

Motivations and Forms of Students Activities to Memorizing the Quran: A Case Study of the *Rumah Qur'an Tarqiyah*

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Abstract

How glorious it is to be a memorizer of the Quran because it is placed by Allah SWT in a glorious place and can practice the Quran in daily life, but if it is not based on a strong motivation then this noble activity cannot be realized properly. This study aims to analyze the motivation of students at the Rumah Qur'an Tarqiyah in memorizing the Quran. This study uses a qualitative method with a case study approach. Sources of data were taken from five informants through in-depth interviews selected by purposive sampling technique, all informants were students who were taking part in the Quran memorization program at the Rumah Qur'an Tarqiyah. All interviews were analyzed thematically, used the Miles and Huberman technique. The research findings show seven student motivations in memorizing the Quran. The seven motivations are: i) wanting to keep the Quran, ii) getting intercession, iii) giving glory to parents, iv) wanting to be a hafiz that airs on television, v) parents' encouragement, vi) teachers' encouragement, vii) memorizing more the surah of the Quran. The results of this study are used as initial data for future researchers in examining this topic with different contexts and issues.

Keywords: Motivation, Student, Memorizing, Quran

Abstrak

Betapa mulia menjadi seorang penghafal Alquran karena ditempatkan oleh Allah SWT di tempat mulia dan dapat mengamalkan Alquran dalam kehidupan sehari-hari, namun jika tidak didasari dengan motivasi yang kuat maka aktivitas mulia ini tidak dapat terealisasi dengan baik. Penelitian ini bertujuan untuk menganalisis apakah motivasi mahasiswa di Rumah Qur'an Tarqiyah dalam menghafal Alquran. Penelitian ini menggunakan metode kualitatif dengan

pendekatan studi kasus (case study). Sumber data diambil dari lima orang informan melalui wawancara mendalam dipilih dengan teknik purposive sampling, seluruh informan merupakan mahasiswa yang sedang mengikuti program menghafal Alquran di Rumah Qur'an Tarqiyah. Seluruh hasil wawancara kemudian dianalisis secara tematik dengan teknik Miles dan Huberman. Temuan penelitian menunjukkan tujuh motivasi mahasiswa dalam menghafal Alquran. Tujuh motivasi tersebut adalah: i) ingin menjaga Alquran, ii) mendapatkan syafa'at, iii) memberikan kemuliaan kepada orang tua, iv) ingin menjadi hafiz yang tayang di televisi, v) dorongan dari orang tua, vi) dorongan dari guru, vii) menambah hafalan. Hasil penelitian ini dijadikan sebagai data awal untuk peneliti berikutnya dalam mengkaji topik ini dengan konteks dan isu yang berbeda.

Kata Kunci: *Motivasi, Mahasiswa, Menghafal, Alquran*

Introduction

Based on Harisuddin, a motive is an inner state that gives the power to activate or move-called "movement" or "motivation" that directs behavior towards the goals (Harisuddin, 2019). Motivation is an internal process that activates, leads, and maintains the behavior from time to time (Hariyadi & Darmuki, 2019). Motivation is regarded as a general term that represents the individual behavior's regulation in which internal and intensive need from the environment encourages individuals to satisfy their needs or to strive towards achieving the expected goals (Rosidi, 2016).

Motivation is a psychological condition in the form of people's encouragement to take any action with a specific goal (Oktiani, 2017; Prihartanta, 2015; Umam, 2019). Motivation is something that encourages to take any action to achieve the goals (Masni, 2015; Idzhar, 2016; Sucia, 2017). There are several that affect motivation, such as intrinsic and extrinsic factors, intrinsic motivation is an encouragement that comes from ourselves without any compulsion from others (Iriani, 2010).

Motivation can be a desire, urge to be a success, encouragement to learn, and expectation of the purpose (Mustafa, 2020). Whereas extrinsic motivation is an external factor and is separate from someone's behavior (Wong et al., 2013). External factors can be a compliment, reproach, present, punishment, and warning from the teachers (Azis 2017; Elkhaira et al., 2020). Extrinsic factors can be appreciation, a conducive learning environment, and interesting learning activities (Harisuddin, 2019).

Motivation has a crucial function in achieving success, based on Baddarudin, (2015) there are three functions of motivation as an encouragement or motor that release energy, as determinant of the direction of action to achieve the goals, selection of action, means deciding whether to do and not to do. On the other hand, in Suprihatin, (2015) there are three functions of motivation as actions stimulant, driving the action, and directing the action.

Memorizing Quran be a part of the effort to instill the contents of the Quran for the people who want to practice it in their daily life, memorizing Quran is also an effort to preserve and participate in maintaining the authenticity of the Quran and it is one of the requisites of praying (Farida, 2019). Memorizing Quran is crucial for Muslims. Here are the urgencies of memorizing the Quran for a Muslim: to keep the *mutawatir* of Quran, to improve the quality of Muslims people, to imitate Muhammad SAW, to do the sunnah of Rasulullah, to keep away from immorality, the main principle to learn about Islam also Quran is a medicine (Abdulwaly, 2017). People who memorize Quran are going to get a glorious position in this world and afterlife, people who memorize Quran build a good character and also increase their intelligence (Amani, 2021; Nawaz & Jahangir, 2015; Sak, 2011; Kerner & Goodyear, 2017).

Related to the topic that the author discusses in this research, as Hakim (2020) mentioned, motivation takes a role in influencing subjects' interest to memorize Quran with rational and irrational motivation. Lebih lanjut Ilyas, (2020) memorizing Quran is a difficult activity for some people. Some people are pessimists to memorize Quran, it can be concluded that some people lack motivation and cannot memorize Quran well (Khasanah, 2011).

A hafiz will have difficulty in memorizing Quran and no one can memorize Quran except the one who *istiqamah* and have high motivation and desire to achieve their success (Solo et al., 2018; Al-Osaimi & Wedell, 2014; Shenefelt, 2014; Muhammad et al., 2012).

Literature Review

As the author stated in the introduction of this article, motivation is an encouragement from oneself to try changing their behavior better than before for

their needs, some psychologists explained motivation as a hypothetical construct is used to explain the desirability, direction of intensity, and persistence of goal-directed behavior (Uno, 2021; Engkizar et al., 2021; Aziz et al., 2016; Nasier, 2018; Dzulkifli et al., 2016).

Susanto & Lestari, (2018) said motivation is the key to success. Yusuf, (2014) also explained the importance of setting the target and standard for success, someone who has high achievement motivation will have a high work desire. As Sulfemi, (2019) stated motivation has a crucial role, motivation has lots of energy to do many activities to achieve their goals. An individual must have a strong motivation in memorizing Quran. But, if an individual does not have motivation, that person will not be able in memorizing Quran (Putri et al., 2021). As Fathurrohman, (2022) explained motivation also helped an individual to increase their memory with motivation, a person can finish their target also increase their passion in memorizing Quran (Buckley & Doyle, 2016; Malikah, et al., 2016).

Related to the issue that the author discusses in this research, it needs to be explained about motivation to memorize Quran and this research has been discussed before many times by the others researcher, Factors that Support The Ability to Memorize Quran and The Implication in Counseling Guidance (Saptadi 2012), Memorizing Quran Methods (Prasetyawan 2016), The Correlation between Quran and Learning Achievement (A'yun et al., 2019), The effect of Memorizing Quran to Spiritual Intelligence (Yusnita et al., 2018; Kasmar et al., 2019; Aisyah 2020), The Strategy to Increase The Motivation in Memorizing Quran (Rosidi 2014), and The Factors of Interest in Memorizing Quran (Faquihuddin 2015).

But the research that had been done before by the other researchers just discusses motivation in memorizing Quran. Particularly in this research, the author is focused on motivation and collage students' activity in memorizing Quran. Based on the author's consideration this research needs to be done and discussed deeply. This research is not only about memorizing Quran but also adding the scientific treasures, especially discussing activities that support memorizing Quran.

Method

This research used qualitative methods with the case study approach (Fitrah, 2018; Kusumastuti & Khoiron, 2019; Murniyetti et al., 2016; Syafril et al., 2021). The data sources took from five subjects using interviews chosen by using the purposive sampling technique. There are some criteria for the subject, that the subjects had qualified those criteria to understand the problem, active in the major that is researched, had free time to inform the researcher also being honest in informing, based on the data and facts (Engkizar et al., 2018; Sugiyono, 2019; Rahawarin et al., 2020; Syafril et al., 2021; Sari et al., 2021). To qualify those criteria as the subjects, the author decided that the subjects are active college students that joined *Rumah Qur'an Tarqiyah's* program. After the data were taken by interviewing, so there was a transcript process, then the author took the theme based on the research's need. The analysis process was done by using Miles and Huberman.

Findings and Discussion

Student's Motivations to Memorize the Quran

Based on the interview result that had been done to the five subjects, the analysis process proves there are seven themes of collage students' motivation in memorizing the Quran. Those seven themes are shown in picture 1.

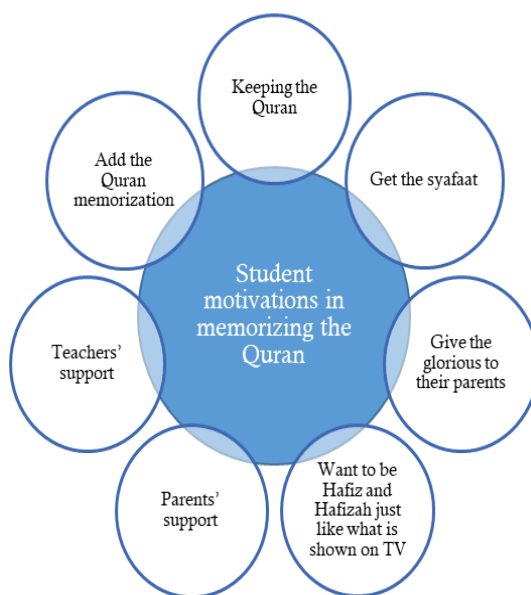


Fig 1. Description of student motivations to memorizing the Quran

Based on picture 1, after interviewing with the subjects, the author got seven themes of collage students' motivation in memorizing the Quran, such i) want to keep the Quran, ii) get the *syafaat*, iii) give the glory to their parents, iv) they want to be hafiz just like are shown on TV, v) parents' encouragement, vi) teachers' encouragement, vii) add the Quran memorization. The author is going to describe the result of the interviews based on the seven themes of college students in memorizing the Quran. So, the author is going to quote the interviews here.

The first theme is keeping the Quran. Informants stated one of their motivations, they were persistent in memorizing Quran, was because of their desire to keep the Quran. This theme was stated by informant 1 and 3, as the quotations of the interview are shown in table 1.

Table 1. Interview's quotations about first motivation theme

| Theme | Informant | Interview's Quotation |
|-------------------|-----------|---|
| Keeping the Quran | 1 | <i>...from many motivations, one of my motivations is keeping the meaning of the Quran...</i> |
| | 3 | <i>...my motivation in memorizing Quran, is because I want to keep Quran...</i> |

One of the ways to keep the verses of the Quran is memorizing it, it is known as the *tahfidzul Quran* (Rasyid, 2015). This is the best way to keep the purity of the Quran (Murti, 2021; Novebri & Dewi, 2020). There are a lot of Quran (Maulidina, 2021). So, if there is a mistake in writing Quran, it will be found easily mistake and it should be if Allah SWT put the experts of the Quran in a noble place because they play a role in keeping the Quran (Fathurrahman, 2018). As Rasulullah SAW said to instruct the Muslim people to keep Quran:

وَعَنْ أَبِي مُوسَى رَضِيَ اللَّهُ عَنْهُ عَنِ النَّبِيِّ ﷺ قَالَ: تَعَهُ هَدُوا هَذَا الْقُرْآنَ، فَوَالَّذِي نَفْسُ مُحَمَّدٍ بِيَدِهِ لَهُوَ أَشَدُّ تَقَلُّبًا مِنَ الْإِبِلِ فِي عُقْلِهَا.

Meaning: *Abu Musa narrated Rasulullah SAW said, always keep Quran, because, for the sake of the substance that the life of Muhammad SAW on its hands, He is easily apart than a camel from its bond (HR. Bukhari)*

From the hadith above, it is clear that Rasulullah SAW instructs us to keep Quran. So the motivation in memorizing the Quran to keep the purity of the Quran

is precise, with that motivation, we can maintain the people who can keep the Quran (Hidayah, 2018).

The second theme is will get the syafaat. Based on the informants' desire to get the syafaat is of their motivation to memorize Quran. This discussion is stated by informants 1 and 2, as the quotations of the interview are shown in table 2.

Table 2. Interview's quotations about second motivation theme

| Theme | Informant | Interview's Quotation |
|-------------|-----------|---|
| Get syafaat | 1 | ...another motivation in memorizing Quran, I want to get syafaat later... |
| | 2 | ... I want to get syafaat later... |

The effort of believers in preparing the life in the hereafter by getting the intercession of memorizing Quran (Maskur, 2021). The hafiz of the Quran will get intercession on the Day of Resurrection (Oktapiani, 2020). As Rasulullah SAW said:

اقْرَأُوا الْقُرْآنَ فَإِنَّهُ يَأْتِي يَوْمَ الْقِيَامَةِ شَفِيعًا لِأَصْحَابِهِ

Meaning: *from Abu Umamah al-Bahili radhiyallahu'anhu, Prophet Sallallahu 'alaihi wa Sallam said to be diligent to read Quran because it will be safaat to it the memorizer on doomsday.* (HR. Muslim, 1910)

The third theme is giving glory to their parents. One of their motivations in memorizing the Quran is stated by informants, they want to give glory to their parents. This theme was stated by informant 1, 3, and 4, as the quotations of the interview are shown in table 3.

Table 3. Interview's quotations about third motivation theme

| Theme | Informant | Interview's Quotation |
|----------------------------------|-----------|---|
| Give the glorious to the parents | 1 | ... I want to give the glorious crown to my parent... |
| | 3 | ...also, I want to take the glorious crown to my parent... |
| | 4 | ...because later on, I can give my parent a glorious crown... |

There is no doubt, the glory in memorizing Quran is not only in this world but also in the afterlife, the glory will always be radiated from the Quran memorizer and their parents too (Masduki 2018). As Rasulullah stated:

من قرآن وتعلّم وعمل به ألبس والداه يوم القيامة تاجاً من نور ضوءه مثل ضوء الشمس، ويكسى والداه
حلتين لا تقوم لهما الدنيا فيقولان: بم كسبنا هذا؟ فيقال: بأخذ ولدكما القرآن

Meaning: *from Buraidah radhiyallahu'anhu, Prophet Sallallahu 'alaihi wa Sallam said the people who memorize Quran, read it and do it, then Allah SWT will give the crown to both of the parents that the light is as bright as the sun, and both of the parents will be given clothes that cannot be calculated in the world. Then, the parents ask "why am I given these clothes?" then delivered them to them "it is because your child has memorized Quran". (HR. Hakim 1/756 and by al-Abani)*

The fourth theme is they want to be hafiz and hafizah just like what is shown on TV, according to the informants, they wanted to be hafizah who is shown on many media. They often watched that program so they were always motivated to memorize Quran. This theme was stated by informants 1, 3, 4, and 5, as the quotations of the interview are shown in table 4.

Table 4. Interview's quotations about fourth motivation theme

| Theme | Informant | Interview's Quotation |
|--------------------|-----------|--|
| Wanted to be hafiz | 1 | ...yes, I am always motivated by watching the hafiz.... |
| | 3 | ...because I also want to be hafiz just like what I watched on the TV... |
| | 4 | ...I want to be a Quran memorizer like what is shown on TV... |
| | 5 | ...I am motivated because many children on TV can memorize Quran... |

Nowadays, some TV programs air prog present ram for tahfiz Quran, and many children even with special needs follow that program (Al-Osaimi & Wedell, 2014; Purwanto 2020). According to Fitri, (2015) the positive side of this program, we could learn religion deeply moreover learn about Quran, not only by speaking but also by the meaning and its *asbabun nuzul*. Furthermore, Fitri, (2015); Hashim, (2015); Khan et al., (2018); Boyle, (2014) explained by using children as the medium, the psychology's effect is if children were able to memorize it, then why adults were not and also to inspire the parents to always teach Quran to their children, of course with the meaning that has been spelled out on Quran.

The fifth theme is parents' support. The support of parents is one of the motivations in memorizing the Quran of the informants. This theme was stated by informants 1, 3, and 4, as the quotations of the interview are shown in table 5.

Table 5. Interview's quotations about fifth motivation theme

| Theme | Informant | Interview's Quotation |
|------------------|-----------|--|
| Parents' support | 1 | <i>...my motivation in memorizing Quran started to form my parent...</i> |
| | 3 | <i>...my parent always supports me in memorizing Quran...</i> |
| | 4 | <i>...my parent want that I become a hafiz...</i> |

Parents are the main ones responsible for educating their children, they play a crucial role in motivating their children to study, both in Quran study and another general study (Sari, 2021). The support is given by the parents when their children learn independently also the parents' understanding of their children's various activities is an effective thing to support their children's ability psychologically, socially, and academically. Also, it affects psychosocial and children's academic achievement (Vasquez *et al.*, 2016). Then Yusuf, (2015) added within the existence of acceptance and social support from family, friends, etc, there is physical and psychological comfort obtained so someone will be more passionate in memorizing Quran because people around them appreciate what they have done (Rhew *et al.*, 2018; Su & Cheng 2015; Abeysekera & Dawson, 2015).

The sixth theme is teachers' support. According to informants, their motivation to memorize Quran is supported by their teacher. Respondent stated the teacher always motivated them, so they always want to memorize Quran. This theme was stated by respondents 4 and 5, as the quotations of the interview are shown in table 6.

Table 6. Interview's quotations about sixth motivation theme

| Theme | Informant | Interview's Quotation |
|-------------------|-----------|---|
| Teachers' support | 4 | <i>...ustadzah always supports me to memorize Quran...</i> |
| | 5 | <i>...ustadzah always support me, and it is one of my motivation...</i> |

The role of teachers cannot be separated from the effort of educating and preparing the long-term life of their students with knowledge and religion

(Islamiyati, 2021). Giving support or motivating students is one that may not be ignored. By giving motivation to their students, it will give a big impact in increasing their students' ability in memorizing Quran also rebuild the spirit that has been lost (Muhib & Khair, 2005). Although, motivation does not exist in itself, when awareness is existing, it is the impact of instilling awareness from an early age (Malinda, 2021).

The Seventh theme is to add the Quran memorization. One of the informants' motivations in memorizing the Quran is adding their memorization of the Quran than before. This statement was stated by informants 2, 3, and 4 as the quotations of the interview are shown in table 7.

Table 7. Interview's quotations about seventh motivation theme

| Theme | Informant | Interview's Quotation |
|------------------------|-----------|--|
| Add Quran memorization | 2 | <i>... I want to continue my memorization of the Quran...</i> |
| | 3 | <i>...this is my desire to add my memorization than before...</i> |
| | 4 | <i>...of course, I want to have more memorization than before...</i> |

The increasing of memorization is an important thing when memorizing Quran, but it will be more crucial to *murajaah* the memorizations that have been memorized before, as Hidayah, (2018) stated it cannot be separated from the discussion about memory because basically in memorizing process, the one who plays an important role is the memory to memorize all the aspects that have been memorized. Because it is more difficult to keep the memorization than add the memorization (Supriono & Rusdiani, 2019).

Kinds of Activities at Rumah Qur'an Tarqiyah

To achieve the goal, we need to do a special ac. This is used to achieve the target in memorizing Quran. At *Rumah Qur'an Tarqiyah* seven activities support college students' activity in adding Quran memorization, kinds of activities are:

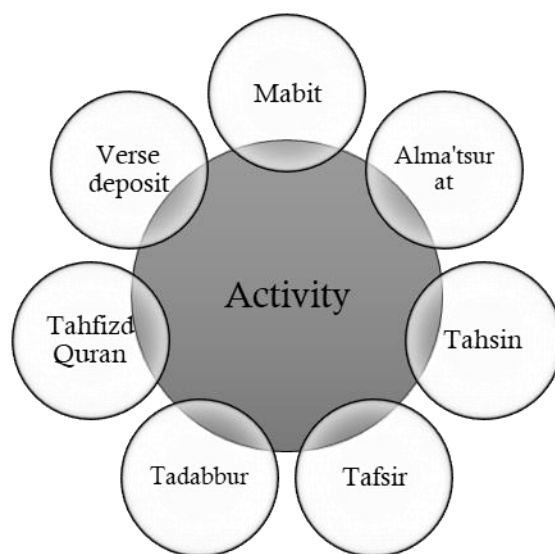


Fig 2. Student activities in memorizing the Quran

The first activity is *mabit*. As Fauziah, (2020) stated in her research if *mabit* can increase and grow the motivation for college students in worship, both to Allah SWT and the living things. Tempo also stated that *mabit* is an effort to increase a person's behavior to be better, so it can be an intelligent individual, emotionally, spiritually, and intellectually (Tempo & Aqbar, 2020). The second activity is *alma'tsurat*. As Asnajib, (2020) stated in her research if dzikir *alm'tsurat* helped students simplify in memorizing Quran. I agree with Riyadi, (2019) besides being peace of mind, *alma'tsurat* is also a medium to repeat the memorization because there are Quran's verses.

The third activity is *tahsin*. Before memorizing Quran, there is a process that cannot be left before and when we are memorizing Quran, the activity is *tahsin* (Cahyani *et al.*, 2020). As Fatmawati, (2019) explained before, the first step in learning *tahfidz* is fluently reading the Quran, both *tajwid* and *makhorijul* its letters. Then Bustomi & Laeli, (2021) added within learning *tahsin*, the students are ready to continue to the *tahfidz* activity. The fourth activity is *tafsir*. As As-Sirjani, (2009) stated knowing the meaning of the Quran that is being memorized, will make it easier to remember what they memorized. The hafiz can practice the knowledge of the Quran in their life (Atabik, 2014). The fifth activity is *tadabbur*. Nimah & Hamzah, (2019) stated Quran exists to be pondered the content, then to be understood the meaning then to be practiced as it should be. Robiansyah, (2019)

stated *tadabbur* aims to persuade the belief and take the lesson in Quran for the Muslim people or *Elul alba*.

The sixth activity is the *tahfidz* Quran. To memorize it, we have to repeat it (Susianti, 2016). The process that has been done, is not easy, it takes a long time (Mundiri & Zahra, 2017). As Engkizar et al., (2018) & Kerubun, (2021) stated the thing that often happens when memorizing Quran in the first year is that memorization will be easily forgotten, this time called *tajmi*, this is the trial term for Quran memorizers. The seventh activity is verses deposit. Memorizing Quran needs routine guidance from an expert, both for adding the new memorization or to repeating the verses that have been deposited to the expert (Kamal, 2016). It is better to memorize Quran with this memorize than memorize it by self (Ahsin, 2005).

Conclusion

This research succeeds to reveal the seven motivations of college students in memorizing the Quran at *Rumah Qur'an Tarqiyah*. The seven motivations are to keep Quran, get the *syafaat*, give the glory to the parents, teachers' support, parents' support also add the new memorization. Motivation is crucial for Quran memorizers or hafiz or hafizah, because, without any motivation, this glorious activity cannot be done easily. The findings in this research also, there are some activities in memorizing Quran. The activities are *mabit*, *alma'tsurat*, *tahsin*, *tafsir*, *tahfidz* Quran and verses deposit. These activities can be a helper to succeed in memorizing Quran. Of course, these activities have to be done routinely, so the Quran memorizers are not only memorizing Quran but also make it as life guidance. At least this research can be a cornerstone and reference for the next researchers to do next research with different issues.

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