

## Exploring Students' Motivation In Tahfiz Class In Selected Private Islamic Secondary Schools: A Case Study

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### Abstract

This research sought to explore the factors behind student motivation in the memorization of the Quran. A qualitative study through semi-structured interview with six participants selected from private Islamic secondary schools. The findings showed that parents, teachers and the participants themselves influenced student motivation in the memorization of the Quran. The role of parental guidance and advice were the most influential factors leading to motivation among students in memorization of the Quran. Implications of this study, the students themselves and teachers were also sources of motivation to memorize. At the same time, teachers should always assist and help students in their memorization of the Quran. That way, students will feel more confident to continue their memorization. Therefore, this study can be helpful as a reference in lowering the gap on motivation in Quranic memorization. Hence, the researchers believe that this study will be much help for the other researchers to continue and elaborate more on the field of Quranic memorization concerning motivation.

*Keywords:* Challenges, Islamic School, Memorization of the Quran, Tahfiz Class.

## 1.0 BACKGROUND OF THE STUDY

Memorization of the Quran was started Prophet Muhammad's (peace be upon him) time. Surah Al-Alaq indicates this when it relates the first commandment of Allah to the Prophet to be the study of the Quran. The Prophet (peace be upon him) himself was '*ummi*' which means 'illiterate'. Since Prophet Muhammad (peace be upon him) was unlettered, he memorized the revelation that was sent to him gradually through Gabriel. He made sure that he understood the revelation and memorized it well before he taught his companions the revelation.

With the spread of Islam to the whole world, the Prophet (peace be upon him) realized that there was a need for many *huffaz* to teach the Quran to people. Many companions of Prophet Muhammad (peace be upon him) memorized the Quran when the revelation first came to them through the Prophet.

In the book "Busy people would also memorize the Quran" concluded that memorization of the Quran is extremely important for several reasons such as an immense reward waiting for the memorizer, promise that the memorizer of the Quran enjoyed special status above all human being, and they are placed at the highest level in Jannah (Raghib as-Sirjani, 2015).

This is proven by a hadith narrated by Abdullah ibn Amr that the Prophet said, "It will be said to the companion of the Quran after he has entered Paradise,

‘Recite, and rise!’ For every verse he recites he will rise one level (in Paradise) until he recites the last verse with him (i.e., in his memory).” (Sunan Abu Dawood: No. 1464)

While in another hadith by Prophet Muhammad (pbuh) where he said,

“The best among you is the one who learns the Quran and teaches it”. (Al-Bukhari: No. 5027)

Muslims all over the world strive to memorize the Quran. In recent times there has been an increased interest in memorization due to parental demand for their children to memorize the Quran as well as the increasing number of programs on tahfiz and *dakwah* on television. Many people also are more aware that memorization of the Quran is important in their lives which motivates them to look for people or program to enhance their Quranic recitation and memorization. In Malaysia especially, there has been a rise in the number of people undertaking memorization of the Quran at various schools, mosques and home.

Now, not only the younger generation get to learn and memorize the Quran, but the older generation can learn it too. Statistics show more than 815 tahfiz schools are registered under public and private institutions in Malaysia. In the year 2019, the approximate number of Huffaz was said to come close to 47,474 students with 5,426 tahfiz teachers. In Selangor, by 2019, there were around 382 tahfiz institutions in all the districts (Nik Md Saiful Azizi, 2019). Table 1 below shows the distribution of tahfiz institutions in all districts in Selangor as of 2019.

**Table 1** Distribution of Tahfiz Institutions in Selangor in 2019

District	No of Tahfiz Institutions
Selangor	24
Hulu Langat	72
Kuala Langat	31
Hulu Selangor	25
Kuala Selangor	44
Klang	41
Petaling	80
Sabak Bernam	17
Gombak	44
Maahad Integrasi Tahfiz Sains (JAIS)	4
<b>Total</b>	<b>382</b>

Sources: Selangor Tahfiz Al-Qur’an Institute Association (PITAS), 2019

The opening of many tahfiz institutions, programs and classes has made it a lot easier for people in the community to memorize the Quran since they are not strictly for children. The first Tahfiz institution, *Maahad Tahfiz al-Quran wal Qiraat* known as *Darul Quran* can be said to be the starting point for many other educational institutions to further develop their own modules and techniques on Quranic memorization.

The government has also agreed with the implementation of Ulul Albab Tahfiz Model (TMUA) in all public secondary schools using the Integrated Tahfiz Curriculum. The curriculum emphasizes the Quranic approach, encyclopedia approach as well as high-level thinking (*ijtihad*) approach that would enable students to memorize the 30 *juz* of Al-Quran, become professionals with a strong religious foundation based on Al-Quran and al-Sunnah, competent, credible and concerned, while at the same time optimizing their higher-order thinking skills and building relationship with Allah, the people and the universe (Ikhtisas Circular Letter from Ministry of Education Malaysia, 2016).

Different institutions provide different tahfiz modules for different purposes. By learning tahfiz, an individual can get even closer to the Creator while trying to understand and practice the religion in their lives. Interesting tahfiz modules, easily accessible institutions for learning, and the affordable fee for tahfiz program and classes encourage not only the parents but also students because they find it comfortable to learn when they can choose their own time and places to learn. However, no matter how good the tahfiz programs are, they are not complete without addressing the students' motivation to memorize.

## **2.0 PROBLEM STATEMENT**

The process of learning the Quran is not necessarily about how they learn, but how much they see and have interest in the subject during the process of learning. Being motivated would boost the level of perseverance to continue repetition to learn and memorize the Quran. When the students fail to see the necessity of learning, they tend to lose interest and do not feel motivated in the class (Wirth, K. R. & Perkins, D. 2007). It does not matter what subject they are learning; motivation plays a crucial role in encouraging them to learn. Mc Carty and Siccon (2001), as cited in Saudullah Ali (2003), stressed that the lesson itself should be motivational, and the information presented by the teachers should be important and relevant to the students. This is essential as students' motivation is much affected by the curriculum, syllabus and textbook of the subject, as well as parents' role in encouraging their children. When students perceive something as being relevant and important to them, they will then find the learning to be meaningful.

Students should be able to relate what they are reading to the real world in their *Tahfiz* lesson. Students need to feel the urge and the importance of memorizing the Quran so that they will value what they memorize and will be able to spread it to others. Suleiman (2003) as cited in Syarifah Firdaus Kasim (2004) stated that both internal and external motivation play a great role in the learners' participation and readiness in the process of learning.

In memorizing the Quran, one ought to have these two elements, understanding and motivation, so that memorization can be made into meaningful lesson. Entwistle (2003) in his analysis on understanding and memorization showed that learning through repetition contributed to the acquisition of knowledge. Students tend to get bored when they have been memorizing for too long, thus, they need some motivation in order for them to keep going. Furthermore, according to Benta and Cremene (2004) as cited in Nor Musliza Mustafa & Mokmin Basri (2014) when students are feeling motivated they are able to understand better and this supports the students' retention on learning. This is extremely important in memorizing the Quran as students can memorize the verses faster when they can comprehend the *ayah* better.

Sternberg (2003) as cited in Muhammad Ikhwanuddin (2013) mentioned about how educational institutions only promote rote learning through recitation and repetition whilst ignoring that evaluation and interpretation is also crucial.

citing Westwood (2004), he added,

Rote learning encourage students to commit to memory information which is not understood and have no functional value, where information stored is not easily retrieved and is also easily forgotten.

Hence, when students memorize the Quran without understanding the meaning of the verse, they could lose their memorization quickly. Studies related to motivation in learning had been developed and discussed for many years. Aragon (2002) in his study on motivation asserts

that students preferred teachers who provide feedback, actively participated in students' learning as well as the materials used in supporting learning.

On the other hand, studies on motivation in recitation and memorization of the Quran are scarce. A study on visually impaired students' attitudes in learning Quranic recitation showed low students' motivation (Hajarul Bahti Zakaria, Ab Halim Tamuri, Norshidah Mohd Salleh & Mohd Huzairi Awang, 2014). The reason seem to be lack of motivation from both themselves and the teachers in encouraging them recite the Quran better.

Additionally, based on the review of studies on Quranic memorization with relation to motivation, there are only a few studies related to parental role in promoting Quranic memorization. A study done by Norkhairilizah (2005) found that parents played greater role in developing children's mind setting and academic goal, while at the same time, they were pivotal in establishing a routine and monitoring their children's memorization of the Quran. In addition to that, parents also took part in providing a good environment to support their children's Quranic memorization.

While a study on the use of video in increasing students' understanding and motivation shows that it helps in positively encouraging students to be more active and focused. Students also understand the lesson better as they became interested in learning (Cik Wan Noorli, Che Haslina & Tengku Muhaini, 2011).

Based on the studies above, there are some factors in learning that could be highlighted: 1) attitude and interest of the students in learning, 2) motivation from parents and teachers as well as 3) the use of instructional material in the class.

Thus, by enhance students' motivation, it will help to minimize the gap of the study in the field of Quranic memorization. Since *tabfiḥ* program in SMIAAG and SMIAAB are basically based on the parents' wish for their children to memorize the Quran, it is important to seek for some factors behind students motivation in memorization of the Quran while at the same time stress on the barriers faced by students and how they overcome the barriers while memorizing.

Thus, the current research aims to address these deficiencies in the understanding of the role of motivation in the memorization of Quran in order to provide pragmatic solutions to challenges in maintaining an optimal level of motivation as well as memorization as a whole.

### **3.0 LITERATURE REVIEW**

#### **Students' Motivation**

The American Educators' Encyclopedia (n.d.) in defining motivation stated that it is a psychological concept in human behavior that describes a predisposition towards a particular behavior to satisfy an individual need:

Motivation is defined as a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior. Motivation refers to students' subjective experiences, especially their willingness to engage in lessons and learning activities and their reasons for doing so. (Brophy, 1998, p. 51).

Meanwhile, Oxford Dictionaries online (2014) defined motivation as a reason or reasons for acting or behaving in a particular way. While according to Huitt, W. (2011) as cited in Franken (2006) added arousal, direction and persistence of behavior as components in understanding

motivation. Salasiah et al. (2011) as cited in Najati (1985) defined motivation as spiritual self-encouragement.

In addition, Surina Nayan, Krishnasamy and Latisha Asmaak Shafie (2014) in their definition of motivation said that motivation can be seen in four aspects: goal, behavior to reach the goal, desire to achieve the goal, and positive attitudes towards the goal. Huitt (2011) believed that the surrounding is the primary factor of learning and motivation. While Ames (1992) and Dweck (1986) as cited by Huitt (2011) proposed that environment, attitude and perception of oneself are interrelated in the sense that it completes one another.

Next, Brophy (1988) as cited by Azizi Yahaya (2006) in his definition of students' motivation to learn said that it is a situation where the student himself finds learning as being meaningful and he tries to benefit from the learning by himself. He added by pointing out several elements of motivation to learn which are planning, concentration on the goal, awareness of the plan, active search for new information and many more.

### **Theoretical Framework**

Studies related to motivation had long been discussed by scholars. However, studies on motivation in Islam have just recently increased in number. Since this study focused on the motivation in Quranic memorization which falls under Islamic studies, it is important to point out the Islamic perspective of motivation.

Seifert (1999) mentioned,

Motivation refers to the impact of reinforcement on behavior. A reinforcement that works effectively is considered to be motivating. If receiving gold stars for academic performance makes a student work harder, then gold stars are motivating; if praise is what works, then praise is motivating (p. 181).

Motivation in Islam can be divided into two, namely intrinsic and extrinsic motivation. Intrinsic motivation comes from one's own desire to achieve or overcome challenges. So, they do not need any incentive to encourage them to do any work. The satisfaction coming from the work itself is a reward for them. Extrinsic motivation refers to the motivation to perform a behavior to get rewards and avoid punishment (Alizi and Mohammad Zaki, 2005). They added that intrinsic motivation may decrease due to extrinsic rewards.

Alizi and Mohammad Zaki (2005) then supported their argument by raising questions on whether Muslims should perform *ibadah* as a submission to Allah or because they are afraid of the consequences that come by not performing or neglecting it. They then pointed out that those with a high level of *iman* would be more likely to perform *ibadah* for the sake of Allah:

Extrinsic motivation can help teachers in motivating students. Gold stars, tokens, candy, stickers, honor rolls, special treats like field trips, praise, test grade and class rank are among the familiar extrinsic motivators teachers routinely use by providing students with something they desire. (Fuhrman & O'day, 1996, p. 34).

While Ola Abdel-Kawi and James Kole (1991) stated that extrinsic motivation helped in encouraging Muslims to do better. In their observation of the process of motivation, an Islamic model of the process was developed. The model involved a sequence; it started with the explanation of the rewards given, the witnessing of past experiences that were satisfactory and then followed by the good conduct of behavior.

Chang (2005) as cited in Garcia & Pintrich (1996) then defined intrinsic motivation as participation in an activity due to curiosity and one's desire to engage and contribute to something. When students engage in this kind of motivation, they tend to develop a goal that they want to achieve regardless of the difficulties they may face. In addition to that, Chang (2005) as cited in Dev (1997) also defined extrinsic motivation These are outside motives that developed from the goal provided in front of them. He gave an example of a student who studied hard to get a good grade so that he/she could get a new car. Thus, learning through extrinsic motivation can hardly lead students to study for knowledge but rather, it was manipulated by other things.

Salasiah et al. (2011) in their research on students' motivation in Islamic education provide an overview of the factors behind their motivation. The Figure 1 below shows their model of learning motivation factors.

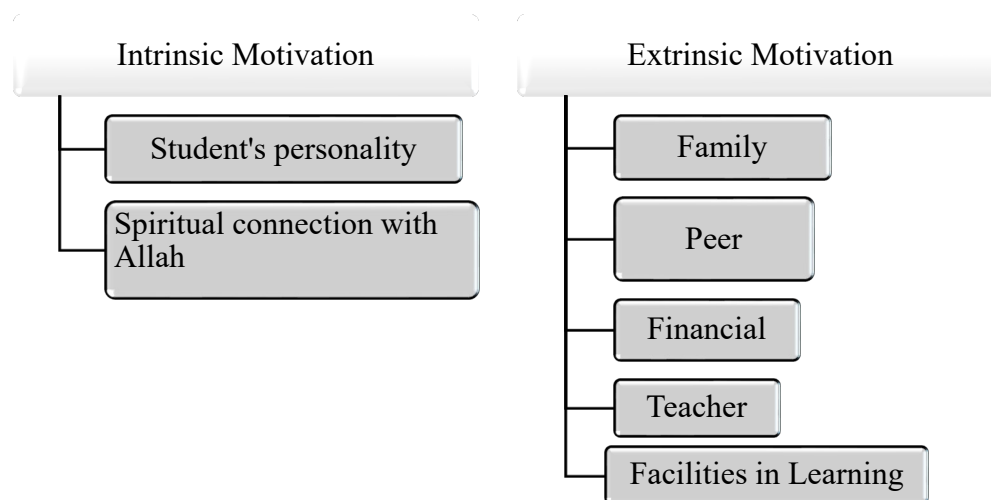


Figure 1 Learning Motivation Factors adapted from Salasiah et al. (2011)

## Studies on Motivation for Learning

### *Motivation for Learning by Oneself*

As every human is created with a good *fitrah*, it is up to them how they choose to behave and act. In the hadith by Sahih Muslim, the Prophet said, 'Every newborn child is born in a state of *fitrah*. Then his parents make him a Jew, a Christian or a Zoroastrian'. From this hadith, it is clear that human is created as a good person. The *fitrah* instilled in them has been endowed with intellect and free will that helps them differentiate between right and wrong. Through learning, they can boost the level of understanding of certain matters such as the need for motivation in the learning process. They know that without motivation to learn it is impossible to learn by themselves.

Research done on the factors contributing to students' interest in learning Islamic education found that one of the major factors affecting the interest of the students was an individual's own interest in learning (Zaiton Mustafa and Hishamuddin Salim, 2012). This is in accordance with the study by Tuckman & Monetti (2010) where they stated that factors affecting memorization included how much the information gave meaning, its practice and the organization of the information, as well as how much the information was transferred to an individual.

Critical reading on devotional reflection on the understanding of the Quran among urban women in Pakistan seems to focus on developing skills for reading and understanding the Quran rather than recitation and memorizing of the verses (Nadia Loan, 2012). As the Pakistani government tried to imply the Quranic law in the country, the urban society somehow was forced

to try to understand more about the law through reading. Thus, Nadia concluded that the urban women learn to read the Quran for their understanding of the issue better. Through instilling motivation to learn the Quran, it somehow helps in encouraging the urban women to understand the Quranic law implied in their country.

Another study on identifying the level of mastering *Hukum Ra* in reciting the Quran showed that students' interest and their attitudes in the recitation of the Quran contributed to the mastery of Quranic recitation (Khairul Adzha Shahrudin, Zaidi Mohamad Nusran & Siti Jumaah Rahmat, 2015). The result showed that the Quranic recitation lesson was seen to be more effective when students have a high level of motivation in learning.

### ***Motivation Towards Learning through Influence from Parents***

Al-Ghazali (n.d.), in his view on child development, believed that children should be taught about good characters from the earliest days of their childhood. According to him, individuals are influenced from the moment they were born. However, this is not what Al-Ghazali put his focus on. He emphasized the sources of the food acquired by the parents or guardians being either through lawful or unlawful means. If the parents feed the child with good food, the children are more likely to behave well rather than simply using unlawful means to get food to feed the child.

Later on, when the child starts to show some intellect, parents should not ignore him/her but instead, pay extra attention to the child. This is important as the child had just started to view things as good and bad. He then pointed out that these steps would result in the righteous upbringing being effective and fixed in the child's heart even though they have reached the age of puberty. But if the upbringing is not good, the child will grow accustomed to the truth even though they know it is wrong.

Parents are also responsible for providing and giving a good environment for Quranic memorization and provided support to their children. By giving good foods, encouraging cleanliness, discipline and tranquility, they help in enabling the children to memorize the Quran comfortably and confidently. This is in accordance with Al-Ghazali's idea that since the first teacher of a child is their parents, it is the parents' responsibility to teach their children proper manner and character (Adam, 2016).

Zaiton Mustafa and Hishamuddin Salim (2012) found that encouragement from parents helps in influencing students motivation in learning. When students get more support and encouragement, they tend to learn more without the need for a reminder to do so.

A study carried out by Norkhairilizah (2005) found that parents played a great role in developing children's mind setting and academic goal, while at the same time establishing a routine and monitoring their memorization of the Quran. Through making a timetable for memorizing, parents can discipline their children and help them manage their time spend on something. When they had any problem with memorizing any verse, they will seek help from their parents and parents also can monitor their memorization more effectively.

Pulido, et al (2010) in their study on the intrinsic motivation factors in second language communication skill highlighted that when parents motivate students to learn, they showed that mastery and accomplishment in linguistic skills helped them to achieve their goal for the future.

Allah *ta'ala* mentioned in the Quran: [You have indeed in the Apostle of Allah a beautiful pattern of conduct for everyone whose hope is in Allah and the Final Day and who engages much in the praise of Allah] (al-Ahzab: 21).

From this verse, it is evident that the Prophet was sent to be a role model. Hence, people who follow him will also have beautiful conduct. In one of the stories of the Prophet, the Quraisy leaders were fighting over who should be the one to put back the Hajarul Aswad in its place. The Prophet was asked to decide the matter as they trusted the Prophet as a just person. This is one of the proofs showing how the Prophet became a role model for justice and equality until even the Quraisy leaders looked up to him when they could not decide among themselves.

### ***Motivation Towards Learning through Influence from Teachers***

The teacher must act appropriately and treat the students with respect, love and understanding. When the teacher shows respect to the students and encourages love in memorization of the Quran, the students will follow it as they trust see the role model behaviour in the teacher.

Many Muslim scholars support this opinion. According to Ibn Khaldun (n.d.), he believed that the relationship between teacher and students should be based on love and understanding. They should act as parents and avoid harsh punishment in teaching the students (Majdi A. Zamel, 2017). In addition, he argued that if the teacher hurt the students emotionally, it could lead to the destruction of a child's personality and development. Through maintaining good action and behaviour, it can increase the tendency for the students to follow the rightful deed

The importance of becoming a role model also can be seen from the story of Muhammad al-Fateh during his ruling. He showed the ministers that he was a good leader and was always humble through his action when they built the citadel, where he volunteered to work with others (Mohd Hasrul Shuhari, 2019). This is to show that even though teachers are above the students, there should not be any gap in the relationship so that the students feel close and cared about. It will enable a more effective teaching and learning process since the students do not feel scared to approach the teacher and ask questions when necessary.

Teachers must also engage in a fruitful teacher-student relationship of mutual respect where the teachers are not just imparting knowledge but also nurturing students. Dr Zakir Hussain, a Muslim intellectual and the founder of Aligarh University in India debated that the educational system in his country was based on what the authority thought ideal for the society (Shashi Singh, 2017). Hence, students were not allowed to develop their own thinking. To make it worse, there was a lack of good teachers who treated their students with love and kindness and not with cruelty, harshness and too authoritarian.

According to the Social Learning Theory by Albert Bandura, he argued that children tend to observe the behaviour of people around them. Thus, everything that had been observed by them can be considered models. There are many models that can influence them in imitating the behaviour including teachers at school. Bandura believed that children may imitate the behaviour they observed without thinking about whether the behaviour is appropriate or not (Serhat Kurt, 2020).

Being role models can be seen through their language and action be it inside the classroom or outside. This method does not emphasize delivering knowledge and information just like the lecture method, but rather showing good character unconsciously while motivating others to follow. Teachers provide a frame of reference for students to act and behave. For instance, when a teacher is speaking softly to the students, the students will be influenced to respond softly to the teacher. This is the first step in encouraging them to be polite and speak nicely to their parents and friends. If the teacher speaks loudly and uses harsh words, the students might follow them. Hence, the teacher must control themselves and speak appropriately.



There are some guidelines and things that teachers should be aware of and always keep in mind. Teachers should have noble qualities that help students develop good character for the future. One of the qualities is the ability to be disciplined in carrying out Allah's command. Teachers must demonstrate their worth as Allah's servants to the next generation of Muslims Al (Qarashi, 2015).

Results of a study on the factors influencing students' interest in learning showed that teachers are an influential role model in shaping the interest and attitude of the students in learning at school (Zaiton Mustafa and Hishamuddin Salim).

While another study on 206 American Indian students on motivation towards learning styles shows that they preferred a teacher-structured environment through feedback, active participation and the use of media to facilitate learning (Aragon, 2002).

While Ghenghesh (May 2010) found that the motivation of a heterogeneous group of students studying Arabic as a second language was affected by the role of the teacher in determining attitude towards the language and in supplying motivation. In addition, learning context also influences students' motivation.

Saudullah Ali (2003) stressed that teachers were an important source of motivation for the students. He reported that students preferred teachers who were always available when in need as they could support and advise the students in their learning.

Furthermore, Adam (2016) as cited in Palmer (2007); Debnath (2005); D'Souza & Maheshwari (2010) stated that students' motivation could be deepened when they were exposed to a wide range of motivational experiences. He added that teachers should also give room for students to choose their own methods of learning while at the same time providing unending support and trusting them.

### ***Motivation Towards Learning through Influence from Peers***

The Prophet Muhammad as the best educator mentioned on the crucial of peers influence in learning as reported from Abu Huraira: "A man is upon the religion of his best friend, so let one of you look at whom he befriends." (Sunan al-Tirmidhi 2378)

Tongsilp (2013) in his path analysis of the relationship between factors and achievement motivation of 840 students of private universities in Bangkok found that academic achievement, future expectation and self-directed learning were correlated with achievement motivation. However, the classmate relationship did not have a direct effect on achievement motivation.

A study on the learning motivation of 291 students of Islamic studies at the University Kebangsaan Malaysia identified some factors that could enhance learning including the choice of peers (Salasiah, et al, 2011).

### ***Motivation Towards Learning through the Use of Instructional Materials in the Class***

A study on the use of video in increasing students' understanding and motivation showed that it helped in positively encouraging students to be more active and focused. Students also understood the lesson better as they became interested in learning (Cik Wan Noorli, Che Haslina & Tengku Muhaini, 2011).

The curriculum that is provided in the subject was found to be one of the major factors affecting students' interest in learning (Zaiton Mustafa and Hishamuddin Salim). In addition, results from research on student motivation towards learning style substantiated that when students structured their own environment it could encourage them to compete with one another in learning (Aragon, 2002).

## **4.0 OBJECTIVES**

As students need motivation in learning, a study on the factors behind their eagerness to learn is necessary. This study is set to explore the factors behind motivation in the memorization of the Quran.

## **5.0 METHODOLOGY**

### **Research Design**

This study is a qualitative case study using in-depth, semi-structured interviews through one-on-one interactions. The researchers used an open-ended interview structure which included specific questions, followed up by probing questions to investigate the phenomenon in detail. The participants were asked a standardised set of questions.

### **Sample**

Participants in this study were 6 tahfiz students (3 females and 3 male) out of 395 tahfiz students in the school were selected by their teachers through purposive sampling. Their ages ranged from 15 to 17 years old who were currently taking tahfiz al-Quran program in Sekolah Menengah Islam Al-Amin Gombak (SMIAAG) and Sekolah Menengah Islam Al-Amin Bangi (SMIAAB). Three participants were selected from SMIAAG (1 male and 2 females), while the other three were selected from SMIAAB (2 male and 1 female). Each participant had been exposed to Quranic memorization for at least 2 years.

From the students' name list, every number two student was picked as a sample. Since there were not too many Form 4 students on the list, it was easier to select the participants of this study. Table 2 below shows the characteristic of the participants as mentioned above.

**Table 2** Characteristics of the Participants

<b>CHARACTERISTICS</b>	<b>GENDER</b>	<b>N</b>
SMIAAG	Male	1
	Female	2
SMIAAB	Male	2
	Female	1

*N= indicate the number of students involved*

### **Data Analysis Procedure**

The interview was transcribed using verbatim transcription, coded and analysed using thematic analysis. The coding included the factors leading to the motivation of students in memorizing the Quran (e.g: family, teachers, etc).

## 6.0 FINDINGS

### Factors Influencing Students' Motivation in Memorization Of The Quran

Three major factors shaping students' motivation in the memorization of the Quran such as family influence, self-influence and teacher influence.

**Table 3** Three major factors of students' motivation in Quranic memorization

PARTICIPANT	F	S	T
P1	✓	✓	
P2	✓		
P3	✓		✓
P4	✓	✓	
P5	✓		
P6	✓	✓	

*F= indicated family influence, S= indicated self-influence, T= indicated teachers' influence*

Table 3 above shows that three major factors of students' motivation in Quranic memorization. All participants agreed that their family's influence was the main reason for their motivation in memorization. Only three participants agreed that they were motivated to memorize the Quran followed by only one participant who thought that teachers were the ones who motivated them to memorize.

#### *Family Influence*

It is an undeniable fact that the bond between family members is stronger than any other kind of bond. Like the Malay proverb, '*Air dicincang tidak akan putus*', which means that even though there are differences among them, they are still connected and share things in common. This is what a family should be like. Thus, the family can have a great impact on the life decisions and experiences of an individual.

**Table 4** Summary of Family Factors from Both Schools

SMIAAG	SMIAAB
P1: check on their memorization, monitor their memorization, manage their time	P4: influence from their parents to memorize
P2: inspiration from their siblings (sister)	P5: motivated to be a role model for others
P3: be motivated by other siblings' Quranic memorization	P6: influence from their parents to memorize

*P= indicate participant*

As per Table 4 above, the researcher found that most of the participants are motivated to memorize the Quran due to their family's influence, from both their parents and siblings. Only two of them argued that only their siblings are those who motivate them to memorize the Quran 'P3: be motivated from other siblings' memorization' and 'P5: motivated to be a role model for others.

Participant 1," *Every morning, before going to school, my father will check our memorization first...*"

Participant 2: "*my family...especially my older sister..she really inspires me to memorize.*"

Participant 3:" *.. but not only my mother, my father and other siblings also gave a lot of advice*".

Throughout the interview, the researcher found that strict teaching, management of time as well as encouragement from someone close were the leading modes of influence. Participant 1

said, “... if we failed to memorize clearly, he will add another 3-4 ayah and for us to memorize when we are back at home...”

This indicates the strictness in teaching memorizing as the participant needed to memorize the Quran properly to avoid punishments although it was a good punishment. The participant added by saying that her mother was the one who managed her time to memorize while at the same time monitoring her memorization,

*“well...aside from my father, my mother also monitor our memorization sometime”*

*“...she is more focus on how we manage our time in memorizing and other things...”*

Apart from that, the other participants identified inspiration from someone close. Participant 2 says:

*“...especially my older sister...she really inspires me to memorize.”*

While participant 3 mentioned that as all of her siblings had memorized the Quran, she also became motivated to memorize it. Her mother also gave quite profound and poignant advice which encouraged her more.

*“Praise be to Allah, all my family members have memorized the Quran...only my youngest sibling and I haven't finished memorizing.. the youngest..I think has around 10 chapters more to go”.*

*“...advice from my mother, she really wants all her children to memorize the Quran as that's the only valuable possession she can give us..and she reminded us that memorizing is easy, but to maintain our memorization until the end of our lives is what is hard...even if we want to further our studies or go somewhere, the things she would like us to always keep in mind is to take care of our Quranic memorization..”*

Meanwhile, both participants 4 and 6 agreed that their parents were the ones who admitted them to the program while participant 5 said that he asked his parents if he could enroll on the tahfiz program as he wanted to encourage his siblings to follow him in memorizing the Quran too.

*“maybe I could say my parents and relatives...according to what my mom had said before, my KAFIA teacher always told her to send me to any memorization class if possible as my recitation was very good.” (Participant 4).*

*“...both my father and mother admitted me here...” (Participant 6).*

*“I want my siblings to follow my path...” (Participant 5).*

Results from the interview showed that participants from both schools had the same thought that their family members are the most influential persons in their motivation to memorize. To conclude, it is important to realize that family plays a vital role in influencing and increasing students' motivation in memorizing the Quran. This is due to the reason that other than at school, students spend most of their time at home. What they see can change their thoughts about the world. Children tend to imitate something they see as good and interesting. That is why it is important to develop children's mind on memorizing the Quran.

### **Self-Influence**

Another undeniably influential factor in memorization of the Quran as reported by the participants is self-interest. Some of the reasons that could be identified were the knowledge of the importance of memorizing, improving performance in prayer and controlling emotion, setting an example, as well as to have a strong memory.

**Table 5** Summary of Self-factor from Both Schools

SMIAAG	SMIAAB
P1: want to live and die with Quran, able to perform prayer better	P4: able to control their emotion
P2: -	P5: would like to be an example to their siblings
P3: -	P6: through memorization, they can have a strong memory

*P= indicate participant*

Table 5 above also shows that when asked about their motivation to memorize, some of the students had nothing to say about it (P2 and P3). However, P1 and P4 stated that self-influence is one of the factors influencing student's motivation.

*"I myself think that it is important to live and die with Al-Quran. So I can say that this is what motivated me to further memorizing of the Quran." (Participant 1).*

*"...I guess I can say that I memorize the Quran to be able to perform prayer even better with choices of verses to pick"*

*"Well, I think when I memorize the Quran, I am able to control my emotion" (Participant 4).*

In addition to this, there was another respond from P5 and P6

*"I think me myself are motivated to learn the Quran more...since I am the oldest in my siblings, I would like to be an example to my siblings..." (Participant 5).*

*"emm...I think it is because I heard that people who memorize a lot have stronger memory... learn easily...maybe that's why I am more interested in memorizing...before, I couldn't understand what I read, but now I can understand a bit" (Participant 6).*

From the interview, the researcher concluded that only one participant from SMIAAG believed that it is important to memorize the Quran 'P1: want to live and die with Quran, able to perform prayer better' while all three participants from SMIAAB thought that it was good to memorize the Quran although they had not chosen to start memorizing on their own. This is based on the statement, 'P4: able to control their emotion', 'P5: would like to be an example to their siblings', and 'P6: they can have strong memory through memorizing the Quran'.

### **Teacher Influence**

Interestingly, only one participant mentioned that teachers gave a lot of support in memorizing: *"at school, the teachers also taught a lot and helped me in memorizing.."* (Participant 3).

The interview highlighted that there is a lack of motivation and encouragement from teachers. This indicates that teachers may not be utilizing and taking up their roles in supporting memorization for various reasons. When the researcher asked about the teachers in the class, most of them had just shaken their head and said that the teachers just simply begin their classes with

the recitation of the Quran with a minimal translation of the verses. It is clear that some are lacking in the teachers' role in motivating their students to memorize the Quran better.

## **7.0 DISCUSSION**

### **Factors Influencing Students' Motivation in Memorizing the Quran**

Based on the study, the researcher found that three major factors influencing students' motivation are family, the students themselves and teachers' role in promoting motivation. This is in line with Al-Ghazali (n.d.) in his view on child development believed that children should be taught about a good character from the earliest childhood. According to him, individuals are influenced from the moment they are born and moved. However, this is not what Al-Ghazali put his focus more on. He emphasized the sources of the food acquired by the parents or guardians either through lawful or unlawful means. If the parents feed the child good food, the children are more likely to behave well rather than simply use unlawful means to get food to feed the child.

Later, when the child started to show some intellect, parents should not ignore but instead, pay extra attention to the child. This is important as the child had just started to view things as good and bad. He then pointed out that the righteous upbringing will be effective and fixed in the children heart though they reach the age of puberty. But if the upbringing is not good, the child will grow accustomed to mess around and avoid accepting the truth though they know it is wrong.

According to Zaiton Mustafa and Hishamuddin Salim (2012), they found that encouragement from parents helps in influencing students' motivation in learning. A study earned out by Norkhairilizah (2005) found that parents played a great role in developing children's mind setting and academic goal, while at the same time establishing a routine and monitoring their memorization of the Quran.

In addition to that, parents also took part in providing and giving a good environment for Quranic memorization and provided support to their children. This is in accordance with Al-Ghazali's idea that since the first teacher of a child is the parents, it is the parents' responsibility to teach their children proper manner and character (Adam, 2016).

Pulido, et al (2010) in their study on the intrinsic motivation factors in second language communication skill that motivate students to learn, showed that mastery and accomplishment in linguistic skills helped them to achieve their goal for the future.

This finding also supports the other finding of Brophy (2008) where students' interest in learning can be maintained through the teacher's role in assisting their interest. Islam also identifies it as part of worship that is inherent in human.

A role model can be seen through language and action no matter inside the classroom as well as outside the classroom. This method does not emphasize delivering knowledge and information just like the lecture method, but rather showing the good character unconsciously to make others easy to follow. Teachers provide a frame of reference for students to act and behave.

For example, when a teacher is speaking softly to the students, the students will be influenced to respond softly to the teacher. This is the first step to encourage them to be polite and speak nicely to their parents and friends. If the teacher speaks loudly and uses harsh word, the students might follow them. Hence, the teacher must control and speak using the right style.

As mentioned earlier, role model also takes place outside the classroom. Thus, students can experience themselves in a real-life situation. Schleifer (1988) said that it is effective as they

learn and explore how they are going to use the value in practicality. They can experience it in front of them as they see it firsthand.

According to Al Qarashi (2015), he provided some guidelines and things that the teachers should be aware of and remind always. Teachers should possess noble qualities which helps developing students' good character for their future. One of the qualities includes the ability to present discipline in doing the command of Allah. Hence, teachers must show themselves worthy as a servant of Allah for the younger generation of Muslim.

To do that, they must utilize the teaching of Islam to the students. The problem with teachers nowadays is that they do not practice what they teach. This makes students difficult to understand and follow the right way of Islam. He suggested teacher perform ritual prayer in the school where students can see and avoid nonsense chit-chatting during their free time. Rather than talking unnecessarily, the teacher can perform Sunat prayer or reading Islamic book to fill in their time. Students tend to be motivated to learn and memorize the Quran when they see their teacher spending time wisely.

There is no doubt that technology is the whetstone that can sharpen the learning process. It also opens and expands the minds of people towards the new and modern classroom. As much as the new technology and innovation may bring change to the classroom, it can never be going to replace the teacher.

The arrival of new technology itself means there is a greater need for teachers. Teacher in the modern time needs to utilize the technology accordingly and use it where appropriate. There is a link between the usage of technology and the role model method that can be used by teachers in teaching the young generation. Since teachers become the example of students in the school, they can use the video for example to teach moral education to the students while letting them see a good example in the teacher.

There are some viewpoints from people about how to incorporate modern technology with the role model method in the class. Some suggested that future teachers will have personalized tech-infused learning as the future education. This type of learning is where the teachers share the best education technology resources around the world. It is more focused on bringing and speeding technology education through teachers, parents and students.

The teacher can use the technology in giving the students assignment related to the lesson that they had taught. Rather than doing class activities using the traditional way, they can work on the assignment on the internet. Here, the teacher can ask the students to be honest while doing their work as not to cheat or search for anything else while on the net.

Other than that, the teacher can ask the students to search for anything related to moral values through video or website and try to analyze it. Teachers can guide the students and facilitate their work and helps them when necessary, without ignoring and focusing on some students. When talking to the students too, teachers should lower and soften their word so that students can easily catch the word and do not feel burden when doing the work asked.

This finding is in line with the finding by Salasiah, et al (2011) where they identified some factors that can enhance learning including the choice of peers. This is to prove that peer also contributed to the development of motivation in learning among students. As a result, Figure 2 shows that family motivation, self motivation, and teacher motivation are the factors influencing students' motivation to memorise the Quran.

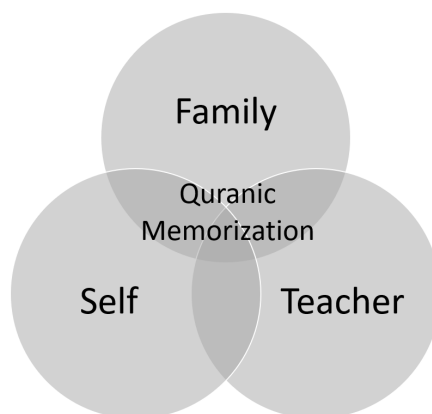


Figure 2: Factors Influencing Students' Motivation in Memorization of The Quran

## 8.0 CONCLUSION

In conclusion, this study showed how much motivation influenced students' memorization of the Quran. According to the findings, parental guidance and advice were the most influential factors in motivating students to memorize the Quran. Furthermore, the motivation of students and teachers to memorize was a source of motivation. Simultaneously, teachers should always assist and assist students in memorizing the Quran. Students will feel more confident in continuing their memorization this way. As a result, this study can be used as a reference to close the motivation gap in Quranic memorization. Hence, the researchers believe that this study will greatly assist other researchers in continuing and expanding on the field of Quranic memorization in terms of motivation.

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