



Problems of Elementary School Level Students in Memorizing the Qur'an

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Abstract

This study aims to analyze the problems of elementary school-level students in memorizing the Qur'an. This research uses a qualitative method with a case study approach, research data was taken through direct interviews with ten informants (principals, teachers, and students). All results of interviews and observations were then analyzed thematically with Miles and Huberman's qualitative data analysis. Overall, the results of the analysis showed that there were five problems of elementary school level students in memorizing the Qur'an including: i) lack of time to memorize, ii) lack of ability to read the Qur'an, iii) boredom in memorizing the Qur'an, iv) lack of encouragement from parents in memorizing the Qur'an, v) the influence of online games. 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 relevant to this context.

Introduction

The Qur'an is the holy book of Muslims revealed by Allah to the Prophet Muhammad whose contents cover all matters of the world and the hereafter, anyone who reads it will get a reward (Nadhiroh & Diana, 2021). Muslims are obliged to pay attention to the Qur'an by studying it (Dewi et al., (2018). Azizah et al., (2019) given the importance of studying the Qur'an, then the introduction of the Qur'an is not only known from a physical and historical aspect but what is more important is how to be able to read and at the same time be able to understand the meaning contained in verse by verse of the Qur'an. So the aspect of being able to read the Qur'an is the main thing that a Muslim should know. Therefore, proficiency in reading the Qur'an is needed because mistakes in pronouncing letters will cause errors in meaning (Akhmar et al., 2021).

Memorizing the Qur'an a noble duty and responsibility, everyone can memorize it, but not everyone can memorize it well. The problems people face in memorizing the are Qur'an many and varied (Agustina et al., 2020). Starting from interests, environment, time distribution, methods of memorizing it and others. Memorizing comes from the basic word memorize which means it has been memorized.

Mustafa, (2016) memorizing is trying to sink into the mind so that it always remembers. Memorization is an active effort to be able to enter information into the brain.

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Some opinions of experts regarding the meaning of memorizing are. [Ratnawati et al., \(2020\)](#) memorization is retrieving relevant knowledge and storing it in long-term memory. Memorization is the process of storing data in the brain's memory, the ability to think, imagine and store information. and issuing or recalling information ([Rifa'i, 2018](#)).

The scholars agree that the law of memorizing the Qur'an that Islam will bear the sin ([Nurhayati & Sholeh, 2021](#)). Problems are a gap between expectations and reality that are expected to be resolved or can be needed in other words to reduce the gap difficult and needs to be solved. Memorizing the Qur'an is the process of memorizing the whole of all verse material such as endowments, numbers, meanings, and all the details that must be memorized perfectly. So, the whole process must be carried out precisely and quickly in remembering the parts from the beginning to the end of the verse ([Mashuri et al., 2022](#)). Memorization is retrieving knowledge that is relevant and stored in long-term memory, memorization is the process of storing data in brain memory, the ability to think, imagine and store information, and retrieve or retrieve information ([Zohar & Marshall, 2007](#)).

Problematic is a gap between expectations and reality that is expected to be resolved or can be required in other words to reduce the gap ([Mahmudah, 2015](#)). Problematic is something that still causes debate, and still creates problems that must be resolved. [Hukamak & Ummah, \(2021\)](#) from the several opinions above, then problematic is a problem that originates or originates from a process that occurs, giving rise to a difficult situation and the need for a solution to its problem ([Amalia & Hestyaningsih, \(2022\)](#)).

Problematic is something that still causes debate, and still creates problems that must be resolved. From the several opinions above, problematic is a problem that originates or originates from a process that occurs, giving rise to a situation that is difficult and there needs to be a solution to the problem. So the problems referred to in this study are the problems or obstacles faced by children in their ability to memorize the Qur'an ([Mahmudin, 2018](#)). The basic difference between the issues of this research and previous research is, the researchers previously discussed the study of students' problems in memorizing the Qur'an but in this research, an issue discussed the problems of elementary school-level students in memorizing the Qur'an ([Maskur, 2018](#)).

Methods

This study uses a qualitative method with a case study approach. Data sources were taken from ten informants through in-depth interviews who were selected using the technique of purposive sampling, while the selected informants met four criteria, namely a good understanding of the problem under study, still active in the field being studied, having time to provide information to researchers, and providing information in accordance with the facts that occurred in the field. [Rahman et al., \(2018\)](#) after the interviews were completed, all informants were taken, a transcript process was carried out, then the authors took themes that were in accordance with research needs. [Rukajat, \(2018\)](#) this analysis process is carried out by the author using the qualitative analysis Miles and Huberman. The analysis technique in this study is the Analysis Interactive Miles & Huberman, consisting of data collection, data reduction, data display, and conclusions.

Finding and Discussion

Based on the author's interviews with ten informants (principals, teachers, and students) at the elementary school level, the research analysis results found five problematic findings (themes) for students at the elementary school level in memorizing the Qur'an. The five themes are i) lack of time to memorize, ii) lack of ability to read the Qur'an, iii) boredom in memorizing the Qur'an, iv) lack of encouragement from parents in memorizing the Qur'an, v) the effect of online games. In order to make it easy to understand the five findings in the author's research are shown as shown in figure 1 below:

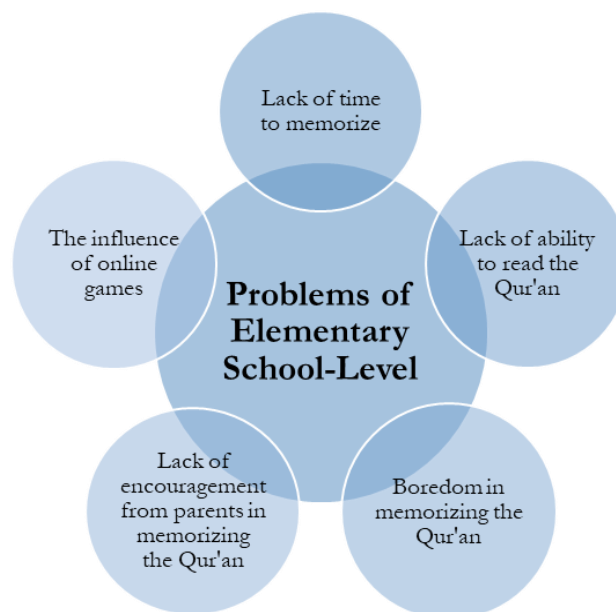


Fig 1. Problems of Elementary School-Level Students in Memorizing the Qur'an

In order to make it more interesting, in the following, the author will describe excerpts from interviews with informants based on the five themes as explained above. The interview descriptions that the authors present are in the form of quotes from brief statements from informants when the interviews were conducted. Slightly different but in intent and purpose more or less the same.

First, namely the lack of time to memorize the Qur'an, according to the informant the problem of students in memorizing the Qur'an, one of which is the lack of time to memorize. This theme was stated by informants according to the interview below:

... The child's problem in memorizing the Qur'an that I see is that he has not been able to maximize his memorizing time, so he only memorizes it at school so he can play more at home (i-1). ...there are children who are lazy in terms of memorizing new verses at home and lazy in terms of reciting verses (i-2). ...

Second, lack of ability to read the Qur'an, according to the informant fluency in reading the Qur'an is necessary to memorize the Qur'an because if the child is not fluent in reading the Qur'an, then he will have difficulty memorizing verses of the Qur'an, according to an interview below:

...there is a child who is not yet fluent in reading the Qur'an so he also has difficulty in memorizing the verses of the Qur'an (i-1). ... Reading the Qur'an is still wrong in short lengths, so it is less fluent in reading the Qur'an (i-2). ... Own children still not yet fluent in his ability to read the Qur'an then thus we use the Tallaqi method in delivering Qur'an memorization for children. (i-3).

Third, bored in memorizing the Qur'an, according to the informant answer that children often feel bored in memorizing the Qur'an, because they prefer to play rather than have to memorize it all the time. According to an interview excerpt from one of the informants below:

...When the teachers are giving new memorization, it can be seen that the children are out of concentration and maybe one of the reasons is that the children are bored. It is undeniable that continuous learning will lead to feelings of boredom in the child (i-1)

Fourth, the lack of encouragement from parents in memorizing the Qur'an, according to the informant, encouragement and attention from parents is very much needed for students especially in memorizing the Qur'an, according to excerpts from an interview with one of the informants below:

...Children memorize the Qur'an sometimes not accompanied by their parents, so sometimes children are lazy to memorize (i-1).

Fifth, the effect of online games, according to one informant, online games have a lot of influence on students, for example, students prefer to play online games all day instead of memorizing verses of the Qur'an, according to the interview below:

*...I prefer playing with gadgets rather than memorizing, and I spend more time playing. (i-1).
...The biggest obstacle is the influence of mobile phones, because with cell phones, children have become forgetful of their obligations and forget about time and if they are already playing with friends, they will really forget time (i-2).*

Based on the research that the author has done regarding the problems of elementary school-level students in memorizing the Qur'an. It is clear that there are five important themes related to the problems of elementary school-level students in memorizing the Qur'an including:

First, is a lack of time to memorize, as conveyed in an interview excerpt: In my opinion, one of the obstacles to memorizing the Qur'an is the lack of time provided, because there are lots of activities to be done from morning to evening teaching and learning, then dawn and maghrib time for memorizing and depositing the memorization of the Qur'an. If memorizing the Qur'an takes a long time, later when the time is up, usually those who memorize it lately feel lazy to memorize.

Second, is the lack of ability to read the Qur'an. Reading the Qur'an well and correctly and being fluent in reading the Qur'an will make children fluent in memorizing it. Reading the Qur'an is less fluent for the children in the lower volume, there are mentions of the letter *makhraj* not yet appropriate, tajwid is not appropriate (Saptadi, (2012)). The lack of fluency in reading the Qur'an makes it difficult for children to memorize, so the *ustad* or *ustadzah* should continue to teach well and patiently, not scolding the child when he is not fluent in memorization. And provide memorization by using the *talaqqi* method so that children can memorize with their sense of hearing.

Third, boredom in memorizing the Qur'an, feeling bored is a feeling that everyone has experienced, so also in memorizing the Qur'an children also feel bored in memorizing. Tired of memorizing because they have memorized but not memorized, finally feelings arise bored to memorize (Soleh et al., 2019).

Fourthly, the lack of encouragement from parents in memorizing the Qur'an, parents have many methods used in the formation of children so they can memorize the Qur'an, such as a good example for their children with consistent habituation, namely memorizing and *muraja'ah* after every prayer. Because every deed done by parents in the outline will also be followed by their children. This method can have a positive impact on children's effective domains so that children imitate what their parents do and produce sustainable daily activities (Syafriil & Yaumas, 2017). These activities that have been instilled since childhood are formed, then after the child is a teenager or an adult, he will always practice them, because this period is the period of child growth that is most important in shaping the personality and the outlines of the child's personality from childhood to adulthood (Wahyuni et al., 2023). There is also another method that is used by giving the lure of gifts to children so that children are enthusiastic about memorizing the Qur'an. The parents studied by the author used the method above.

Fifth, is the influence of online games. In a sophisticated era like today, technological developments continue to advance and develop in line with the increasingly high development of science. Technology was created to provide convenience for human life in carrying out daily activities and provide positive values, but on the other hand, it also allows for negative impacts on children (Anwar et al., 2022). Just as children who are given the freedom to play on mobile phones will develop a sense of dependence on the mobile phone itself, so that other activities cannot run properly, thus making children reluctant to memorize the Qur'an. With the influence of cell phones, parents limit children from playing with cell phones so that children can carry out their daily activities without being dependent on cell phones.

Conclusion

This research has succeeded in finding five problems of elementary school-level students in memorizing the Qur'an. The five problems are lack of time to memorize, lack

of ability to read the Qur'an, boredom in memorizing the Qur'an, lack of encouragement from parents in memorizing the Qur'an, and the influence of online games. Feelings of laziness and boredom within the child must be motivated or can be given a reward for memorizing so that children are eager to memorize, problems with not being fluent in reading the Qur'an children are given tutoring with patience and not scolding children, often forgetting verses children do *muraja'ah* so that memorization is maintained and to share time and the influence of parents' cellphones to supervise every child's activity. In fact, for a teacher candidate, the motivational aspect is so important, because this profession has a great responsibility in building civilization and educating the nation's children, because the teacher is a noble profession. Because there are only two jobs in this world, the first is to be a teacher and the second is a job other than the teacher himself because everything starts and starts with a teacher and there is no other job in this world without learning from a teacher. 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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