensive literature mapping, but also opens opportunities for further research that develops Qur'anic learning studies in a direction that is more innovative, adaptive to changing times, transformative in approach, and firmly rooted in the sensitivity of the values, culture and spirituality of Indonesian society. The balance between technological innovation and strengthening the humanistic-anthropological approach is an important key so that Qur'anic education in the future remains contextual, sustainable and meaningful.

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