



Eight Motivations of High School Students in Memorizing the Qur'an

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Abstract

The Qur'an is the source of Islamic religious law. Many people try to memorize the Qur'an to achieve the priority of memorizing the Qur'an. Senior High School 2 West Sumatra is one of the schools that require students to memorize the Qur'an with a target of three chapters of the Qur'an for 3 years. This study aims to analyze the motivation of West Sumatra 2 Senior High School students in memorizing the Qur'an. This study used 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 participating in the Qur'an memorization program at Senior High School 2 West Sumatra. All interview results were then analyzed thematically and analyzed using the Miles and Huberman pattern. The results showed eight motivations for students in memorizing the Qur'an, the eight motivations were: i) wanting to be loved by Allah SWT, ii) wanting to keep the Qur'an, iii) wanting to always be with the Qur'an, iv) wanting to become a hafiz of the Qur'an, v) wanting to increase the memorization of the Qur'an, vi) want to give glory to both parents, vii) want to give crowns to both parents in the afterlife, viii) encouragement from parents. The results of this study are used as initial data for future researchers in studying this topic with different contexts and issues.

INTRODUCTION

The Qur'an is a holy book revealed by Allah SWT to the Prophet Muhammad SAW through the angel Jibril AS as a miracle and is a guide for those who are pious and a perfectionist of the previous books. This is contained in the Qur'an Al-Baqarah 1-2

الْم (1) ذَلِكَ الْكِتَابُ لَا رَيْبَ فِيهِ هُدًى لِّلْمُتَّقِينَ (2)

Meaning: *Alif laam miim (1) "This Book (the Qur'an) has no doubts about it; it is a guidance for those who fear Allah (2). The Qur'an as the final book is intended to be a guide for all mankind (human lines) until the end of time.*

It contains noble values covering all aspects of human life in relation to Allah SWT, as well as the relationship between humans and humans, as well as the relationship between humans and the natural surroundings (Khulaisie, 2016). As formulated by Harisuddin, a motive is a condition from within that provides the power to activate or move, because it is

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called "movement" or "motivation that directs or channels behavior towards (Mulia et al., 2021). Motivation is an internal process that activates, guides and maintains behavior from time to time (Erlisnawati, 2016).

Motivation is seen as a general term that denotes the regulation of individual behavior where the needs from within are intensive from the environment encouraging individuals to satisfy their needs or to strive towards achieving the goals expected by (Munib, 2017). Motivation comes from the word motive, which is a condition within the individual that encourages individuals to carry out certain activities, whether consciously or not, to achieve certain goals (Oktiani, 2017). Slavin also defines motivation as an internal process that can guide, activate, and also maintain one's behavior on an ongoing basis (Sitohang et al., 2021).

Motivation is a psychological condition in the form of a person's encouragement to take an action with a specific goal (Muhammad, 2017; Oktiani, 2017; Masni, 2017). Motivation is something that encourages someone to do directed actions to achieve a goal. Motivation can arise from several factors, namely intrinsic and extrinsic factors (Simorangkir et al., 2014). Intrinsic motivation is encouragement that comes from within the individual without any coercion from other people (Septianti & Frastuti, 2019). This motivation is in the form of desire and desire to succeed and encouragement of learning needs and hopes for ideals. Whereas extrinsic motivation refers to something that comes from outside and is separate from one's own behavior, this external encouragement can be in the form of praise, reproach, gifts, punishments, and reprimands from teacher (Sarah et al., 2022). Extrinsic factors can also be in the form of appreciation, a conducive learning environment, and interesting learning activities.

Motivation has a very important function in achieving goal success, as stated by (Emda, 2018). there are three functions of motivation, namely: as a driving force or as a driving force that releases energy, determining the direction of action toward the goal to be achieved, selector, action; namely determining the actions that must be done by setting aside actions that are not useful for learning purposes. Meanwhile, according to (Suyanti et al., 2021). There are three functions of motivation, namely: motivation as a driver of action, as a driver of action, and as a driver of action.

According to Farida, (2019), memorizing the Qur'an is part of an effort to instill the contents of the Qur'an for people who want to practice it, memorizing the Qur'an is also an effort to preserve and participate in maintaining and participating in maintaining the authenticity of the Qur'an and is a requirement in carrying out prayer services. According to Aflisia, (2016), memorizing the Qur'an is very important for Muslims, the urgency of memorizing the Qur'an for Muslims: is to maintain the updating of the Qur'an, improve the quality of the people, emulate the Prophet Muhammad SAW, maintain the implementation of the Prophet's sunnahs, keep away from useless activities, the main capital in studying religion, the Qur'an is medicine. People who memorize the Qur'an will also get a very noble position in the world and the hereafter, form noble morals for their memorizers, and increase (Muslim et al., 2021).

Factors that affect the quality of memorization, according to Falah, (2021) come from internal and external factors. Internal factors include emotional state, belief, habits, and how to process stimulus. External factors, among others: the learning environment, and body nutrition. Based on the opinion of Oktapiani, (2020) The factors that support and improve the ability to memorize the Qur'an are as follows: motivation of the memorizer, knowing and understanding the meaning or meaning contained in the Qur'an, arrangements in memorizing, supporting facilities, rote automation, and repetition of memorization.

From some of the results of previous research related to the motivation to memorize the Qur'an, they include (Sakban et al., 2019; Mashuri et al., 2022; Huda, 2018). Said that memorizing the Qur'an is a very noble job. However, memorizing the Qur'an is not as easy as turning the palm of the hand. Therefore, there are things that need to be

prepared before memorizing so that memorizing doesn't feel heavy. Sincere intentions are the first thing that must be instilled in every memorizer of the Qur'an (Husna et al., 2021). This is due to the many phenomena that are found at this time, the memorizers of the Qur'an who stop in the middle of the process of memorizing the Qur'an before it reaches 30 chapters. Then firmness and patience are also important in terms of memorizing the Qur'an. Further explanation of Quraish argues that the meaning of patience is to restrain himself and limit his soul from all desires to achieve good or better things. Likewise, in the process of memorizing the Qur'an, strong determination and patience are needed from the memorizer himself. Apart from this, the ability to read the Qur'an properly and correctly according to the tajwid rules is the main factor in helping memorize the Qur'an (Khusen, 2018). When someone has read the Qur'an correctly, he can easily memorize every verse in the Qur'an, so it will be easy to memorize it too.

Oktapiani, (2020); Masduki, (2018) explain that the highest level of interaction with the Qur'an is by memorizing it. Psychologists such as Suwandi & Wahyudi, (2020); Rifah et al., (2019) The activity of memorizing the Qur'an has an influence on a person's psychology because memorizing the Qur'an requires adequate cognitive abilities and requires strength and straight intentions. Everyone has different abilities in memorizing the Qur'an, some are quick to memorize but some require a long time to memorize.

Masruri, (2019) explain that the highest level of interaction with the Qur'an is by memorizing it. Psychologists such as Handayani & Suyadi, (2019); Khusen, (2018) The activity of memorizing the Qur'an has an influence on a person's psychology because memorizing the Qur'an requires adequate cognitive abilities and requires strength and straight intentions. Everyone has different abilities in memorizing the Qur'an, some are quick to memorize but some require a long time to memorize. As the author has stated in the background section of this article that motivation in a person greatly influences one's motivation to memorize the Qur'an (Nashir & Halib, 2016). In fact, according to (Mustofa & Citra, 2019). 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 existing opportunities and be istiqomah to reach the goals achieved, even though there are various obstacles and obstacles.

Research related to the motivation of students to memorize the Qur'an has been widely studied before by researchers. Some of these articles are Kartika, (2019); Rahmi, (2020); Ansori & Huda, (2020); Camma et al., (2020); Latifah, (2021); Sholeh & Sholehuddin, (2022) however, the researchers above only discussed external factors on students' motivation in memorizing the Qur'an or only discussed the role of teachers or parents in motivating students to memorize the Qur'an. The fundamental difference between this research and previous research lies in the factors that encourage students to memorize the Qur'an, not only externally but also internally from the students themselves.

The subject's biggest motivation is transcendental which is based on the belief that there is a guarantee for the memorizer of the Qur'an that Allah will take care of his life. Apart from that, they are also motivated by the virtue of memorizing the Qur'an because they can be the savior of their families in the afterlife. According to Wardani & Laela, (2017) in his journal, he said that motivation is divided into two types, namely internal inspiration and external motivation. Internal motivation arises because of conditions within the individual such as a strong desire to be a change, excitement, feelings, and potential (Amani et al., 2021). Meanwhile, external motivation arises because it is influenced by situations outside the individual, for example, the academic environment, encouragement to learn, and also appreciation from the people around him (Novebri & Dewi, 2020).

Someone who has a strong motivation to memorize the Qur'an is certainly motivated by what Allah SWT has set in the Qur'an someone motivated to want to memorize the Qur'an is due to the fadilah of the Qur'an itself which can bring 10 family members to Heaven, and guard the Qur'an properly and correctly, so as to avoid infidels

who want to reduce the dignity of the Qur'an (Fatahudin et al., 2019). In this study, the author will only focus on the discussion on the motivation of West Sumatra 2 Senior High School students in memorizing the Qur'an. Referring to these problems, the role of self and the environment becomes important for students in memorizing the Qur'an in everyday life. In this context, the author wants to explore what is the true motivation of students to become memorizers of the Qur'an at Senior High School 2 West Sumatra.

METHODS

This research uses qualitative methods with a case study approach. Qualitative research methods open up sufficient space for scientific dialogue in different contexts, especially if it is understood in depth and precisely (Parjaman & Akhmad, 2019). The data source was taken from five informants through in-depth interviews who were selected using a purposive sampling technique. The criteria for selected informants have met four criteria, namely having the competence to understand well the problems being studied, being active in the field being studied, having the time to provide information to researchers, and being honest in providing information according to the data and facts found in the field (Elkhaira et al., 2020; Rahman et al., 2018; Sabrina et al., 2022; Engkizar et al., 2022; Mutathahirin et al., 2022). To fulfill the criteria as informants, all informants are active Senior High School students who are currently memorizing the Qur'an. After all the data was collected through interviews with informants, a transcript process was carried out, then the authors took themes according to the needs of the researcher. The analysis process is carried out by the writer using thematic techniques.

RESULT AND DISCUSSION

Based on the results of interviews conducted with five informants, the results of the analysis proved that there were eight motivational themes for students at Senior High School 2 West Sumatra in memorizing the Qur'an. The eight motivational themes can be seen in Figure 1, below

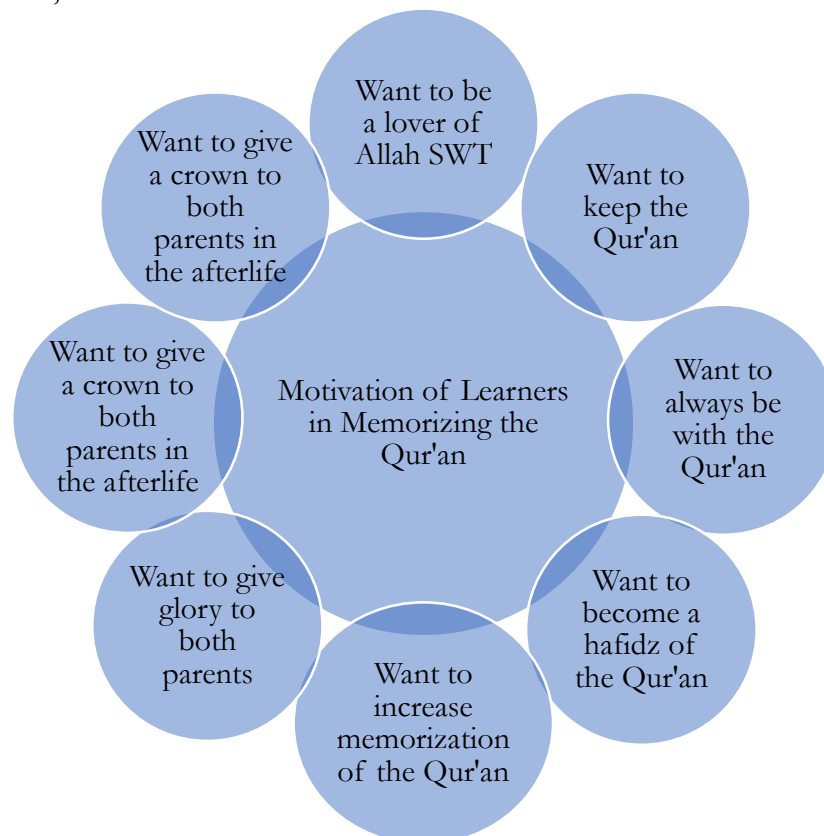


Fig 1. Description of Motivation in Memorizing the Qur'an

Based on Figure 1, the author can explain that after conducting interviews with informants, it was found that there were eight motivational themes for West Sumatra 2 Senior High School students in memorizing the Qur'an, the eight motivational themes were: i) wanting to be loved by Allah SWT, ii) wanting to protect the Qur'an, iii) want to always be with the Qur'an, iv) want to become a hafidz of the Qur'an, v) want to increase the memorization of the Qur'an, vi) want to give glory to both parents, vii) want to give crowns to both parents in the afterlife, viii) encouragement from parents.

To make it more interesting, in the following, the author will describe excerpts from interviews with informants based on the eight motivational themes as explained above. The description of the interview that the author will present excerpts from the interview, even though the informant delivered it in a slightly different language, actually has more or less the same goals and objectives.

First, namely wanting to be loved by Allah SWT, the informant stated that one of their motivations for being persistent in memorizing the Qur'an was due to the desire to become a lover of Allah SWT. This theme was stated by informants 1, 2, and 3 as shown in the interview excerpts in 1 below:

... My motivation in memorizing the Qur'an is because I want to be a lover of Allah SWT (Informant 1). ... of my several motivations in memorizing the Qur'an, one of them is wanting to be a lover of Allah SWT (Informant 2). ... I want to be with Allah SWT as a memorizer of the Qur'an (Informant 3).

Second, namely wanting to protect the Qur'an, informants stated that their motivation in memorizing the Qur'an was due to the desire to protect the contents of the holy book of the Qur'an. This theme was stated by informants 2 and 4 as shown in the interview excerpts in Table 2 below:

... I want to protect the Qur'an by memorizing verses from the Qur'an (Informant 2). ... of my several motivations in memorizing the Qur'an, one of them is the desire to preserve the content of the Qur'an (Informant 4).

Third, namely wanting to always be with the Qur'an, according to an informant, one of the motivations for them to become memorizers of the Qur'an is that they want to be close to Allah SWT every time, therefore they try to always add to their memorization of the Qur'an so that they are closer to Allah SWT. This is done by memorizers of the Qur'an because they believe that they will be closer to Allah SWT, Allah SWT will also help His servants with every problem of life. This theme was conveyed by informants 4 and 5 as shown in the interview excerpts in Table 3 below:

... if I am a hafidz Qur'an I will always be with the Qur'an (Informant 4). ... want to always be with the Qur'an in order to get a reward from Allah SWT (Informant 5).

Fourth, is wanting to become a hafidz of the Qur'an, according to the informant they want to become a hafidz of the Qur'an which is shown in various media, they often watch these shows so that they are always motivated to continue memorizing the Qur'an. This theme was stated by informants 2, 3, and 5 as shown in the interview excerpts in Table 4 below:

... is always motivated by watching television showing hafidz Indonesia (Informant 2). ... the motivation in memorizing the Qur'an is wanting to become a hafidz of the Qur'an like in Egypt (Informant 3). ... I want to become a hafidz of the Qur'an (Informant 5).

Fifth, namely wanting to increase the memorization of the Qur'an, one of the informants' motivations in memorizing the Qur'an was wanting to increase their memorization of the previous one. This theme was conveyed by informants 1, 2, and 4 as shown in the interview excerpts in Table 5 below:

... I want to add to the memorization of the Qur'an (Informant 1). ... my motivation is wanting to continue my memorization from the but first (Informant 2). ... want to add to the memorization of the previous memorization (Informant 4).

Sixth, namely wanting to give glory to both parents, one of the motivations in memorizing the Qur'an stated by the informant was wanting to give glory to both parents.

This theme was stated by informants 1, 3, 4, and 5 as shown in the interview excerpts in Table 6 below:

... is wanting to give glory to the two old orants (Informant 1). ... because I want to glorify my parents by memorizing the Qur'an (Informant 3). ... I want to memorize the Qur'an so that I can give glory to my parents in the afterlife (Informant 4). ... from some of my motivations in memorizing the Qur'an, one of which is wanting to give glory to my parents (Informant 5).

Seventh, namely wanting to give a crown to both parents in the afterlife, according to the informant, their motivation for choosing to become students who memorized the Qur'an was driven by their desire and aspiration to be able to give glory to their parents and family in the afterlife. This is in accordance with Allah SWT promise that Allah will provide ten of these aids to people who memorize the Qur'an to be given this assistance to both parents and families who have children who memorize the Qur'an. So some of Allah SWT's promises make someone enthusiastic and motivate them to memorize the Qur'an. This theme was conveyed by informants 2, 4, and 5 as shown in the interview excerpts in Table 7 below:

... my motivation in memorizing the Qur'an started from my parents (Informant 2). ... which became my strongest motivation in memorizing the Qur'an was my parents, because my parents always hoped that I would become a memorizer of the Qur'an (Informant 4). ... both of my parents wanted me to become a hafidz of the Qur'an (Informant 5).

Eighth, namely encouragement from parents, according to the parental encouragement informant is their motivation for choosing to memorize the Qur'an. Informants also stated that at first, they were not interested, but after encouragement and motivation from their parents, they were interested in memorizing the Qur'an and decided to become students at Senior High School 2 West Sumatra. This theme was stated by informants 1 and 3 as excerpts from the interview in Table 8 below:

... another motivation for memorizing the Qur'an is that I want to get intercession later (Informant 1). ... want to get intercession later (Informant 3).

From the research that has been conducted by researchers, it can be seen from several motivational themes conveyed by West Sumatra 2 Senior High School students are useful for increasing the number of Qur'an memorizers.

First motivation is the strongest motivation for someone who wants to decide to memorize the Qur'an. Because everyone wants to gain rank and glory from Allah SWT. According to some previous research such as (Marwah et al., 2020). concluded that students who have the motivation to achieve a noble degree from the side of Allah SWT in memorizing the Qur'an will be faster to memorize and earnestly because this motivation comes from within the person (Syarifah et al., 2021). Then also concluded that memorizing the Qur'an is the most noble task that a Muslim can do (Gade, 2014).

Second motivation is wanting to protect the Qur'an, informants stated that their motivation in memorizing the Qur'an was due to the desire to protect the contents of the holy book of the Qur'an In (Najib, 2018). One way to maintain the authenticity of the Qur'an verses is to memorize them, known as tahfidzul Qur'an. This includes the best way to maintain the purity of the (Anwar, 2017). The large number of Qur'an memorizers around the world from the past until now has been one of the triggers for the preservation of the Qur'an. So that if there is an error in the writing of the Qur'an, then the location of the writing error will be immediately found and it should be if Allah SWT places the experts of the Qur'an in a noble place because they play a role in protecting the Qur'an. This second motivation is supported by the research of (Rangkuti, 2017). Which is Allah's promise to the Qur'an, namely that Allah SWT has guaranteed the maintenance of the Qur'an in firm words.

Third motivation is wanting to always be with the Qur'an, according to an informant, one of the motivations for them to become memorizers of the Qur'an is that they want to be close to Allah SWT every time, therefore they try to always add to their memorization of the Qur'an so that they are closer to Allah SWT. This is done by

memorizers of the Qur'an because they believe that they will be closer to Allah SWT, Allah SWT will also help His servants in every problem of life.

Fourth motivation is wanting to become a hafidz of the Qur'an, according to the informant they want to become a hafidz of the Qur'an which is broadcast in various media, they often watch these shows so that they are always motivated to continue memorizing the Qur'an. Currently, there are several television shows broadcasting the Qur'an recitation program and many early childhood children and even those with special needs also participate in the program. The positive side of this broadcast is that we can learn religion more deeply, especially learning the Qur'an, not only in pronunciation but also its meaning and *asbabun nuzul*. Further explained that by using children as ingredients, the psychological effect that arises is the meaning that if small children are capable why can we adults not be able to, and to inspire parents who previously thought children were academically smart, to take English and math lessons, and so on, but sometimes they forget to teach the child the Qur'an, of course not just teaching but also interpreting it and taking the learning values from what has been described in the Qur'an.

Fifth motivation is wanting to increase the memorization of the Qur'an, one of the informants' motivations in memorizing the Qur'an is wanting to increase their memorization from the previous one. Increasing memorization is an important thing when memorizing the Qur'an, but it is even more important to memorize the memorization that has been memorized. Important in his journey is the memory to remember all the aspects he has memorized. Because maintaining memorization is more difficult when compared to adding memorization activities.

Sixth motivation is wanting to give glory to both parents, one of the motivations in memorizing the Qur'an stated by the informant is wanting to give glory to both parents. In (Yusra, 2020). There is no doubt, the glory of memorizing the Qur'an is not limited to the world, even in the afterlife the glory continues to radiate to those who memorize the Qur'an and their parents.

Seventh motivation is wanting to give crowns to both parents in the afterlife. According to the informant, their motivation for choosing to become students who memorize the Qur'an is driven by their desire and aspirations to be able to give glory to their parents and family in the afterlife. This is in accordance with Allah SWT promise that Allah will provide these ten aids to parents and families who have children who memorize the Qur'an. So some of Allah SWT's promises make someone enthusiastic and motivate them to memorize the Qur'an.

Eighth motivation is encouragement from parents. According to informants, parental encouragement is their motivation for choosing to memorize the Qur'an. Informants also stated that at first, they were not interested, but after encouragement and motivation from their parents, they were interested in memorizing the Qur'an and decided to become students at Senior High School 2 West Sumatra. Parents should be the main person in charge of their children's education, parents play a very important role in motivating children to learn, both in Qur'an education and other general education (Sari, 2021). According to Vasquez et al., (2016). The support provided by parents when children learn independently and parents' understanding of various children's actions when interacting is very effective in supporting children's abilities when adapting psychologically, socially, and academically, as well as influencing psychological functioning and achievement. Child academic. Then Yusuf added that with acceptance and social support from family, friends and so on, physical and psychological comfort can be obtained so that a person is more enthusiastic about memorizing the Qur'an because the people around him appreciate the activities he is doing. So it can be concluded that as a whole the eighth motivation is also dominant as a motivation for students in memorizing the Qur'an (Sun'iyah, 2020). Which 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.

CONCLUSION

This research has succeeded in uncovering nine motivations of students in memorizing the Qur'an at Senior High School 2 West Sumatra. The eight motivations are wanting to be beloved of Allah SWT, wanting to protect the Qur'an, wanting to always be with the Qur'an, wanting to become a hafidz of the Qur'an, wanting to increase the memorization of the Qur'an, wanting to give glory to both parents, wanting to give crowns to both parents in the afterlife, encouragement from parents. In fact, motivation is so important for memorizers of the Qur'an or for a hafidz and hafidzah, because without motivation this noble activation cannot be realized easily. 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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