Four Children's Motivations in Memorizing the Qur'an

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Abstract

Memorizing the Qur'an is one of the important efforts in the life of a Muslim. To create a generation that has a strong relationship with the Book of Allah, it is important for children to start memorizing the Qur'an from an early age. However, the process of memorizing the Qur'an is not easy, especially for children who are still at their stage of physical and cognitive development. the importance of motivation to start memorizing the Qur'an. This study aims to analyze children's motivation in memorizing the Qur'an. This study used a qualitative method with a case study approach, research data were taken through direct interviews with six informants. All interview and observation data were then analyzed thematically using Miles and Huberman patterns. Overall the results of the analysis show that there are four children's motivations in memorizing the Qur'an at the Rumah Tahfiz. The four motivations are i) encouragement from parents, ii) self-desire, iii) interested in memorizing the Qur'an, and iv) enjoying memorizing the Qur'an. The results of this study can be used as initial data for future researchers in examining different issues related to this problem and various other issues that are relevant to this context.

INTRODUCTION

Motivation relates to the attitudes and behavior of individuals in their activities and work. The term motivation comes from the Latin language, namely more which means to move (Umar, 2021). In some terminology, motivation is expressed as a need, desire, impulse, instinct, and drive, which is something that compels the human organism to act or act (Giacolini & Sabatello, 2019). Motivation itself consists of driving and driving factors that always generate enthusiasm for something and are able to change human behavior towards better things (Daulay et al., 2022).

In general, the definition or understanding of motivation can be interpreted as a goal or encouragement, with the actual goal being the main driving force that comes from a person or from another person in trying to get or achieve what he wants either positively or negatively (Rafiola et al., 2020).

The Qur'an is one of the holy books that Allah SWT sent down directly to the Prophet Muhammad **SAW** as a guide as well as instructions for Muslims, so it is mandatory to study it, memorize it and even practice it (Athiyah & Islam, 2019). Ahsin Wijaya Al-Hafidz, in his book also argues, the Qur'an is the word of Allah, Rasulullah SAW accepts and teaches the Qur'an by rote, efforts of memorizers to maintain its purity, memorizers of the Qur'an, memorizing the Qur'an as an initial process to understand the contents of the Qur'an, Qur'anic law and so on (Hasanah, 2021).

Zarkasyi, (2020); Rifa'i & Marhamah, (2020) Here it can be understood that one of the biggest secrets of the reason people memorize the Qur'an is that the Qur'an was in the process of gradual descent and was always memorized by the Prophet Muhammad ﷺ and also his companions at that time. The tradition of memorizing the Qur'an has been preserved for generations throughout the ages, both for people who speak Arabic and who don't speak Arabic, including the Indonesian people (Purwanto et al., 2022).

Then the author also asked one of the informants about the reason why it is necessary to memorize the Qur'an because the Qur'an is a guide for life in the world, all problems in life, the answers and solutions are all in the Qur'an. When a person has memorized the Qur'an and understands its contents, immediately there are problems that he faces, so they can be easily resolved.

Muskat & Deery, (2017); Mundiri & Zahra, (2017); Kamaluddin, (2022) in their research stated that memorization is basically a form or part of the process of remembering which has the meaning of absorbing or embedding knowledge. According to Husein, Patra et al., (2022), the ability to memorize the Qur'an means the ability to maintain or protect the Qur'an as a revelation from Allah SWT through the process of absorbing utterances verses of the Qur'an in accordance with the rules of reading the Qur'an into the mind so that it can remember and recite it again without looking *Mushaf* or writing. Based on the author's view, there are several criteria for people memorizing the Qur'an *First*, there must be a sincere intention to memorize. *Second*, have firmness and patience. *Third*, he has been able to read the Qur'an well and correctly according to the method of tajwid science. *Fourth*, stay away from vices and reprehensible traits. *Fifth,* good memorization time management, and sixth loyalty. Those six criteria must be owned by everyone who wants to memorize the Qur'an.

While in the book entitled "9 Practical Ways to Memorize the Qur'an" written by Sa'dullah, in the book The Specialties of the Qur'an and the importance of memorizing it, the methods used in memorizing the Qur'an, preserving the Qur'an and so on are discussed (Firman et al., 2022).

Memorizing the Qur'an is one way to maintain the purity of the Qur'an. Therefore it is lucky for people who can keep the Qur'an by memorizing it. Meanwhile, the Qur'an itself is the word of Allah which functions as a guide or guide for mankind, to understand the contents of the Qur'an, namely by memorizing and practicing it in everyday life (Maulidia et al., 2021).

As the author has stated in the background section of this article, the motivational aspect of a person greatly influences one's motivation to memorize the Qur'an (Saeful, 2019). In fact, according to Nashir & Halib, (2017), any form of activity carried out by humans is inseparable from what motivates them to do the work, self-motivation will lead a person to continue to be passionate about achieving success, have high commitment, be proactive, always seize opportunities that exist and be istiqamah to reach the goals achieved, even though there are various obstacles and obstacles.

According to Ahnafi, (2020), the strongest motivation for someone to memorize the Qur'an comes from within him because he wants to achieve glory with Allah SWT. This is as explained by Allah SWT in the Qur'an that everyone who makes the Qur'an as a guide and always maintains the Qur'an by rote, will be given convenience both in this world and in the hereafter. Furthermore, according to Assyakurrohim et al., (2022) apart from within the person the teacher also plays a role, the role of the teacher in providing motivation to students who memorize the Qur'an is to act as a designer, mover, motivator, adviser, giver of big dreams, developer of learning abilities students, and able to change the correct perspective on school.

In this study, the authors will only discuss children's motivation in memorizing the Qur'an at the Tahifdz Darussunnah House. Referring to these problems, the role of parents and the environment is important for children in memorizing the Qur'an in everyday life. In this context, the author wants to explore what is the real motivation of children to become memorizers of the Qur'an at the Tahfidz Darusunnah House.

METHODS

This research uses a qualitative method with a case study type, according to Greenwood, (1993); Taylor, (2013); Bartlett & Vavrus, (2016); Tetnowski, (2015); Martell, (2017); Zhang et al., (2018); Blake et al., (2021); Zhou et al., (2021) case studies are a type of research if the researcher wants to observe in depth a phenomenon or incident both individually and in community groups. Referring to the opinion above, related to the issues and problems that the authors raise in this study, this type of research is very appropriate to use.

Data sources were taken from six informants who were students at the Rumah Tahfiz Darussunnah. All informants were selected using the technique of purposive sampling. According to Elkhaira et al., (2020); Engkizar et al., (2018); Syafril et al., (2020) selection of informants must meet four criteria, namely still active in the field being researched, having competence related to the problem being studied, willing to take the time to provide information to researchers, and honestly provide information in accordance with the facts that occur in the field.

After the interviews were completed, all informants were taken, a transcript of the interview data was carried out, and then the themes were taken in accordance with the objectives and needs of the research data. According to Sivakumar et al., (2023) thematic analysis is an analytical technique that researchers can use in analyzing the results of interviews so that they can be seen clearly and easily understood by readers.

The entire thematic analysis process above was carried out using NVivo 12 qualitative analysis software. The use of NVivo 12 qualitative software analysis aims to display research results (themes) with graphics or images produced by the NVivo software used. Thematic analysis can be carried out with the help of the NVivo software so that researchers can easily display research results (Eriyanti et al., 2020; Zamawe, 2015).

FINDINGS AND DISCUSSION

Based on the author's interviews with six informants, the results of the research analysis found four findings (themes) models of children's motivation in memorizing the Qur'an. The four themes are i) encouragement from parents, ii) own desire, iii) interest in memorizing the Qur'an, and iv) happy memorizing the Qur'an. In order to easily understand the four findings as shown in figure 1 below
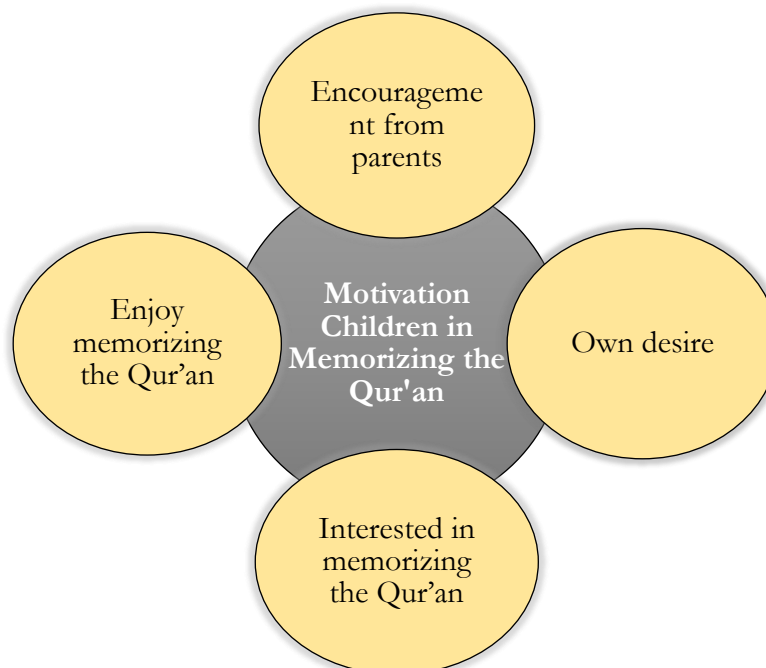
Fig 1. Children's motivation in memorizing the Qur'an

In order to make it more interesting, in the following the author will describe excerpts from interviews with informants based on the four themes described above. The description of the interview that the author presents is in the form of a short statement excerpt from the informant when the interview was conducted. Although the interview excerpts were delivered by the informants in a slightly different language, the intent and purpose were more or less the same.

First namely parental encouragement, based on interview results, informants stated that parental encouragement was their motivation for choosing to memorize the Qur'an. This theme was stated by informants 4, 5 as excerpts from the below:

… What motivated me to join the Tahfidz program here was encouragement from my parents. (Informant 4). … Encouragement from my parents is my motivation to memorize the Qur'an… (5)

He *second* namely their own desire, according to the informant one of their motivations for memorizing the Qur'an was caused by coming from their own will. This theme was stated by informants 6 as excerpts from the below:

… My motivation for memorizing the Qur'an is my own will, and this Rumah Tahfiz belongs to my parents, but my motivation for memorizing the Qur'an is my own desire without coercion from my parents (informant 6).

He is **third** namely interested in memorizing the Qur'an, according to the informant his motivation for memorizing the Qur'an was because according to the informant, memorizing the Qur'an was very interesting. This theme was stated by informants 1, 3 as excerpts from the below:

… For me, memorizing the Qur'an is interesting. Because of this, I became interested in memorizing the Qur'an and that became my motivation in memorizing the Qur'an (informant 1). … Because I was interested in memorizing the Qur'an, this motivated me to memorize the Qur'an… (3)

He **fourth** namely the pleasure of memorizing the Qur'an, according to the informant memorizing the Qur'an is a very enjoyable activity and is one of the motivations for memorizing the Qur'an. This theme was stated by informants 2 as excerpts from the below:

…In my opinion, memorizing the Qur'an is very fun and is my motivation in memorizing the Qur'an, and my parents also once told me about the virtues of memorizing the Qur'an (informant 2).

Research titles similar to this research have actually been widely studied by previous researchers, but previous studies only focused on external motivation and the effect of motivation on memorizing the Qur'an on student learning outcomes that make a person memorize the Qur'an, for example the results of the author's research adopted the study the teacher's role in motivating students to memorize the Qur'an at integrated Islamic elementary school Al-Ikhlas Konggo Assyakurrohim et al., (2022); the influence of the Qur'an recitation program and learning motivation on student academic achievement the role of mudarris tahfiz Qur'an in increasing the motivation of students to memorize the Qur'an at the Tahfiz Husnul Khotimah Cipanas Islamic Boarding School in 2019, or the tahfiz teacher's strategy in motivating students to memorize the Qur'an at Semen Padang elementary school, the influence of self-efficacy and the support of tahfidz teachers on motivation to memorize the Qur'an, and then the relationship between parental social support and self-efficacy in memorizing the Qur'an for hafidz students at the Modern Qur'an Islamic Boarding School and Raudlotul Huffadz Based on the results or studies above, it is concluded that motivation is the main factor in a person's success in memorizing the Qur'an, whether it is motivation from within the person or also the influence of the surrounding environment.

As the author has previously mentioned, basically a person's motivation in memorizing the Qur'an does not only come from outside or the environment but also from within the person. Especially for the children at the Rumah Tahfiz Darussunnah. So through several questions that the author asked the informants through direct interviews, some of them thought that their motivation in memorizing the Qur'an was encouragement from their parents. However, some of the informants also stated that their motivation in memorizing the Qur'an was that they were interested in memorizing the Qur'an.

Regarding the motivation of children to memorize the Qur'an at the Rumah Tahfiz

Darussunnah, the results of this study actually found four important themes that underlie children choosing to memorize the Qur'an at the Rumah Tahfiz Darussunnah. In order to make the four findings of this research more interesting, the writer will discuss them based on theory, expert opinion, and the results of previous research that discusses this problem in more or less the same context and issues.

First encouraged by parents, according to several informants, their encouragement in memorizing the Qur'an was their family, namely their own parents, many of the informants were previously less interested in memorizing the Qur'an because memorizing the Qur'an was not an easy matter, but because of the support from parents, they finally decided to memorize the Qur'an. From the results of the interviews that the authors conducted, it can be concluded that most of their reasons and motivation for memorizing the Qur'an are the hopes and encouragement of parents, it is their parents who want to have children who memorize the Qur'an.

The encouragement of parents to make someone motivation in memorizing the Qur'an has been proven by research by Yanto, (2021) which concluded that the motivation of students to memorize the Qur'an comes from the family, especially parents, school friends, or fellow students, teachers, and Islamic boarding school clerics are supporting factors. Ability to memorize the Qur'an. Likewise, Romadhon et al., (2019) conclusion, is a form of motivation given by parents to their children to memorize the Qur'an in the form of praise and gifts. The point is parental encouragement is needed by someone when memorizing the Qur'an.

Second was their own desire, according to the informant, their motivation for memorizing the Qur'an was their own wish without coercion from their parents. Self-desire or intention is a driving factor that is motivated by a belief in spiritual values in a person. The intention in memorizing the Qur'an must be sincere solely because it hopes for the blessing of Allah SWT, not expecting praise from other people, family, and friends. The intention that is spoken in the heart affects the results that a person gets in every action.

Third were interested in memorizing the Qur'an, informants said that their motivation for memorizing the Qur'an was due to their interest in memorizing the Qur'an. children's motivation to memorize the Qur'an is driven by their personal interest in the Qur'an and the process of memorizing it. This sense of interest becomes an important factor in maintaining and strengthening their motivation in memorizing the Qur'an. This interest originates in every child where the way of learning can be in terms of listening or seeing.

Fourth is happy memorizing the Qur'an, according to the informant, his motivation in memorizing the Qur'an is because he feels happy memorizing the Qur'an. The feeling of pleasure in memorizing the Qur'an can arise from several factors, namely pleasure in listening to verses of the Qur'an, pleasure in memorizing and repeating verses, pleasure in understanding the meaning of the Qur'an, and pleasure in feeling close to Allah.

CONCLUSION

This research has succeeded in uncovering four children's motivations in memorizing the Qur'an at the Rumah Tahfiz Darussunnah. The four motivations are encouragement from parents, own desire, interest in memorizing the Qur'an, happy memorizing the Qur'an, also because in this study the authors made the population and sample namely children aged 7-10 years. In fact, for a memorizer of the Qur'an, especially children, the motivational aspect is so important, and also the role of parents to participate in providing support to their children in memorizing the Qur'an, because becoming a memorizer of the Qur'an is not an easy thing, especially for children who are sometimes difficult to persuade them to memorize the Qur'an. there is a desire to memorize the Qur'an. At least this research can be used as a basis and reference for subsequent researchers to examine this issue in different contexts and issues.

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