

THE EFFECT OF MEMORIZING THE QURAN ON IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT

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ABSTRACT

In higher education institutions, the academic achievement of students is an important thing. Various activities and maximizing campus facilities are part of students' efforts to realize their best achievements. Against low academic achievement, a teacher is required to innovate learning and the various approaches used. One strategy that is often recommended by experts is through the strategy of memorizing the Qur'an. As the first step in the learning process, appropriate steps and techniques are needed and support the elements that influence it. The Qur'an and Tafsir Study Program at IAIN Palu has implemented a memorization system for its students to improve their academic achievement and the relationship of memorizing the Qur'an for Students of Qur'anic Science and Tafsir IAIN Palu.

KEYWORDS Higher Education, Learning Innovation, Qur'an Memorization, Student Engagement, Educational Techniques



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INTRODUCTION

The development of the quality of higher education in Indonesia is considered to be still not good when compared to countries in the OECD (The Organisation for Economic Co-operation and Development) region. According to the Minister of Research, Technology and Higher Education (Menristekdikti) Mohamad Nasir in commemoration of the 41st Anniversary of UNS (Saturday, March 11, 2017), Indonesian universities need to make improvements. To achieve the best for students at the university level, academic achievement is the most important thing.¹

One of the strategies that is often recommended by experts is through the strategy of memorizing the Quran. Even some education experts say that memorization is the first step in the learning process. The Qur'an is a verse of Allah that has a uniqueness in the process of memorizing it. In addition to students

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memorizing the Quran, they are also required to improve academic achievements, attitudes and behaviors of students towards the surrounding environment, both towards friends, lecturers, and others. A person who performs the activity of memorizing the Qur'an, then he is required to ethically behave gently, full of politeness and behavior that reflects the Qur'an.^{2–4}

The State Islamic Institute (IAIN) Palu, has enacted a curriculum based on the Indonesian National Qualifications Framework (KKNI) which can be stated that universities must have quality for Indonesian human resources whose qualification tiers are stated in learning outcomes. Similarly, the study program in this university environment has tried to achieve learning outcomes by implementing a curriculum that requires students to have the ability to memorize Qur'anic verses, one of which is the Qur'an Science and Tafsir study program. This study aims to determine the influence of memorizing the Qur'an on the academic achievement of students at IAIN Datokarama Palu.

RESEARCH METHODS

This research is a quantitative research with a type of analytical observational research. The research was conducted at IAIN Datokarama Palu in the Qur'an and Tafsir Study Program, Faculty of Ushuluddin Adab and Da'wah. The research respondents were students and students in semesters 2, 4 and 6, the number of respondents obtained was 72 people. Each respondent was given a questionnaire about the number of Quran memorization, the Qur'an memorization system, Tahfidz interests and talents. Academic achievement data is taken from the GPA of each respondent obtained from the academic data of the Qur'an and Tafsir Study Program. The Qur'anic memorization data and the respondents' GPA scores were then processed statistically using the spearman correlation test.

RESULT AND DISCUSSION

The age of the research subjects is generally not much different from the average age of 21.01 ± 3.47 years, the number of male and female genders is also not much different from 56.9% male and 43.1% female. Students who are the subject of this study have at least 1 Juz of Qur'an memorization and a maximum of 30 Juz of the Quran.

Table 1. Characteristics of Respondents

Parameter	(n= 72) (Mean \pm SD)	(n=72) n (%)
Age (Years)	21.01 \pm 3.47	-
Gender		
Man	-	41 (56.9 %)
Woman	-	31 (43.1 %)
IPK	3.77 \pm 0.13	-
Organizational activities other than lectures		34 (47.2 %)
Ada	-	38 (52.8%)
None	-	

Talent		
Feeling talented tahfiz	-	26 (36.1 %)
Feeling less talented tahfiz	-	46 (63.9 %)
Number of juz memorized from the Qur'an	3.23 ± 5.29	-

Based on the number of Juz memorized by students, which are divided into < 10 juz, 10 – 20 juz and > 20 juz, it was found that each GPA value in the three groups had an average that was not much different, namely 3.77 ± 0.13 , 3.77 ± 0.70 and 3.75 ± 0.18 . The output of GPA with indicators of organizational activities and Tahfiz talents also has a GPA value that is not much different based on the average score.

Table 2. Descriptive number of juz memorization of the Qur'an

Indicator	Exterior	P* value
Number of Juz	IPK	0.423*
< 10 juz (n=66)	3.77 ± 0.13	
10 – 20 juz (n=4)	3.77 ± 0.70	
20 Juz (n=2)	3.75 ± 0.18	
Organizational activities other than lectures	Number of Qur'anic Memorization Juz	0.473***
Ada (n=34)	2.91 ± 5.15	
None (n=38)	3.52 ± 5.46	
Talent	Number of Qur'anic Memorization Juz	0.000***
Feeling talented tahfiz (n=26)		
Feeling less talented tahfiz (n=46)	5.73 ± 8.00 1.82 ± 1.71	
Organizational activities other than lectures	GPA	0.977***
There is (n=34)	3.77 ± 0.13	
None (n=38)	3.77 ± 0.14	
Talent	GPA	0.131***
Feeling talented tahfiz (n=26)	3.75 ± 0.10	
Feeling less talented tahfiz (n=46)	3.77 ± 0.15	

Kruskal-Wallis Test

Spearman correlation test

Mann-Whitney Test

Table 2 shows how the relationship of various research variables includes the relationship between the activities of other organizations outside of lectures and the number of memorization of the Qur'an, there was no significant difference in the number of memorization of the Qur'an between respondents who had organizational activities outside of lectures and those who did not with a value of $p=0.473$, there was no significant difference in GPA between respondents who were talented in Tahfidz and not with a value of $p=0.131$. The number of memorization of the Qur'an juz found a significant difference between those who are talented in Tahfidz and those who are not with a value of $p=0.000$.

Table 3. Correlation analysis of the Number of Qur'an Memorization Juz and GPA

Indicator	External	P value
Hafalan Juz Alquran	GPA	
3.23 ± 5.29	3.77 ± 0.13	0.895*

Spearman correlation test

Based on the Spearman correlation test, it was found that the number of memorization of Juz Al-Quran and the GPA score did not get a meaningful correlation with a value of $p=0.895$ ($p>0.05$)

Discussion

The characteristics of the students who were sampled in this study consisted of students and students of the Qur'an and Tafsir study program, Faculty of Ushuluddin Adab and Da'wah, Dato Karama Palu State Islamic Religious Institute. The number of male and female students sampled in this study is almost the same, namely 56.6% male and 43.1% female.

Around 47.2% of students and female research subjects have organizational activities outside of lecture activities and the remaining 52.8% do not have activities outside of lecture activities. The number of these percentages is almost the same. Joining an organization and being active in its activities can have various impacts on these students and students. If these activities are managed properly, the results felt by the students and students will also be good. Some of the factors that affect the benefits of the organization to students include (1) the goals of students in participating in organizational activities are not the same or have changed over time, (2) obstacles received by students and students in organizing, the level of needs by students and students, unhealthy competition between students and students, conflicts, unclear roles and changes in behavior. (3) Pressure in the organization will appear in student behavior such as anxiety, frustration and doubt. These various things are decisive factors in the role of an organization to provide benefits for students and students.⁵

This study shows that students who participate in organizational activities have an average GPA of 3.77 ± 0.13 and students who do not have other activities outside of lectures have an average GPA of 3.77 ± 0.14 . Both groups have the same average and this shows that students and female students who have organizational activities have the same GPA. Using the Mann-Whitney test, it was found that the GPA of the group that had organizational activities and the group that did not have organizational activities did not differ significantly with the value of $p = 0.977$.

Another indicator researched in this study is whether students and female students feel they have talent in memorizing the Quran?. Students and students who feel talented in tahfiz have an average memorization of the Qur'an juz of 5.73 ± 8.00 while those who feel less talented in tahfiz have an average memorization of the Qur'an juz of 1.82 ± 1.71 . Using the Mann-Whitney comparison test, it was found that there was a significant difference in the number of memorization of the Qur'an juz in talented students and students compared to less talented students and students with a value of $p = 0.000$. The talent of Tahfiz students and students is also

linked to GPA. Students and students with Tahfiz talent have an average GPA of 3.75 ± 0.10 and students who are less talented tahfiz have an average GPA of 3.77 ± 0.15 . The GPA values in the tahfiz talent group and the less talented tahfiz did not differ statistically using the Mann-Whitney test with a value of $p = 0.131$.

Based on data from previous studies, it was found that the activity of memorizing the Qur'an has a positive and significant effect on student academic achievement. The results of this study showed that there was no correlation between the number of Qur'anic memorization juz and GPA using the Spearman correlation test with a value of $p = 0.895$. Based on the GPA data above, the GPA value for students and female students based on the number of Qur'anic memorization juz has almost the same average and the average number is more than 3.5. Students with a memorization of only 1 juz also have a good GPA on average. Although there was no correlation between the number of Qur'anic memorization juz and GPA in this study, this still requires further research with a more varied distribution of GPA data.6–8

The weakness of this study is that almost all of the students and female students taken as research samples have a good GPA (>3.5) so it is somewhat difficult to assess the relationship between memorization and GPA because the distribution of data is not varied. In the future, it is necessary to consider data collection by comparing low and high GPAs, coupled with other indicators related to factors that affect Qur'an memorization and student academic achievement.

CONCLUSION

The GPA value in each group of Quran memorizers was good with an average of 3.77 ± 0.13 . There was no correlation between Quran memorization and GPA scores. The distribution of data on GPA scores and the number of Qur'an memorization in this study is still insufficient to assess the correlation between Qur'an memorization and academic achievement well. Further research is needed with larger data collection and supplemented with other relevant parameters. Other factors that play a role in the learning process of the Qur'an are still considered apart from learning in the achievement of academic achievements.

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