

The Influence of *Al-Ma'tūrāt* Recitation Habituation on Students' Learning Psychology

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Abstract

This study aims to analyze the influence of the habitual recitation of *Al-Ma'tūrāt* on students' learning psychology. A stable and calm psychological condition constitutes a fundamental prerequisite for the optimal absorption of academic material; however, this condition is often hindered by students' anxiety and lack of concentration. Employing an associative quantitative approach, data were collected through structured questionnaires administered to 24 seventh-grade students at SMP IT Al-Ikhawan. Data analysis was conducted using descriptive statistics, Product Moment correlation analysis, and significance testing (*t-test*). The findings indicate that students perceived the habitual recitation of *Al-Ma'tūrāt* as providing emotional and mental tranquility. These results demonstrate that the habituation of *Al-Ma'tūrāt* recitation has a significant effect on enhancing students' psychological calmness and mental readiness for learning. The implications of this study emphasize that the integration of religious activities should not merely be viewed as a formal routine, but rather as an effective classroom management instrument for creating a conducive learning environment. Furthermore, this practice serves as a strategic medium for fostering students' self-confidence and internalizing positive learning intentions.

Keywords: *Al-Ma'tūrāt*; Learning Psychology; Student Behavior.

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh pembiasaan membaca *Al-Ma'tūrāt* terhadap psikologi pembelajaran siswa. Kondisi psikologis yang stabil dan tenang merupakan prasyarat utama dalam optimalisasi penyerapan materi akademik, namun seringkali terhambat oleh kecemasan dan rendahnya konsentrasi siswa. Menggunakan pendekatan kuantitatif asosiatif, data dihimpun melalui kuesioner terstruktur terhadap 24 responden pada kelas VII SMP IT Al-Ikhawan. Analisis data dilakukan melalui uji deskriptif, uji korelasi *Product Moment*, dan uji signifikansi (Uji *t*). Temuan penelitian menunjukkan bahwa siswa mengakui pembiasaan *Al-Ma'tūrāt* memberikan ketenangan hati dan pikiran. Hal ini membuktikan bahwa pembiasaan *Al-Ma'tūrāt* memberikan pengaruh signifikan terhadap peningkatan ketenangan psikologis dan kesiapan mental siswa dalam belajar. Implikasi penelitian ini menegaskan bahwa integrasi kegiatan religius bukan sekadar rutinitas formal, melainkan instrumen manajemen kelas yang efektif untuk menciptakan suasana pembelajaran yang kondusif. Selain itu, praktik ini menjadi sarana strategis dalam melatih kepercayaan diri dan internalisasi niat belajar pada siswa.

Kata Kunci: *Al-Ma'tūrāt*, Psikologi Pembelajaran, Perilaku Siswa

Introduction

Students who have a stable emotional state, a feeling of calm, and good mental readiness tend to accept learning materials more easily than students who are in a state of anxiety, anxiety, or loss of motivation to learn (LEONG, 2022). In this context, learning psychology is an important aspect because it is directly related to students' concentration, interests, motivation, and ability to understand the material. Therefore, various efforts are needed to create a learning atmosphere that is not only academically effective, but also able to provide psychological peace to students. One of the efforts that can be made is through the habit of religious activities that can help students build inner peace and readiness to learn (Nauzeer & Jaunky, 2021).

On the other hand, the development of modern life actually presents various psychological challenges for students (Dreer-Goethe, 2026). Academic pressure, excessive use of social media, conflicts in the family environment, and competition in education often make students experience anxiety, difficulty concentrating, easily tired, and lose enthusiasm for learning. This condition shows that students' psychological problems cannot be seen as purely personal problems, but have become an important part of educational problems (Boer et al., 2022). If these conditions are not overcome, then the learning process will run less than optimal because students are not in a mental state that is ready to learn. Therefore, schools need to present an approach that is able to help students build a balance between intellectual, emotional, and spiritual aspects.

One form of religious habituation that is widely practiced in Islamic schools is to read *Al-Ma'tūrāt* before starting learning activities (Taufiq Hidayat & Munawir, 2024). The recitation of *Al-Ma'tūrāt* is seen not only as a form of worship, but also as a means to foster calmness, gratitude, optimism, and spiritual closeness to Allah SWT. Through the reading of dhikr and the prayers contained in it, students are expected to have a calmer psychological condition so that they are better prepared to follow the learning process. The urgency of this research is important because there are still many schools that view religious activities as just a formal routine without looking at the impact on the psychological condition of students. In fact, if done consistently, the habit of reading *Al-Ma'tūrāt* can be part of the school's strategy in building a more conducive learning atmosphere (Eko Pranata et al., 2023).

Previous studies from (Moulaei et al., 2023) explain that reading and listening to the Qur'an has an effect on reducing anxiety, stress, and depression, so Qur'an practice can be understood as a religious intervention that supports students' psychological calm. In line with that,

(Estrada et al., 2019) a study on religious education in schools confirms that religious activities have the potential to contribute to adolescent mental health if implemented effectively in an educational environment. (Azari, 2025) more specifically, it was found that *Al-Ma'tūrāt* murottal therapy was effective in reducing students' anxiety in facing OSCE exams, while (Pitriyani et al., 2024) showed that the recitation of the dhikr of *Al-Ma'tūrāt* regularly supports the mental strengthening, discipline, character, and spirit of learning of students. Wahidah, Kiftiyah, and Muslimah (2021) also emphasized that the habit of reading *Al-Ma'tūrāt* in school functions to shape the spirituality of students through scheduled religious routines. However, most of the research still places *Al-Ma'tūrāt* in the framework of religiosity, spirituality, or anxiety reduction in general, so this study focuses on the reading of *Al-Ma'tūrāt* as a medium for the formation of psychological conditions in the learning process.

Based on this description, this study aims to analyze the influence of the reading of *Al-Ma'tūrāt* on the psychology of student learning. This research departs from the assumption that the habit of reading *Al-Ma'tūrāt* can help students build emotional calm, increase concentration, foster learning motivation, and create mental readiness before participating in learning. Thus, the main question in this study is how the recitation of *Al-Ma'tūrāt* affects the learning psychology of students. This question is important to examine because the success of learning is determined not only by the quality of the material and teaching methods, but also by the psychological readiness of students to receive and develop knowledge.

Method

This study uses a quantitative method because it aims to measure the influence of *Al-Ma'tūrāt* reading on student learning psychology objectively and measurably because it allows researchers to obtain data in the form of numbers that can be analyzed to see the relationship between the variables of *Al-Ma'tūrāt* reading as variable X with student learning psychology as variable Y. Research was carried out at Al-Ikhwan IT Junior High School with the research subject of grade VII students. The number of samples in this study is 24 grade VII students. The data collection technique is carried out through the distribution of questionnaires to students. The questionnaire was used to measure the level of *reading of Al-Ma'tūrāt* and the psychological condition of students' learning, such as calmness, concentration, motivation, readiness to learn, and comfort during learning. The questionnaire instrument was compiled using the Likert assessment scale, then respondents gave answers according to the

conditions they experienced. Data analysis is carried out simply by calculating the frequency and percentage values of respondents' answers to see the tendency of each variable. After that, a statistical test in the form of a t-test is carried out to find out whether or not the reading of *Al-Ma'tūrāt* has an effect on the learning psychology of students. In addition to the t test, this study also uses the r test to see the level of relationship between the X variable and the Y variable.

Results and Discussion

Routine of Reading *Al-Ma'tsurat* Every Lesson

Al-Ma'tūrāt is a collection of prayers, dhikr, and verses of the Qur'an compiled by Hasan al-Banna to be practiced in the morning and evening. Conceptually, *Al-Ma'tūrāt* is composed as a means to strengthen man's spiritual relationship with Allah SWT through readings sourced from the Qur'an and hadith. In it there are verses of protection, *istighfar*, *prayer beads*, *tahmid*, *tahlil*, and various prayers that contain the meaning of calm, gratitude, and hope. Therefore, *Al-Ma'tūrāt* is not only understood as a practice of worship, but also as a form of religious habituation aimed at building Islamic character and spiritual discipline in daily life (Mustofa et al., 2023). In the world of Islamic education, the recitation of *Al-Ma'tūrāt* is often made part of the school routine because it is seen as able to create a religious atmosphere and strengthen the personality of students.

Learning psychology is a branch of psychology that studies behavior, mental processes, and changes that occur in individuals during the learning process. This is in line with Robert Gagne's view of the internal state of learning and Stephen Krashen's theory of affective filters, in which emotional calmness is an absolute prerequisite before the process of cognitive transmission takes place. The habituation of *Al-Ma'tūrāt* in this context is positioned as an instrument of psychological regulation to create an inner atmosphere conducive to students. Each student has different characteristics, both in terms of intellectual ability, emotional state, motivation, interests, and social background. Therefore, learning psychology seeks to understand various factors that affect student learning success so that the educational process can run more effectively, humanely, and in accordance with the needs of students (Kusuma & Yuliani, 2022).

The scope of learning psychology includes various aspects related to the student learning process, such as learning motivation, attention, concentration, emotions, interests, memory, mental readiness, learning habits, and social relationships in the school environment (Stepan & Buysse, 2022). In addition, learning psychology also highlights how the

learning environment, teachers' teaching methods, classroom atmosphere, and school culture can affect students' psychological conditions when learning. In this perspective, students who have a stable emotional state, a sense of security, and high motivation tend to accept lessons more easily than students who experience anxiety, stress, or psychological disorders (Zhang et al., 2024). Therefore, religious habits such as reading *Al-Ma'tūrāt* can be understood as a form of psycho-spiritual approach that aims to build peace of mind, increase readiness to learn, and strengthen students' motivation in following the learning process.

Reciting dhikr and prayer have a close relationship with one's peace of mind and emotional stability. A person who is accustomed to dhikr tends to have a lower level of anxiety because his mind is directed to a sense of security, protection, and dependence on Allah SWT. This is in line with the meaning of the Qur'anic verse that the heart will become calm by remembering Allah. Therefore, the recitation of *Al-Ma'tūrāt* can be understood not only as a spiritual activity, but also as a psychological means to help students reduce the pressure, fear, and anxiety that often arise in the learning process. When students feel calmer, they will have better mental readiness to keep up with learning.

The recitation of *Al-Ma'tūrāt* is usually done before the lesson begins. This activity began with tawasul, then continued with the reading of surah Al-Fatihah and short verses ranging from surahs *juz amma* to An-Naba. The verse reading is carried out in turns by each student so that all students have the same opportunity to perform and practice their courage in front of their friends. After the reading of the verse is finished, the activity is closed with a study prayer as a form of supplication to Allah SWT to be given ease, blessings, and useful knowledge. The routine is not only part of spiritual habituation, but also a means to train discipline, courage, and responsibility of students.

The activity of reading *Al-Ma'tūrāt* is also not only carried out at the beginning of school entry, but is applied to every lesson change according to the verse schedule that has been prepared by each class. Thus, every change of subject begins with a religious atmosphere that is expected to calm the classroom and build students' learning readiness. This habit has an important meaning because a calm and orderly classroom atmosphere will help students more easily concentrate on the material to be studied. In addition, the repeated recitation of prayers and short verses makes students accustomed to associating learning activities with the intention of worship, so that they not only learn to obtain grades, but also to get the blessings of knowledge.

The impact of reading *Al-Ma'tūrāt* on students' learning psychology can be seen in increased concentration, motivation, and readiness to learn. Students who read *Al-Ma'tūrāt* before learning tend to be more focused, less easily distracted, and more willing to accept the material taught by the teacher. In addition, the prayers contained in *Al-Ma'tūrāt* also build confidence in students that learning is part of worship and effort that must be done earnestly. This condition makes students have a stronger internal drive to learn, be more disciplined in participating in school activities, and be more confident when facing assignments or exams. Thus, the reading of *Al-Ma'tūrāt* not only affects emotional calm, but also on improving the overall quality of student learning (Che Wan Mohd Rozali et al., 2022).

The habit of reading short verses is also an important part of the school program. Students not only read the verses in class, but also have the obligation to memorize them at home and then deposit them at school. This memorization process trains students' discipline in managing study time, building personal responsibility, and improving their ability to understand and remember material. On the other hand, the habit of memorizing short verses also strengthens the religious values embedded in students, as they are not only reading, but also understanding that the verses have moral and spiritual messages that can be applied in daily life (Zaidah et al., 2023).

The habit of reading *Al-Ma'tūrāt* can form a more religious, orderly, and conducive school environment. When students regularly recite dhikr and prayers together, they not only learn about religious values, but also learn about discipline, responsibility, and togetherness. School atmospheres filled with religious activities tend to create more positive interactions between students and teachers, reduce negative behavior, and strengthen Islamic school culture. However, in practice, there are still some students who are not completely consistent in practicing the recitation of *Al-Ma'tūrāt*. This shows that religious habituation still requires assistance and supervision from teachers so that these activities do not only become a formal routine, but really become part of the character and personality of students. In this context, *Al-Ma'tūrāt* serves not only as a spiritual reading, but also as an educational medium capable of integrating psychological, social, and moral aspects in the formation of students' character.

Respondent Answer Results

The results of the respondents' answers from 20 statements (Variables X and Y) are summarized in a recapitulation table based on the

tendency of the majority answer. This is done to see an overview of student participation and psychological conditions holistically.

Table 1. Recapitulation of Respondents' Response Tendencies (n=24)

Research Variables	Key Indicators	Majority Tendency (%)	Interpretasi
Habituation of Al-Ma'tūrāt (X)	Communal Participation	91,7%	Very High
	Internalization of Prayer	87,5%	Height
	Independence (Without Command)	41,7%	Low
	Consistency Outside of School	33,0%	Low
	Peace of Mind	100%	Absolute
	Discipline & Attitude in the Classroom	58,3%	Medium
	Study Concentration	12,5%	Very Low
Learning Psychology (Y)	Resilience of Independent Tasks	70,8%	Height

Based on Table 1, it looks like an interesting anomaly to be studied in more depth. On the one hand, the habituation of *Al-Ma'tūrāt* succeeded in providing an absolute effect of inner peace (100%) and building the willingness of students to practice prayer (87.5%). But on the other hand, this calmness has not been able to mitigate the obstacles to study concentration, where only 12.5% of students feel that they can really focus during learning. This shows that *Al-Ma'tūrāt* is effective as an instrument of emotional stability, but requires additional reinforcement strategies for the cognitive aspect.

Inferential Statistical Analysis (Hypothesis Test)

After describing the data, then hypothesis testing was carried out using the Product Moment Correlation Test and the Significance Test (t-test) to see the strength of influence between variables.

Table 2. Inferential Statistical Tests

Types of Testing	Statistical Value	Interpretation Criteria	Conclusion
Correlation Coefficient (r)	0,682	0,60 - 0,799	Strong & Positive Relationships
Significance Test (t)	4,321	2,074	Signifikan
Significance (Sig.)	< 0.05	< 0.05	Ha Accepted

Based on Table 4.22, a value of $r = 0.682$ was obtained which indicates that there is a strong relationship between the habituation of *Al-Ma'tūrāt* and the psychological condition of the students. The results of the t-test showed a value of t , which empirically proved that the habituation $t_{hitung} (4,321) > t_{tabel} (2,074)$, of *Al-Ma'tūrāt* had a statistically significant influence on the learning psychology of students. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

The Impact of Reading *Al-Ma'tūrāt*

The habit of reading *Al-Ma'tūrāt* in the school environment is not only understood as a routine religious activity, but also as an educational strategy directed at shaping the character and psychological condition of students. In the perspective of Islamic education, the formation of a student's personality cannot be separated from spiritual habituation that is carried out continuously (Irhas et al., 2023). This is because religious activities such as dhikr, prayer, and the recitation of Qur'an verses have an influence on peace of mind, emotional stability, and mental readiness of students in undergoing the learning process. Therefore, schools that want to build a conducive learning environment are not enough to provide good academic learning, but also need to present spiritual programs that are able to shape students' religious and psychological awareness in a sustainable manner (Amahorsea, 2022).

The findings of the study show that the main factor in the formation of the habituation program of reading *Al-Ma'tūrāt* every Tuesday at Al-khwan IT Junior High School is the school's desire to teach positive things to students, especially getting them used to dhikr to Allah SWT in order to obtain grace, protection, and inner peace. This program is also designed as part of the school's efforts to realize its vision and mission, which is to produce future leaders who excel in science and technology, are creative, have Qur'anic personality, and have an Islamic character. Thus, the recitation of *Al-Ma'tūrāt* is not only positioned as a ceremonial activity, but becomes an educational instrument geared towards establishing a balance between the intellectual intelligence and spiritual maturity of students (Imamah, 2025).

The *Al-Ma'tūrāt recitation activity* which is carried out regularly every Tuesday is led alternately by teachers and students. This system is implemented so that students not only become passive participants, but also learn to dare to appear, be responsible, and be ready to carry out the tasks given at any time. In the context of learning psychology, experiences like this are important because they can help students build

confidence, public speaking courage, and leadership skills. This means that the *Al-Ma'tūrāt* reading program not only has a spiritual impact, but also affects the social and psychological development of students. This habituation makes students learn that religious activities are not just an obligation, but also a means to form an attitude of discipline, responsibility, and courage.

The positive impact of this program can be seen from the change in students' behavior after regularly participating in the recitation of *Al-Ma'tūrāt*. Based on the results of the interview with the homeroom teacher of grade VII, it is known that students have experienced quite good development, such as becoming more polite and polite to the teacher, more aware of their duties and responsibilities as students, more active in participating in school activities, and being able to memorize the prayers contained in *Al-Ma'tūrāt*. These findings show that the habit of reading *Al-Ma'tūrāt* not only affects the religious aspects of students, but also forms moral awareness and discipline in daily life. In the context of learning psychology, these changes are very important because students who have discipline, responsibility, and self-awareness tend to be better prepared to follow the learning process optimally.

In addition to influencing behavior, the recitation of *Al-Ma'tūrāt* also has an impact on the emotional state of students. The teacher explained that the prayers and dhikr contained in *Al-Ma'tūrāt* are able to make the hearts and minds of students calmer and more peaceful. This is because the content of *Al-Ma'tūrāt* is sourced from verses of the Qur'an, dhikr, and prayers that have a deep spiritual meaning. When students read *Al-Ma'tūrāt* regularly, they not only memorize the readings, but also begin to feel the calming effect that helps them reduce anxiety, anxiety, and stress during their time at school. A calm psychological state like this is very important in the learning process because students who feel comfortable and calm will find it easier to concentrate, receive material, and be actively involved in learning activities.

The habit of reading *Al-Ma'tūrāt* also contributes to the creation of a Qur'anic school environment. A school environment filled with dhikr reading, prayers, and a religious atmosphere will form a more peaceful, orderly, and full school culture full of Islamic values. Students not only learn about religion in the classroom, but also experience firsthand religious practices in daily school life. Thus, the *Al-Ma'tūrāt* reading habituation program can be understood as a form of holistic education that integrates spiritual, psychological, and social aspects in the formation of students' character. This program shows that effective learning is not only

oriented to academic achievement, but also to efforts to build students' souls to be calmer, responsible, and have a spiritual closeness to Allah SWT.

Conclusions

The conclusion of this study confirms that the habit of reading *Al-Ma'tūrāt* has a significant positive impact on the psychological stability of students before starting learning activities. This habituation becomes an integrative means to train self-confidence through memorization of short surahs and prayers, as well as the cultivation of the intention to seek useful knowledge. For educators, this practice functions as a classroom conditioning instrument because it is able to create a calm and focused atmosphere collectively, so that the transition from extracurricular activities to academic concentration can run more effectively and harmoniously. These findings demand a repositioning of religious activities in schools, from what was originally considered a ceremonial formality to an integral part of learning psychology management strategies. The success of *Al-Ma'tūrāt* in providing absolute calm for students proves that spirituality-based emotional regulation is a crucial prerequisite before cognitive processes take place. However, the low independence of students in practicing dhikr outside of school hours implies the need to transform the coaching method so that the values of serenity are internalized into an independent character. Therefore, educational institutions are advised not only to make *Al-Ma'tūrāt* the morning protap, but also to make it a reflective medium to build students' mental resilience. Thus, strengthening spiritual literacy not only has an impact on the calm of the classroom atmosphere, but also on the formation of personal integrity and mental readiness of students in facing more complex academic challenges.

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