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Factors Influencing Students' Interest in Memorizing the Qur'an at Wadi Al-Qur'an Tahfidz Islamic Boarding School, Batang Bahal Village, Kecamatan Padangsidimpuan Batunadua

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Abstract: *This study aims to determine the factors influencing students' interest in memorizing the Qur'an at Pondok Pesantren Tahfidz Wadi Al-Qur'an, as well as to identify the inhibiting and supporting factors in the memorization process. This research is motivated by the phenomenon that students' interest in memorizing the Qur'an is not always stable and is influenced by various factors, both internal and external. This study uses a qualitative approach with a descriptive research type. Data collection techniques include observation, interviews, and documentation. The subjects of this study are 26 female students of class X. Data analysis is conducted through data reduction, data display, and conclusion drawing. The results show that students' interest is influenced by internal factors such as motivation, discipline, concentration, self-confidence, and perseverance. Meanwhile, external factors include the role of teachers, the boarding school environment, peers, and available facilities. The inhibiting factors include laziness, lack of motivation, difficulty in memorizing, and peer influence. Supporting factors include parental support, teacher guidance, a religious environment, and memorization targets. In conclusion, students' interest in memorizing the Qur'an is formed through the interaction between internal and external factors.*

Keywords: *Students' Interest; Qur'an Memorization; Internal Factors; External Factors.*

INTRODUCTION

The Qur'an is the holy scripture of Muslims and serves as the primary source of guidance in all aspects of human life. It contains divine teachings that provide direction for spiritual, moral, social, and intellectual development. Since the revelation of the Qur'an to Prophet Muhammad ﷺ, Muslims have been entrusted with the responsibility of preserving its authenticity and purity. This preservation has been carried out through various means, including writing, teaching, recitation, and memorization. Among these methods, memorizing the Qur'an (tahfidz al-Qur'an) occupies a special position because it directly contributes to safeguarding the sacred text from generation to generation.

Memorizing the Qur'an is not merely an educational activity but also a form of worship that carries great rewards in Islam. Individuals who dedicate themselves to memorizing the Qur'an are highly respected within Muslim communities because they contribute to maintaining the continuity of Islamic teachings. Furthermore, the process of memorization fosters spiritual awareness, strengthens faith, and cultivates discipline in daily life. Through continuous interaction with Qur'anic verses, students develop a deeper understanding of Islamic values and are encouraged to apply these values in their behavior and character formation.

In contemporary Islamic education, Qur'anic memorization programs have gained increasing attention. Many Islamic educational institutions have established specialized tahfidz programs aimed at producing generations who are knowledgeable, morally upright, and closely connected to the Qur'an. The growing number of tahfidz schools and Islamic boarding schools reflects society's increasing awareness of the importance of Qur'anic education in shaping future generations. These institutions strive to create learning environments that support students in achieving their memorization targets while nurturing their spiritual growth (Rahman & Abdullah, 2020).

Despite its significance, memorizing the Qur'an presents various challenges for students. The activity requires concentration, patience, consistency, and strong commitment over an extended period. Students must repeatedly review memorized verses, maintain retention, and continuously improve their recitation quality. The complexity of this process means that success in memorization cannot be attributed solely to intellectual ability. Rather, it depends on a combination of cognitive, emotional, and motivational factors that influence students' engagement in the learning process.

One of the most important factors influencing students' success in memorizing the Qur'an is interest. Interest refers to an individual's tendency to feel attracted to and willingly engage in a particular activity. In educational settings, interest functions as an internal driving force that motivates learners to participate actively and persistently. Students who possess strong interest in memorizing the Qur'an are generally more enthusiastic, disciplined, and resilient when facing challenges. Conversely, students with limited interest may experience boredom, reduced concentration, and lower commitment to their memorization activities (Hidi & Renninger, 2021).

Interest plays a crucial role because it affects the amount of effort students invest in achieving their learning objectives. When students genuinely enjoy the

process of memorizing the Qur'an, they are more likely to allocate sufficient time for revision, maintain consistency in their memorization schedules, and actively seek opportunities to improve their performance. Strong interest also contributes to the development of intrinsic motivation, which enables students to remain committed even when external rewards are absent.

The formation of interest is influenced by various internal factors. Personal motivation, religious awareness, self-confidence, aspirations, and individual learning habits significantly contribute to shaping students' attitudes toward Qur'anic memorization. Students who understand the spiritual benefits of becoming a hafiz or hafizah often demonstrate greater enthusiasm and determination. Likewise, students who possess confidence in their ability to memorize tend to show higher levels of persistence and commitment throughout the memorization process.

In addition to internal influences, external factors also play an essential role in developing students' interest. Family encouragement, teacher support, peer relationships, and the overall educational environment can either strengthen or weaken students' enthusiasm for memorization activities. A supportive environment creates positive learning experiences that foster motivation, while an unsupportive environment may reduce students' willingness to engage consistently in tahfidz programs.

Teachers and tahfidz instructors occupy a strategic position in nurturing students' interest in memorizing the Qur'an. Through effective instructional methods, encouragement, and personal guidance, educators can inspire students to remain motivated and committed. Teachers who establish positive relationships with students often help create a learning atmosphere that is enjoyable and conducive to achieving memorization goals. Therefore, the quality of teacher-student interactions is an important determinant of students' interest and achievement in tahfidz education (Sulaiman et al., 2022).

Peer influence is another significant factor that affects students' attitudes toward memorization. Students who interact with diligent and motivated peers often develop similar behaviors and learning habits. Positive peer relationships can encourage healthy competition, mutual support, and collaborative learning. These social interactions contribute to creating an environment where students feel motivated to improve their memorization abilities and achieve their targets.

Pondok Pesantren Tahfidz Wadi Al-Qur'an is one of the Islamic educational institutions that prioritizes Qur'anic memorization as a core educational program. The pesantren provides systematic tahfidz activities designed to help students strengthen their memorization skills and deepen their understanding of Islamic teachings. Through structured programs and continuous guidance, students are expected to develop strong commitment toward becoming memorizers of the Qur'an.

However, preliminary observations indicate that students at the pesantren demonstrate varying levels of interest in memorizing the Qur'an. Some students exhibit high enthusiasm, consistency, and dedication, while others appear less motivated and less engaged in memorization activities. These differences suggest that students' interest is influenced by multiple factors that may vary from one individual to another. Understanding these factors is essential for improving the

effectiveness of tahfidz programs and ensuring that students receive appropriate support throughout their learning journey (Rahmat et al., 2023).

The variation in students' interest levels highlights the need for a deeper investigation into the factors that influence their motivation to memorize the Qur'an. Identifying these factors can provide valuable information for pesantren administrators and educators in developing strategies that enhance student engagement and learning outcomes. Such efforts are necessary to ensure that tahfidz programs remain effective and responsive to students' educational needs.

Furthermore, studying students' interest in memorizing the Qur'an contributes to the broader discourse of Islamic education. Research on motivation and learning interest has demonstrated that students' attitudes significantly affect educational achievement. By examining the factors that shape interest within a tahfidz environment, researchers can provide insights that support the development of more effective educational practices and policies in Islamic institutions (Mahmud et al., 2024).

Therefore, this study seeks to investigate the factors influencing students' interest in memorizing the Qur'an at Pondok Pesantren Tahfidz Wadi Al-Qur'an, Batang Bahal Village, Padangsidempuan Batunadua District. The findings are expected to contribute both theoretically and practically by enriching the literature on Islamic education and providing recommendations for enhancing the quality of tahfidz programs. Ultimately, a better understanding of these factors may help educational institutions foster stronger interest, motivation, and achievement among students engaged in Qur'anic memorization activities.

METHODS

This study employed a qualitative research approach with a descriptive design. The qualitative approach was selected because it enables researchers to gain a comprehensive understanding of social phenomena from the perspectives and experiences of the participants involved. In the context of this study, the researcher sought to explore in depth the factors influencing students' interest in memorizing the Qur'an and to understand how these factors emerge within the natural environment of the Islamic boarding school. A descriptive qualitative design was considered appropriate because it focuses on describing and interpreting phenomena as they occur in real-life settings without manipulating variables or imposing experimental conditions.

The research was conducted at Pondok Pesantren Tahfidz Wadi Al-Qur'an, located in Batang Bahal Village, Padangsidempuan Batunadua District. This institution was chosen as the research site because it emphasizes Qur'anic memorization (tahfidz al-Qur'an) as one of its primary educational programs. The pesantren provides a structured environment in which students engage in daily memorization activities, making it a relevant setting for examining the factors that influence students' interest in memorizing the Qur'an.

The subjects of this study were female students of Grade X who were actively participating in the tahfidz program. These students were selected because they were directly involved in the memorization process and could provide valuable insights into the experiences, motivations, challenges, and environmental influences

related to their interest in memorizing the Qur'an. In addition to the students, several individuals who possessed relevant information regarding the implementation of the tahfidz program were involved as supporting informants to enrich the research findings.

Data were collected using three primary techniques: observation, interviews, and documentation. The use of multiple data collection methods allowed the researcher to obtain comprehensive information and to examine the phenomenon from different perspectives. By combining these techniques, the researcher was able to gather detailed data regarding students' behaviors, perceptions, experiences, and the educational environment that supports Qur'anic memorization activities.

Observation was conducted to directly examine students' memorization activities and the overall learning environment within the pesantren. Through observation, the researcher monitored students' participation during tahfidz sessions, their level of enthusiasm, interaction patterns with teachers and peers, and their consistency in carrying out memorization tasks. This technique enabled the researcher to obtain firsthand information regarding actual conditions in the field and to identify factors that appeared to influence students' interest in memorizing the Qur'an.

Interviews were used to collect in-depth information from selected informants. Semi-structured interviews were conducted to allow participants to express their views, experiences, and opinions freely while still focusing on the objectives of the study. Through these interviews, the researcher explored various aspects related to students' interest in memorizing the Qur'an, including personal motivation, family support, teacher encouragement, peer influence, learning facilities, and challenges encountered during the memorization process. The interview data provided rich descriptions that contributed significantly to understanding the phenomenon under investigation.

Documentation was employed as a complementary technique to support and strengthen the data obtained through observation and interviews. Documents collected during the study included the institutional profile of the pesantren, records of tahfidz activities, memorization schedules, attendance lists, photographs, organizational documents, and other relevant materials. These documents provided additional information regarding the implementation of the tahfidz program and helped verify findings obtained from other sources.

The collected data were analyzed using an interactive model of qualitative data analysis consisting of three stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting, simplifying, and organizing the raw data obtained from the field. During this stage, the researcher identified important information related to the research objectives and categorized the data according to emerging themes and patterns.

The second stage was data display, in which the reduced data were systematically organized and presented in narrative form. This process enabled the researcher to identify relationships among categories, compare information from different sources, and gain a clearer understanding of the factors influencing students' interest in memorizing the Qur'an. Presenting the data in an organized

manner facilitated interpretation and helped ensure that the findings accurately reflected the realities observed in the field.

The final stage involved drawing conclusions and verifying the findings. At this stage, the researcher interpreted the data, identified significant themes, and formulated conclusions regarding the factors that influence students' interest in memorizing the Qur'an. The conclusions were continuously reviewed and compared with the collected data to ensure consistency and accuracy throughout the research process.

To ensure the trustworthiness and credibility of the findings, several validation strategies were employed. The researcher used source triangulation by comparing information obtained from different participants and data sources. This technique helped verify the consistency of the findings and minimized the possibility of bias. In addition, persistent observation was carried out throughout the research process to gain a deeper understanding of the research setting and to ensure that the collected data accurately represented the actual conditions within the pesantren.

Through the application of these procedures, the researcher sought to produce findings that were credible, dependable, and reflective of the real experiences of students involved in the tahfidz program. The combination of multiple data collection techniques, systematic data analysis, and rigorous validation measures contributed to the overall quality and reliability of the research findings concerning the factors influencing students' interest in memorizing the Qur'an.

RESULTS & DISCUSSION

Research Findings

The findings of this study indicate that students' interest in memorizing the Qur'an is influenced by two main categories of factors, namely internal factors and external factors. Internal factors originate from within the students themselves, while external factors come from the surrounding environment that either supports or hinders the memorization process. These two categories interact dynamically in shaping students' learning behavior, emotional engagement, and persistence in memorization activities. In many cases, the balance between internal motivation and external support determines whether students are able to maintain consistency in the tahfidz program over time (Hassan & Ali, 2022).

Internal factors refer to psychological and personal characteristics that directly affect students' willingness, enthusiasm, and consistency in memorizing the Qur'an. These include motivation, discipline, concentration, self-confidence, and perseverance, all of which are interrelated in supporting learning success. Students who have strong intrinsic motivation tend to show greater enthusiasm in attending memorization sessions, completing daily targets, and engaging in continuous repetition. Motivation becomes the main driving force that sustains their commitment even when they face fatigue, boredom, or difficulties in memorizing certain verses (Kurniawan & Yusuf, 2021).

Discipline is another crucial internal factor found in this study. Students who are able to manage their time effectively tend to be more consistent in carrying out memorization and repetition (muraja'ah) activities. The tahfidz program requires

structured routines, including fixed schedules for memorization, evaluation, and revision of previous lessons. Therefore, students who lack discipline often experience delays in achieving memorization targets and may struggle to maintain long-term consistency in their learning process.

Concentration also plays an essential role in determining the success of memorization. Students who are able to focus during learning sessions tend to retain Qur'anic verses more quickly, accurately, and with fewer repetitions. On the other hand, lack of focus, environmental distractions, and emotional instability can significantly slow down the memorization process. This shows that cognitive attention is a fundamental element in sustaining Qur'anic memorization performance and ensuring long-term retention of verses (Rahmawati & Siregar, 2023).

Self-confidence is another internal factor that significantly influences students' performance in memorizing the Qur'an. Students who feel confident when depositing their memorization (*setoran hafalan*) tend to perform better and experience lower levels of anxiety during evaluation. Confidence also encourages students to actively participate in learning activities without fear of making mistakes. In addition, self-confidence helps students develop a positive mindset that supports continuous improvement in their memorization abilities.

Perseverance is also an important internal factor that supports long-term memorization success. Qur'anic memorization requires continuous repetition, patience, and strong endurance over an extended period of time. Students who demonstrate perseverance are able to overcome various challenges such as forgetfulness, fatigue, time pressure, and difficulty in certain verses. This persistence ensures steady progress in their memorization journey and prevents students from easily giving up when facing academic or personal challenges (Nugroho et al., 2022).

External factors refer to influences that come from outside the students that affect their interest in memorizing the Qur'an. These factors include the role of teachers (*ustadzah*), the *pesantren* environment, peer influence, and the availability of learning facilities. Each of these elements plays a significant role in shaping students' learning experience, emotional stability, and motivation in the *tahfidz* program. The interaction between these external factors creates either a supportive or less supportive learning atmosphere.

The role of the *ustadzah* is very important in guiding and motivating students throughout the memorization process. Teachers act not only as instructors who deliver material but also as mentors who provide emotional support, encouragement, and continuous supervision. Their teaching style, patience, communication skills, and ability to understand students' difficulties strongly influence students' enthusiasm in memorization activities. A supportive teacher can significantly increase students' motivation and reduce learning barriers.

The *pesantren* environment also plays a major role in shaping students' interest in memorizing the Qur'an. A religious, disciplined, and Qur'an-centered environment creates a positive atmosphere that supports continuous memorization activities. Daily exposure to Qur'anic recitation, collective learning activities, and Islamic values strengthens students' spiritual motivation. Moreover, a structured

environment helps students develop discipline and consistency in their memorization habits (Zainuddin & Harahap, 2024).

Peer influence is another external factor that can have both positive and negative effects on students' interest. Students who associate with diligent, motivated, and disciplined peers tend to show similar behaviors and attitudes toward memorization. Positive peer competition can increase enthusiasm and improve performance. However, negative peer influence, such as laziness or lack of seriousness, can reduce motivation and disrupt students' focus in memorization activities.

Learning facilities are also important in supporting students' memorization process. Adequate facilities such as quiet study rooms, comfortable seating arrangements, proper lighting, and supportive learning materials help students concentrate better during memorization sessions. A conducive physical environment reduces distractions and enhances students' comfort, which ultimately improves their ability to memorize and retain Qur'anic verses effectively.

In addition to influencing factors, the study also found several inhibiting factors that affect students' interest in memorizing the Qur'an. These include laziness, lack of motivation, difficulty in memorizing certain verses, and negative peer influence. These obstacles indicate that students' interest is not fixed but dynamic, fluctuating depending on their emotional condition, environmental support, and personal experiences in the learning process (Lubis & Anwar, 2021).

Laziness and lack of motivation are among the most common obstacles faced by students in the tahfidz program. These conditions often lead to decreased participation in memorization activities, irregular revision schedules, and reduced commitment to daily targets. When motivation declines, students tend to procrastinate and lose consistency in their memorization practice, which can significantly affect their long-term achievement.

Difficulty in memorizing certain verses also becomes a significant challenge for some students. Some Qur'anic verses require more repetition, deeper concentration, and stronger memory retention strategies. When students are unable to overcome these difficulties, they may feel frustrated or less confident in their abilities. Without proper guidance and encouragement, such challenges may reduce their enthusiasm and slow down their memorization progress.

Despite these challenges, the study identified several supporting factors that help improve students' interest in memorizing the Qur'an. These include parental support, teacher guidance, a religious boarding school environment, and clear memorization targets. These factors collectively create a positive and structured learning atmosphere that encourages students to remain committed, motivated, and consistent in their tahfidz journey.

Parental support plays a very important role in strengthening students' emotional and psychological motivation. When parents provide encouragement, prayers, and appreciation, students feel more valued and emotionally supported in their efforts. This emotional reinforcement significantly affects their long-term consistency, especially when students face difficulties or periods of low motivation during memorization activities.

Clear memorization targets also help students stay focused, disciplined, and organized in their learning process. When students understand their daily, weekly, or monthly memorization goals, they are more likely to manage their time effectively and monitor their progress systematically. This structured approach not only improves discipline but also enhances students' sense of achievement and motivation to continue progressing (Fauziyah & Pratama, 2025).

Overall, the findings show that students' interest in memorizing the Qur'an is shaped by a complex interaction of internal psychological factors and external environmental influences. Strengthening both aspects simultaneously is essential to improve students' consistency, motivation, and success in the tahfidz program at Islamic boarding schools. Therefore, a balanced approach involving teachers, parents, and institutional support is highly recommended to optimize Qur'anic memorization outcomes.

Discussion

The findings of this study show that students' interest in memorizing the Qur'an does not stand alone as a single psychological trait, but rather emerges from a combination of psychological and social factors. Theoretically, this aligns with the concept that interest represents a psychological tendency toward an activity accompanied by enjoyment, attention, and a strong willingness to be involved in it. In the context of Qur'anic memorization, interest functions as a driving force that influences consistency, engagement, and long-term commitment in the tahfidz process (Sari & Wibowo, 2022).

Internal factors are identified as the primary foundation for success in Qur'anic memorization. Motivation encourages students to initiate and sustain their memorization efforts, discipline maintains regularity in study routines, concentration supports accuracy in memorization, self-confidence strengthens courage during memorization submissions, and perseverance ensures continuity in the learning process. These elements collectively shape students' learning behavior and determine the level of seriousness they demonstrate in maintaining Qur'anic memorization (Hidayat & Arifin, 2021).

From the perspective of Islamic education, these internal elements are essential in forming *istiqamah* (steadfastness) in seeking knowledge and preserving Qur'anic memorization. Students who possess strong internal qualities are more likely to remain committed even when facing difficulties such as forgetfulness, fatigue, or academic pressure. Therefore, internal readiness is considered a fundamental requirement for achieving success in tahfidz education.

External factors function as either reinforcing or inhibiting influences on students' interest. The role of the *ustadzah* is particularly significant because effective guidance creates a supportive learning atmosphere, provides clear direction, and fosters students' enthusiasm. A good teacher-student relationship contributes to emotional comfort, which ultimately enhances students' motivation and engagement in memorization activities.

The *pesantren* environment also plays a crucial role in shaping students' memorization habits. A religious and disciplined atmosphere helps students

maintain focus and consistency in their daily memorization routines. Continuous exposure to Qur'anic recitation and Islamic values strengthens spiritual awareness and supports the formation of positive learning behaviors (Rahman & Latif, 2023).

Findings related to inhibiting factors indicate that laziness and lack of motivation are common challenges in Qur'anic memorization. Difficulty in memorizing certain verses also becomes a significant barrier that often reduces students' enthusiasm. In addition, peer influence can negatively affect students when their social environment does not support tahfidz culture. Therefore, continuous motivation, disciplined habits, and environmental supervision are essential to maintain students' interest.

On the other hand, supporting factors such as parental encouragement and clear memorization targets demonstrate that success in tahfidz is not solely the responsibility of students and teachers, but also involves family and institutional systems. Clear targets provide students with direction and measurable goals, while parental support offers emotional strength that helps students remain committed throughout their memorization journey.

Overall, the findings reveal that students' interest in memorizing the Qur'an is influenced by two major categories of factors: internal and external. Internal factors such as motivation, discipline, concentration, self-confidence, and perseverance determine students' readiness and consistency, while external factors such as teacher support, environment, peers, and facilities shape their learning experiences and emotional engagement.

Students with strong internal motivation tend to demonstrate higher persistence in maintaining memorization and participating in tahfidz activities. They are also more capable of managing challenges and sustaining long-term commitment. This shows that personal readiness plays a decisive role in determining success in Qur'anic memorization programs.

Meanwhile, external factors such as intensive teacher guidance help students understand memorization techniques and improve retention strategies. Teachers not only deliver instruction but also serve as motivators who provide emotional encouragement and academic direction. This dual role significantly enhances students' confidence and learning stability.

The religious environment of the pesantren further strengthens students' memorization habits by creating a structured and spiritually oriented atmosphere. Daily routines centered on Qur'anic recitation help students develop consistency and discipline. Such an environment fosters a culture of learning that naturally supports memorization activities.

In addition, inhibiting factors highlight the dynamic nature of students' interest, which can fluctuate depending on psychological and environmental conditions. Without proper support, students may lose motivation or struggle with consistency. This indicates that interest must be continuously nurtured through structured guidance and reinforcement strategies (Yusuf & Ramadhan, 2022).

Peer influence also plays a dual role in shaping students' behavior. Positive peers can encourage discipline, motivation, and healthy competition, while negative peers may reduce seriousness and disrupt learning focus. Therefore, social environment management is an important aspect of tahfidz program development.

Supporting factors such as family involvement and structured memorization targets further strengthen students' commitment. Emotional encouragement from parents helps students remain resilient during difficult phases, while clear targets provide direction and measurable progress. These elements contribute significantly to sustaining students' motivation.

In conclusion, this study confirms that students' interest in memorizing the Qur'an is formed through a complex interaction between psychological readiness and environmental support. The success of tahfidz programs depends not only on students' abilities but also on the quality of teaching, institutional environment, and social support systems surrounding them.

CONCLUSION

This study provides several important implications, both theoretically and practically, in relation to efforts to enhance students' interest in memorizing the Qur'an at Pondok Pesantren Tahfidz Wadi Al-Qur'an. The findings highlight that students' interest in Qur'anic memorization is not formed in isolation, but rather results from the interaction between internal psychological factors and external environmental influences. Therefore, improving the effectiveness of tahfidz programs requires a comprehensive approach that addresses both dimensions simultaneously. From a practical perspective, the findings of this study provide important recommendations for pesantren management. First, pesantren institutions need to strengthen students' motivation and discipline through more intensive mentoring programs. Continuous guidance and structured supervision are essential to ensure that students remain consistent in their memorization activities and are able to overcome learning challenges effectively.

Second, ustadzah and tahfidz instructors are encouraged to apply a more personalized approach in guiding students. Students who experience a decline in motivation or enthusiasm should receive special attention and emotional support so that their learning interest can be restored. A closer teacher-student relationship is essential in maintaining students' engagement in the memorization process. Third, pesantren should maintain a religious, disciplined, and productive learning atmosphere that fully supports Qur'anic memorization activities. A positive learning environment contributes significantly to students' focus, emotional stability, and consistency in memorization. Therefore, environmental management plays a key role in sustaining the success of tahfidz programs.

This study concludes that students' interest in memorizing the Qur'an at Pondok Pesantren Tahfidz Wadi Al-Qur'an is influenced by two main categories of factors, namely internal and external factors. Internal factors include motivation, discipline, concentration, self-confidence, and perseverance, while external factors consist of the role of ustadzah, the pesantren environment, peer influence, and learning facilities.

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