Teacher Efforts to Increase Student Motivation in Memorizing the Quran

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Abstract

Being a memorizer of the Quran is a noble job. Therefore, motivation is needed that is obtained from the family environment, friends' environment, and school environment. So in this case, the teacher plays an important role in every student's learning process including motivating students to memorize the Quran. This study aims to determine the efforts of tahfidz teachers in increasing the motivation for memorizing the Quran for class VI at integrated Islamic elementary school Cahaya Quran. This research uses a qualitative method with a case study approach. Data sources were taken from seven informants consisting of tahfidz teachers and students with in-depth interviews who were selected using purposive sampling techniques. The research findings show six teacher efforts in increasing motivation to memorize the Quran for class VI at integrated Islamic elementary school Cahaya Quran, namely: i) giving motivational words to students, ii) giving prizes, iii) giving assignments or targets for memorizing & giving punishments to students, iv) guiding students to always murajaah, v) hold tahfidz graduations, and vi) use the tikrar method. The results of this study can be used as information for the community so that they can increase motivation for memorizing the Quran for children.

INTRODUCTION

The discussion of efforts to introduce the Quran to early childhood through the Tahfidz Quran Program is one way to develop the potential of students to become human beings who believe, fear God Almighty, have good character, and knowledge, be independent, and also be creative (Anwar & Hafiyana, 2018).Memorizing the Quran has been a tradition since the Companions of the Prophet until now it is carried out by Muslims. In the past, during the time of the Prophet, Arabs were more familiar with the tradition of memorizing than writing (Atabik, 2014; Iman, 2020; Syarifuddin & Baso, 2020). A few years after the death of the Prophet Muhammad, to be precise at the caliph Usman, the process of codifying the Quran was carried out (Farhah, 2018; Fatih, 2018; K, 2019; Taja et al., 2019). The motivation and motivation of the Prophet's companions to memorize the Quran was to maintain the purity of the forgery of the holy Quran and want to obtain its benefits both in this world and in the hereafter.

By memorizing the Quran, this is one way to keep the Quran intact throughout the ages. So that until now this motivation is still inherited by Muslims who memorize the

Quran (Agustina et al., 2020). Regarding the motivation of students in memorizing the Quran, on the motivation of students to memorize the Quran at the Tahfiz Husnul Khotimah Islamic Boarding School in Cipanas concluded that the biggest role in the motivation of students is the teacher and is supported by several factors such as the availability of nutritious food, and a comfortable cottage atmosphere (Sakban et al., 2019).The results of the research above explain that teacher motivation toward students is very important in memorizing the Quran. Motivation is the driving force of every individual to do something. Its relation to the motivation to memorize the Quran means that the students' strong desire is driven both by external and internal factors so that a strong interest in memorizing the Quran arises (Enda, 2017; Arianti, 2018 ; Warsah, 2018; Warsah & Uyun, 2019). Therefore, the support of teachers and especially parents as the family environment as the main educational institution must provide support to students (Sutardi & Sugiharsono, 2016).

In this day and age, there are still many students according to their stage of development who prefer to play rather than study, because games are one of the dominant forms of activity in early childhood because they spend more time outside the home playing with their friends than engaging in other activities others (Hakim, 2015; Hidayatullah & Akbar, 2017). According to the stage of student development, efforts are needed to encourage student progress, one of the efforts is to present the right method of memorizing the Quran, and one of the conditions is the role of a teacher (Huda, 2018). The teacher quality, full of effective and innovative fighting spirit really needs to be expected because, in the development of students, this is very important Ravik Karsidi said that teachers are expected to be able to guide students according to their role, namely the role of the teacher towards students is vital of the many roles that must be carried out, namely providing exemplary, experience and knowledge to students. The tahfidz teacher is primarily a teaching component that plays an important role because one of his main tasks is to teach and provide motivation to students so that students are motivated in memorizing the Quran (Huda, 2018; Khaeroni, 2017).

Previous research from Luthfiyah, (2019) showed that problems related to memorizing the Quran were low student motivation in memorizing the Quran which caused students to become lazy in memorizing. Meanwhile, previous research conducted by Muhammad, (2019), showed that the current problem is that there is a mindset in children who think that memorizing the Quran is very difficult. Previous research conducted by Susianti (2016) showed that the ability to memorize the Quran for children aged 4-6 out of a total of 875 students in 2016 only reached 30%, this data shows that children's ability to memorize the Quran is still far from expectations. Meanwhile, previous research conducted by Ansari (2017), shows that on average students are able to memorize the Quran 30 Juz the fastest for 2 years, with an average of memorizing 1 day one page and adding murojaah activities or repetition of memorization. This time period is an obstacle for people who want to memorize the Quran because during that time prospective students must be willing to spend most of their time just memorizing and sacrifice school or college. This is because schools and colleges, according to some, interfere with the memorization process.

Furthermore, previous research conducted by Murdiono & Mardiana, (2019), shows that the problem faced by teachers is the difficulty in teaching memorization to students who have a history of previous education from public schools (Elementary Schools) who lack a portion in terms of memorizing the Quran literacy for their students. One educational institution that has implemented the Tahfidz Quran program is integrated Islamic elementary school Cahaya Quran. Learning tahfidz Quran is an added value for schools with the aim of creating a Quranic generation and adding to the knowledge that a student will get. Budiono, (2018) based on observations paying attention to learning the tahfidz of the Quran at school, that there are several problems regarding the ability to memorize the Quran experienced by students. The problem experienced is that some students are still not fluent in reciting their memorization of the Quran because their

reading is not in accordance with the makharijul letters and the science of tajwid. There are also students who experience forgetfulness of the verses they have memorized due to their weak ability to store or memory. Another problem is the low motivation of students in memorizing the Quran which causes students to become lazy in memorizing. In connection with this problem, the teacher's efforts to increase the motivation of tahfiz are expected to have a large influence on the success of the Class VI learning process of memorizing the Quran at integrated Islamic elementary school Cahaya Quran.

As the author has stated in the background section of this article, the discussion on efforts to introduce the Quran to early childhood through the Tahfidz Quran Program is one way to develop the potential of students to become human beings who believe, fear God Almighty, have good morals, are knowledgeable, independent. , and also creative (Najib, 2018). According to Rifa'i, (2018) in memorizing the Quran, motivation is very necessary, someone who does not have the motivation in memorizing the Quran will not be able to carry out activities to memorize the Quran. This motivation arises because individuals need new experiences to know. Motivation is indeed related to a person's needs which raise awareness to carry out all activities. According to Agustina et al (2020), motivation is the driving force of each individual to do something. Its relation to the motivation to memorize the Quran means that students have a strong desire to memorize both external and internal factors so a strong interest in memorizing the Quran arises.

In this study, the authors only focused on discussing the efforts of tahfidz teachers in increasing motivation to memorize the Quran for grade VI at integrated Islamic elementary school Cahaya Quran. Referring to these problems, self-preparation is necessary for someone who wants to focus on becoming a teacher hafidz Quran. In this context, the author wants to explore what exactly the efforts made by a tahfidz teacher are to increase students' motivation in memorizing the sixth grade of the Quran at integrated Islamic elementary school Cahaya Quran.

METHODS

This study uses a qualitative method with a case study approach (Baxter & Jack, 2015; Hasanah et al., 2019; Phelan & Phelan, 2015; Waldi et al., 2018). Data sources were taken from 2 informants through in-depth interviews who were selected using a technique of purposive *sampling*, while the selected informants met four criteria, namely understanding well the problems being studied, still being 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 (Pratama & Azhari, 2020; Zulmuqim, 2017). To fulfill the criteria as an informant, all informants are tahfidz teachers and students. 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.

RESULT AND DISCUSSION

Based on the results of interviews conducted with seven informants consisting of two educators (informant 1) and five students (informant 2) at integrated Islamic elementary school Cahaya Quran, the results of the analysis actually found six efforts of tahfidz teachers in increasing the motivation to memorize the Quran at integrated Islamic elementary school Cahaya Quran Sumani.The six efforts can be seen in Figure 1. below.

Fig 1. Efforts of the Tahfidz Teacher in Increasing the Motivation for Memorizing the Quran

Based on Figure 1, the author can explain that after holding in-depth interviews with informants, there are six efforts by the tahfidz teacher to improve the memorization of the sixth grade of the Quran at integrated Islamic elementary school Cahaya Quran. The six efforts are i) giving motivational words to students, ii) giving prizes, iii) giving assignments or targets for memorizing & giving punishments to students, iv) guiding students to always murajaah, v) hold tahfidz graduations, and vi) use the tikrar method. To make it more interesting, in the following, the author will describe excerpts from interviews with informants based on the six attempts as described above. The description of the interview that the author will display is a brief statement excerpt from the informant when the interview was conducted.

First namely is giving motivational words to students. According to the informant, one of the tahfidz teachers' efforts to increase motivation to memorize the Al Quran is by giving motivational words to students. In every tahfidz lesson, the teacher will give motivational words to the students. This theme was conveyed by informants as excerpts from the below:

> …*every time before the start of learning hours, I will give motivational words to students by saying if you want your parents to be crowned on the Day of Resurrection, then become a memorizer of the Quran* (I-1), ...*I will tell students about successful people and also hafiz of the Quran out there, the benefits of memorizing the Quran, the point is I will give them positive stories, they are hungry for stories because it can raise their spirits and motivate them to memorize the Quran* (I-2)

Providing motivational words to students in memorizing the Quran plays an important role in building their enthusiasm and dedication in pursuing this spiritual achievement (Kamaluddin et al., 2020). Motivational words can provide positive encouragement, stimulate a sense of optimism, and strengthen students' determination during the tahfidz process (Ahmad Sabri, 2020). Motivational words can include an emphasis on personal success, a meaningful spiritual journey, and the profound benefits of memorizing the Quran. Inspirational messages such as "Every verse you memorize is a light in your heart" or "Memorizing the Quran is the best investment for your life in this world and the hereafter" can stimulate students' motivation to face challenges and overcome obstacles during the tahfidz process (Rahman et al., 2018). Apart from that, motivational words can also provide a positive outlook on the difficulties that may be faced, explaining that every step in memorizing the Quran brings great blessings and

rewards. By providing motivational words, teachers or tahfidz supervisors can create a supportive atmosphere, build students' self-confidence, and strengthen their emotional ties to the Quran. This not only helps students achieve the goal of tahfidz but also forms strong character and spirituality within them (Alfaridzi et al., 2019).

Second namely is giving gifts. According to informants, once a month the teacher will test the students' memorization and whoever answers the most correctly will receive a prize from the teacher. This theme was conveyed by informants as excerpts from the below:

…we will be given a gift by the ustadzah, when giving tests by reciting verses from the Quran in class. Who has the most scores then he will get a prize (I- 3 & 4), *…every once a month the ustadzah will give a test about our memorization, then the one who is most correct will get a gift from the ustadzah at that time* (I-5).

Darmayanti and colleagues (2020) explain that prizes can be in the form of awards for winning a competition, as well as giving memento gifts or signs of respect. Prizes were given after students succeeded in achieving the memorization target, and they were given pamphlets with words of encouragement and congratulations to increase their self-confidence and motivate them to continue trying to achieve the best results. This pamphlet contains praise, information about the amount and duration of students' memorization, as well as the title of the memorization as a form of positive encouragement (Harvey et al., 2014).

The impact of giving prizes to students is to increase learning motivation, increase competitive spirit, and provide rewards to children (Seifert et al., 2012). With prizes, students become more enthusiastic and active in learning, driven by the desire to achieve achievements like their friends. Apart from that, prizes also increase students' competitive spirit, encouraging them to study harder in order to maintain the achievements they have achieved. Giving prizes also gives appreciation to students, making them feel happy and appreciated for their efforts and struggles (Farinde-Wu et al., 2017). This is concrete evidence that their achievements are recognized, and this award can spur students' enthusiasm to continue trying and studying more diligently.

Third namely is giving assignments or memorization targets to students and giving punishment to students. According to the informant, when class time ends, students will be given the task of memorizing 5 to 10 lines of verses from the Quran. Then the teacher gives punishment if students cannot complete the target/task. This theme was conveyed by informants as excerpts from the below:

… if someone doesn't finish well, they are given a punishment like students are told to stand in front of the class while holding the Quran to memorize the assignment given (I-1), *…we were given an assignment by the ustadzah to continue memorizing at home, and the next day it was deposited. If you don't memorize according to what is given by the ustadzah, then you will be given a punishment* (I- 6 & 7).

Giving students assignments or memorization targets, as well as giving punishments in response to student behavior or performance, are two approaches that can significantly influence the learning atmosphere and student development (Schunk, 1989). Giving assignments or memorizing targets encourages students to focus on achieving certain goals, developing study skills, and forming self-discipline (Sai, 2018; Salamah, 2018). These tasks can act as positive motivators that provide specific direction to achieve certain achievements. On the other hand, punishment is often used as a means of disciplinary control to respond to undesirable behavior or non-compliance with school rules (Moyo et al., 2014).

Punishments can vary, from mild to more severe sanctions, and the aim is to create discipline, responsibility, and norms of behavior that are expected in the learning environment. However, it should be noted that giving assignments or memorizing targets and giving punishments requires a wise approach. Too many assignments or targets can cause stress in students while administering inappropriate punishments can have a negative

impact on students' motivation and perception of the learning environment (Froiland, 2011; Wijnia et al., 2011). Therefore, there needs to be an appropriate balance between providing motivating tasks or targets and providing proportional and pedagogical punishment to create a balanced and productive learning environment for student development (Shernoff, 2013).

Fourth namely, guiding santri to always muraja'ah. According to the informant, the ustadzah will guide the santri to always murajaah outside the class. Usually, students will first ask the teacher if it is possible to murajaah. Even murajaah can also be done through Zoom/Google Meet, usually 3-5 people. And the ustadzah involves the parents of santri always guiding the children in murajaah. This theme was conveyed by informants as excerpts from the below:

> *...usually, I guide murajaah students using the Zoom application after the maghrib prayer and there are 3-5 people. Sometimes murajaah students are at school outside of class hours. Ana also involves parents of students to guide them in murajaah* (I-2), *...we murajaah to the ustadzah via Zoom and usually, there is also murajaah at school during recess* (I- 3 & 5).

Allah has made forgetfulness the basic character of mankind. Among the causes of someone forgetting to memorize the Quran is due to a lack of muraja'ah (repetition) or because of the large amount of work and busyness that must be completed (Basir et al., 2020; Hendrawati et al., 2020). To maintain memorization from the forgetfulness that students have, the effort that can be made by the Tahfidz teacher is to always guide their students to remain muraja'ah

Fifth namely is holding a tahfidz graduation. According to an informant, the tahfidz graduation held at the integrated Islamic elementary school Cahaya Quran was an activity held at the end of the semester. This theme was conveyed by informants as excerpts from the below:

> *...In Syaa Allah integrated Islamic elementary school Cahaya Quran always holds a tahfidz graduation which is held at the end of each semester. So by holding this activity students are enthusiastic about memorizing* (I-1)

Holding a tahfidz graduation is a very positive effort to celebrate students' achievements in memorizing the Quran. Tahfidz graduation is a valuable moment that not only recognizes students' academic achievements in memorizing the Quran but also gives an appreciation for their hard efforts, dedication and commitment during the tahfidz process. The tahfidz graduation ceremony is usually filled with various activities such as reading holy verses by the hafiz, welcoming speeches, and giving awards to students who have completed memorizing the Quran (Arraiyyah, 2020). Apart from that, the tahfidz graduation also provides an opportunity for teachers and parents to provide motivation and congratulate the hafidz. Events like this are not only a form of appreciation for students' achievements but also motivate them to continue improving their relationship with the Quran and actively spread religious values in society (Biantoro, 2019; Hussin & Tamuri, 2019). By holding a tahfidz graduation, schools or Islamic educational institutions can create a supportive environment, strengthen the tahfidz community, and celebrate proud spiritual achievements.

Sixth namely, using the *Tikrar* method. According to the informant, every Wednesday the students will repeat the memorization/listen to the memorization that has been memorized/has been attended to by the tahfidz teacher. This theme was conveyed by informants as excerpts from the below:

> *...every Wednesday we apply the pledge method in which students deposit their memorization and we, as ustadzah, listen to the memorization that they have memorized. We apply this method so that children's memorization is maintained properly* (I-1 & 2)

In language, a pledge is to repeat or return something repeatedly. Meanwhile, according to the term, repeating the pronunciation or its synonyms to determine (*takrir*) the meaning (Saptadi, 2012). Shobirin, (2018); Surur, (2018) said that there are also those who interpret the vow by saying something twice in a row or referring to the pronunciation of a

meaning repeatedly. Susianti, (2016) so, the pledge method is to repeat memorization or listen to memorization which have been memorized/have been listened to by the tahfidz teacher, *takrir* is intended so that the memorization that has been memorized is maintained properly.

CONCLUSION

This research has succeeded in uncovering six efforts of tahfidz teachers in increasing motivation to memorize the Quran. These six efforts are giving motivational words to students, ii) giving prizes, iii) giving assignments or targets for memorizing & giving punishments to students, iv) guiding students to always murajaah, v) hold tahfidz graduations, and vi) use the *tikrar* method. In fact, for a memorizer of the Quran, the motivational aspect is so important, because becoming a memorizer of the 30 chapters of the Quran is not an easy thing, but requires a very long process and strong sincerity, also because in this study the authors made the population and sample, namely tahfidz teachers, also become If a person memorizes the Quran, then this is not an easy matter if there is no strong motivation from within and encouragement from the surrounding environment. At least this research can be used as a basis and reference for future researchers to examine this issue in different contexts and issues.

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