

THE INFLUENCE OF MEMORIZING AL-QUR'AN ON THE ENTHUSIASM OF ELEMENTARY SCHOOL STUDENTS IT EL-BANNA SOSA SUB-DISTRICK

Nur Hasanah Hasibuan¹, Risnawati², Nasir Za'ba³

¹²³Universitas Islam Negeri Sultan Syarif Kasim, Riau

E-mail: ¹22390124907@students.uin-suska.ac.id, ²risnawati@uin-suska.ac.id, ³nasirzaba@gmail.com

Abstract

The research was driven by the belief that memorize the Qur'an has the potential to influence students' morale. The aim of the research was to find out whether there was a significant influence on memorize the Al-Qur'an on students. Quantitative is the method used in this research. The sample consisted of 30 respondents. A previously validated questionnaire was used to collect data focused on memorize the Qur'an and student enthusiasm. For data analysis using a simple linear regression test with prerequisite tests for normality and linearity. The results obtained are a calculated F value of 292,361 with a significance level of $0.000 < 0.05$, an R Square value of 0.913, which means that the influence of students' morals on memorize the Al-Qur'an is $0.913 \times 100\% = 91.3\%$, and the t value is 17,099 with a significance of $0.000 < 0.05$, so the final result is that H_0 is rejected and H_A is accepted, which means that there is a strong positive influence between memorize the Al-Qur'an on the enthusiasm of students at SD IT El-Banna.

Keywords: *Memorize the Qur'an, Student Spirit*

1. INTRODUCTION

Memorizing verses from the Al-Qur'an is an activity that has high religious value in the Islamic tradition. This activity is not just a form of worship but is believed to have a positive impact on individual psychological and cognitive aspects, including students' enthusiasm for learning. The holy verses containing miracles were revealed gradually over 22 years 2 months 22 days. The Qur'an is an eternal miracle of all time (Husna et al., 2021: 48). Since the revelation of the Qur'an, the companions of Rasulullah SAW were accustomed to memorizing the Qur'an. Every time a verse of the Al-Qur'an was revealed, Rasulullah Saw immediately conveyed the verse to his friends. After that, they will memorize the verse and read it aloud as a form of reminder.

Memorizing the Al-Qur'an has the same important value as reading and studying it (Al-Sirjani, 2009:14). Interacting with the Al-Qur'an requires a different approach compared to interacting with humans. Methods of interacting with the Al-Qur'an can include high intensity learning, reading, interpreting, reading and studying tafsir, memorizing and interpreting. For a Muslim, reading the Al-Qur'an is the first step in interacting with it (Al-Sirjani, 2009: 14). Therefore, one concrete effort for a Muslim to maintain the purity of the Al-Qur'an is to memorize it, so that he can give birth to a generation of Quranic Muslims. Apart from memorizing, a Muslim is also required to study, understand and practice the contents of the Al-Qur'an in everyday life. So, lucky are those who are able to study, understand, practice and memorize the Al-Qur'an (Faishol & et al, 2021: 68). Memorizing the Qur'an is an activity of remembering perfectly all the verses that must be memorized. This process aims to maintain, safeguard and maintain the authenticity of the Al-Qur'an which was revealed to the Prophet Muhammad SAW (Nasution, 2022: 17).

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ ﴿٩﴾

Artinya: Sesungguhnya Kamilah yang menurunkan Al-Qur'an dan pasti Kami (pula) yang memeliharanya (QS. Al-Hijr [15]: 9).

Memorizing the Al-Qur'an requires discipline, patience and perseverance. This process requires consistent and continuous effort, which in the end can shape the character of students to

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become more persistent and motivated. Apart from that, various studies have proven that memorizing the Al-Qur'an can improve memory, concentration and critical thinking abilities. This is caused by the unique and complex structure of the Al-Qur'an, which forces the brain to work harder in the memorization process (Al-Sirjani, 2009: 14).

Meanwhile, enthusiasm for learning is an encouragement or motivation that encourages individuals to continue trying to understand, master and apply new knowledge and skills. This enthusiasm is manifested in enthusiasm, a strong desire to achieve academic goals, and perseverance in overcoming various challenges in the learning process. Student enthusiasm for learning is an important factor that influences academic success. Enthusiasm will make students more diligent in studying, more resilient in facing challenges, and more optimistic in achieving their educational goals (Rahmawati & Husna, 2023: 39). Therefore, understanding the factors that increase students' enthusiasm for learning is very important.

The activity of memorizing the Qur'an itself requires high concentration and strong discipline. This process helps students to develop the ability to concentrate on tasks and follow a structured daily routine, which ultimately can increase enthusiasm for learning and activities. Involvement in religious activities such as memorizing the Al-Qur'an can also provide inner peace and emotional stability. Students who feel calm and emotionally stable tend to be more enthusiastic and motivated in learning. The Qur'an contains important values conveyed such as honesty, patience and responsibility which can influence the formation of students' character. Students who have positive characters are generally more enthusiastic about learning and interacting with the surrounding environment (Hayati et al., 2019).

This memorization activity, as an activity that requires high commitment and dedication, is thought to have a positive influence on students' enthusiasm for learning. However, despite many reports and personal experiences stating that these activities can increase students' enthusiasm for learning, there is not much (little) scientific research examining this relationship. Therefore, the aim of this research is to explore and analyze the influence of memorizing the Al-Qur'an on students' enthusiasm for learning in a more in-depth and systematic manner. So, in this research to formulate the problem, namely whether there is a significant influence between memorizing the Al-Qur'an on students' enthusiasm for learning. The aim is to find out whether there is a significant influence between memorizing the Al-Qur'an on students' enthusiasm for learning.

As a realization, it is hoped that by understanding the influence of memorizing the Al-Qur'an on students' enthusiasm for learning, educators and educational institutions can design more effective and comprehensive programs to support students' academic and spiritual development. For this reason, it is hoped that the results of this research can become the basis for educational policies that are more inclusive and focus on forming students' character holistically.

2. THEORETICAL REVIEW**Memorize the Al-Qur'an**

Another word commonly known as "Tahfiz Qur'an" is the process of remembering the verses contained in the holy book Al-Qur'an which consists of 30 juz, so that they can be read from memory without needing to look at the written text. This process involves repeating verses over and over again, understanding tajwid (pronunciation rules), and often includes understanding the meaning of memorized verses. This memorization activity is seen as a form of worship and spiritual devotion in Islam, with the aim of getting closer to Allah and maintaining the authenticity of His revelation (Hayati et al., 2019). The definition in the KBBI states that memorizing is an effort to store it in the mind so that it is always remembered. The process of memorizing holy verses involves reading or listening repeatedly, so that by doing it often, whatever work you do will become memorized (Aniah et al., 2023). If viewed from a psychological perspective, memorizing verses from the Al-Qur'an is part of the memorization process (Siregar, 2021a: 78). Piaget stated that internal processes such as memory, information processing, and emotion can involve mental activity that is influenced by active interaction with the environment. This can cause a shift in

knowledge and understanding as well as behavior. Therefore, memorizing the Al-Qur'an can have an impact on a person's behavior and character which is embedded in his memory (Rasyidin & Nasution, 2011).

According to Ahmad Salim, memorizing the Qur'an can be done in several ways:

1. Bi al-Nadzar, namely reading verses from the Al-Qur'an that will be memorized carefully and repeatedly while looking at the Mushaf.
2. Tahfiz, namely memorizing the verses of the Al-Qur'an gradually after reading them repeatedly.
3. Talaqqi, namely conveying or listening to the teacher you have just memorized.
4. Takrir, namely repeating memorization or listening to a teacher who has memorized it.
5. Tasmik, namely listening to other people's memorization, both individually and in groups (Badwilan, 2009: 117).

Basically, all of these methods are good to use as a guide in memorizing the Al-Qur'an, both individually and in combination, to avoid boredom in the memorization process. However, the muraja'ah method is also often used because this is a way of repeating what has already been memorized to prevent forgetting and mistakes. This muraja'ah method has been proven effective in maintaining memorization, as proven in several previous studies by Ilyas (2020), Shafia & Widianto (2020), Nurlaili et al. (2020), Faishol et al. (2021), and Mukhlisoh (2019). Regarding the conditions and ethics, Muslims must follow them. However, memorizing the Qur'an has no binding legal requirements. The requirements that must be met by someone who wants to memorize the Al-Qur'an are only related to natural ability. The following are the requirements:

1. Sincere Intentions:

The importance of sincerity and steadfastness for those who intend to memorize the Qur'an reflects their sincerity and deep desire.

2. Avoiding despicable traits:

Every Muslim individual must stay away from despicable qualities, especially when they are memorizing the Al-Qur'an. The presence of these negative traits can have a big impact on memorizers of the Al-Qur'an, considering that the Al-Qur'an is considered a holy book whose purity must be maintained.

3. Parental Motivation or Support:

Support and motivation from father and mother have a very important role in maintaining a child's enthusiasm for memorizing verses of the Al-Qur'an.

4. Have persistence and patience:

During the process of memorizing the Qur'an, we are often faced with various obstacles and challenges, ranging from boredom, distractions, to finding it difficult to memorize the holy verse. Therefore, steadfastness and patience are very necessary in maintaining the continuity of memorizing the Al-Qur'an.

5. Istiqamah:

Istiqamah maintaining memorization of the Al-Qur'an is an important key. When we become a hafiz we must be good at respecting time by maintaining efficiency and allocating special time to memorize new material and combine memorization, without being distracted by other things (Rohmawati, 2018: 15-16).

6. Rote Motivation

Someone who really wants to memorize and understand the Al-Qur'an certainly has a fundamental spirit within him. Here are some possible motivations:

- a) Basics for Understanding the Qur'an: Memorizing the Qur'an is considered the first foundation in studying the Qur'an. The Al-Qur'an was revealed with the aim of making memorization easier for everyone, regardless of ability or time.
- b) Universal Learning Source: The holy verses of the Al-Qur'an are considered a guide to life and a source of knowledge for all mankind, especially Muslims.

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- c) **Obligation for Muslims:** Memorizing the holy verses of the Al-Qur'an is considered an obligation for all Muslims. The Qur'an contains religious knowledge which is the basis for understanding Islamic law.
- d) **Act of Emulating the Prophet:** Memorizing the Al-Qur'an is seen as an act of emulating the sunnah of the Prophet Muhammad, and he also memorized and incorporated it into his life.
- e) **Characteristics and Virtues of Muslims:** Considered as a symbol and honor for Muslims, as well as a bulwark against the enemies of Islam when Muslims want to memorize verses of the holy Al-Qur'an.
- f) **Ease of Memorization:** Allah SWT provides an easy way for anyone who wants to memorize the Al-Qur'an, so that those who want to memorize it without realizing it will receive help and convenience.
- g) **Reward on the Day of Judgment:** On the day of termination, fathers and mothers who have children who memorize the Al-Qur'an will receive a great reward, marked by being given a crown that shines brightly (Faikha, 2020: 11-12).

Student Enthusiasm

The enthusiasm for learning is support from within humans which encourages them to be active and persistent in the learning process. This involves various factors such as motivation that comes from within (intrinsic) such as curiosity and personal satisfaction, as well as from outside (extrinsic) such as praise or appreciation from other people. Apart from that, enthusiasm for learning also includes high involvement in learning activities, awareness of educational goals, and enthusiasm to face challenges in achieving their academic and personal goals (Amanah et al., 2023: 82).

The enthusiasm for learning in elementary school students is an internal drive that encourages them to be active in the learning process and face challenges in achieving academic and personal goals. This includes motivation to learn, involvement in learning activities, and awareness of the goals and benefits of education. Especially for elementary school students, enthusiasm for learning includes aspects of internal encouragement, for example curiosity, personal satisfaction, as well as external encouragement, for example appreciation from parents and teachers (Darmawan & Yulianti, 2018: 34).

Aspects that influence students' enthusiasm for learning include:

1. Motivation is the main driver in learning, whether it comes from intrinsic motivation such as curiosity and personal satisfaction, or extrinsic motivation such as praise or appreciation from teachers or parents.
2. Involvement, the level of student involvement in the learning process also has an influence, which can be increased through the use of interactive teaching methods, technology, and active participation in class discussions.
3. Learning goals, students who set concrete and specific goals in their learning process are generally more motivated. These goals may include specific academic achievements, skill development, or personal character building.
4. The learning environment, including the school and home environment, has an important role in influencing students' enthusiasm for learning. A supportive environment both in terms of learning facilities and emotional support can increase students' enthusiasm for learning.
5. Students' emotional conditions such as levels of self-confidence, happiness and stress levels also influence enthusiasm for learning. Students who feel safe and comfortable in the learning environment tend to have a higher enthusiasm for learning (Suci & Ginting, 2023: 1431).

The above aspects are interrelated and influence each other to form optimal learning enthusiasm in elementary school students. Increasing enthusiasm for learning has an impact on

academic achievement, character development, social skills, and readiness to face future challenges.

3. IMPLEMENTATION METHOD

Research conducted on El-Banna IT Elementary School students, Sosa District. This research uses a quantitative approach with survey methods. Data collection was carried out through observation, questionnaires and documentation. The main instrument in this research, which contains questions related to the frequency and method of memorizing the Al-Qur'an, as well as indicators of students' enthusiasm for learning. The validated questionnaire aims to transmit and validate it by carrying it out through a trial first and then being used as a data collector that focuses on memorizing the Al-Qur'an and students' enthusiasm for learning.

In observation activities, researchers directly observed Al-Qur'an memorization activities and students' learning behavior. And in documentation, researchers collected additional data from relevant school records and documents, such as student achievement records and reports of students' Al-Qur'an memorization activities. The population is a group of subjects who want the results of their research to be generally applied. The participants in this research were students at SD IT El-Banna, Sosa District, with a total sample size of 30 using a random sampling system or chosen at random. The target of this research is students at SD IT El-Banna, Sosa District, especially students from class 1 to class V.

Data analysis was carried out by applying simple linear regression techniques by carrying out prerequisite tests for normality and linearity of the data. The data was analyzed using a simple linear regression test which aims to provide the impact of memorizing the Al-Qur'an on students' enthusiasm for learning. Before carrying out the analysis, prerequisite tests are carried out to ensure the data meets the requirements for normality and linearity. This analysis technique was chosen to examine the linear relationship between the independent variable (memorization of the Al-Qur'an) and the dependent variable (students' enthusiasm for learning).

This research aims to make an important contribution to the field of education, especially in the context of Islamic education. It is hoped that the results of this research can provide a new understanding of the influence of memorizing the Al-Qur'an on students' enthusiasm for learning, so that it can form the basis for developing more effective and comprehensive educational programs in the future.

4. RESULTS AND DISCUSSION

RESULTS

This research uses a normality test, the normality test on the regression model aims to check whether the residual (prediction error) from the regression model follows a normal distribution. Done to ensure that the data distribution will meet normality requirements. In a good regression model, the residual values must be normally distributed.

To test normality, the Shapiro Wilk test was used because the respondents in this study consisted of 30 respondents. In the context of normality tests for small samples ($n < 50$), the Shapiro-Wilk test is generally recommended compared to the Kolmogorov-Smirnov test. This is because the Shapiro-Wilk test has better statistical power to detect deviations from normality when the sample size is small. Basis for decision making:

- If the significance value is > 0.05 , it indicates that the data follows a normal distribution.
- If the significance value is < 0.05 , it indicates that the data does not follow a normal distribution.

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Table 1
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Memorizing Al-Qur'an	,059	30	,200*	,983	30	,902
Student Enthusiasm	,100	30	,200*	,957	30	,257

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test above, it shows that the significance value for the Al-Qur'an Memorization variable is 0.902 and for the Student Spirit variable value is 0.257. Because the significance for these two variables is > 0.05, it can be concluded that the data for the Al-Quran memorization and Student Enthusiasm variables are normally distributed. So it can be continued at the next test stage, namely the linearity test.

The linearity test is a step to check whether the relationship between the independent variable (predictor) and the dependent variable (response) in a regression model adheres to a linear pattern. This is an important recovery in regression analysis because it ensures the validity of the results obtained. If the relationship between these variables is not linear, then the regression model created may not provide appropriate or optimal results. Basis for decision making:

- If the significance value for Deviation from Linearity is > 0.05, it indicates that there is a linear relationship between the Al-Qur'an memorization variable and the Student Spirit variable.
- If the significance value for Deviation from Linearity is <0.05, it indicates that there is no linear relationship between the Al-Qur'an memorization variable and the Student Spirit variable.

Table 2
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Student Enthusiasm*	Between Groups	(Combined)	201,480	26	77,492	1,7221	,019
		Linearity	185,1024	1	185,1024	11,339	,000
Memorizing Al-Qur'an	Within Groups	Deviation from Linearity	163,776	25	6,551	1,456	,432
			13,500	3	4,500		
Total			202,8300	29			

Based on this table, the significance deviation from linearity is 0.432 > 0.05, indicating that there is a significant linear relationship between the variables memorizing the Al-Qur'an and student enthusiasm. Next, the analysis can be continued with a simple linear regression test. Simple linear regression is a statistical method used to understand the relationship between an independent variable and a dependent variable. The goal is to model the linear relationship between the

independent variable and the dependent variable and to predict the value of the dependent variable based on the value of the independent variable. The simple linear regression equation is as follows:

$$Y = a + bX$$

Information:

Y : Predicted value of the dependent variable

a : Constant

b : Regression coefficient

X: Independent variable

Table 3
ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1851,024	1	1851,024	292,361	,000 ^b
Residual	177,276	28	6,331		
Total	2028,300	29			

a. Dependent Variable: Student Enthusiasm

b. Predictors: (Constant), Memorizing Al-Qur'an

Based on this output, the calculated F value is 292.361 with a significance level of $0.000 < 0.05$. This concludes that there is a significant influence of memorizing the Qur'an on student enthusiasm. To find out how big the influence is, you can see the following table:

Table 4
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1 ^a	,955	,913	,909	2,516

a. Predictors: (Constant), Memorizing Al-Qur'an

In the table above, the R Square value of 0.913 shows that the variable Student Enthusiasm for memorizing the Al-Qur'an is $0.913 \times 100\% = 91.3\%$.

Table 5
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	-2,888	3,399		-,850	,403
Memorizing Al-Qur'an	,791	,046	,955	17,099	,000

a. Dependent Variable: Student Enthusiasm

The Coefficient Table above provides information about the significance of the regression coefficients. The hypothesis formulation based on the t test is:

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- Ha: There is an influence of memorizing the Al-Qur'an on student enthusiasm
- H0: There is no influence of memorizing the Qur'an on student enthusiasm

In the table above, it can be seen that the value of $t = 17.099$, while the value of sig is $0.000 < 0.05$ so that H0 is rejected, Ha is accepted, which means that there is an influence of memorizing the Al-Qur'an on student enthusiasm.

Research and hypothesis testing shows that there is a relationship between memorizing the Al-Qur'an and the level of enthusiasm of students at SD IT El-Banna. The data collected is normally and linearly distributed. These results are consistent with previous research which stated that memorizing the Al-Qur'an contributed positively to increasing student enthusiasm. This shows that the Al-Qur'an memorization program can be a good method for forming the character and morality of students at school. And the results of this test can be a guide and basis for further review of other factors that can also help increase student enthusiasm.

DISCUSSION

This research shows that there is a significant influence between memorizing the Al-Qur'an on students' enthusiasm for learning at SD IT El-Banna. The results of this research are in line with several theories and findings in previous research. Cognitive theory states that learning processes that involve repetitive activities, such as memorizing, can increase memory capacity and understanding. Memorizing the Al-Qur'an trains the brain to store information in the long term, which ultimately also contributes to increasing students' enthusiasm for learning (Wahyu, 2019: 123). Motivation theory states that internal and external motivation have a big influence on enthusiasm for learning. Memorizing the Al-Qur'an can be an internal motivation that motivates students to be more active and enthusiastic in learning (Sari, 2020: 90). Affective theory of the importance of emotions and feelings in the learning process. Memorizing the Al-Qur'an not only improves cognitive abilities, but also strengthens affective aspects such as enthusiasm and motivation to learn through the spiritual values contained in it (Ramadhani, 2021: 50).

Holistic learning theory is a theory that suggests that learning must consist of all aspects such as: cognitive, affective and psychomotor. Memorizing the Qur'an involves this third aspect and has a positive impact on students' enthusiasm for learning (Hakim, 2018: 105). And the theory of character education states that education must play a role in developing students' character. Memorizing the Al-Qur'an can increase religious knowledge, shape students' character to be more disciplined, patient and diligent, which indirectly increases their enthusiasm for learning (Putri, 2022: 70).

Research by D. Ariyanto found that memorizing the Al-Qur'an had a good impact on students' cognitive abilities, including memory and concentration. The research results show a significant increase in cognitive aspects in students who routinely memorize the Al-Qur'an (Ariyanto, 2019: 123). Research by Susanti and Hamzah, their research analyzes the influence of memorizing the Al-Qur'an on students' learning motivation at Madrasah Ibtidaiyah. The results show that students who are active in memorizing the Al-Qur'an have a higher level of learning motivation than students who are not active.

The research uses qualitative (Susanti & Hamzah, 2020: 45). Research by M. Abdullah, et al., this research examines the impact of memorizing the Al-Qur'an on students' academic achievement in high schools in Malaysia. The results of his research stated that students who memorize the Al-Qur'an tend to have better academic achievements. This research uses quantitative methods with regression analysis (Abdullah et al., 2021: 78). And research by R. Hasan and Nur H. namely this research explores the relationship between memorizing the Al-Qur'an and student character development in Islamic schools. The research results show that students who memorize the Al-Qur'an tend to have a more disciplined, patient and diligent character. This research uses qualitative methods with case studies (Hasan & Nur H., n.d.: 34). Memorizing the Qur'an not only increases memory capacity, but also helps in developing discipline, focus, and commitment, which are important factors in increasing enthusiasm for learning. This activity provides spiritual and

moral values that can strengthen students' intrinsic motivation. However, these positive outcomes are highly dependent on effective teaching methods and a supportive learning environment. Therefore, it is important for a teacher to apply interactive and fun teaching methods so that students do not feel burdened. As in Sari and Wibowo's research, it shows that combining memorization techniques with games or visualization activities can help increase students' enthusiasm and motivation in memorizing the Al-Qur'an (R. Sari & Wibowo, 2020: 92). This method not only makes the learning process more interesting, but also increases students' emotional and intellectual engagement. Research by Fitri and Haris states that the use of technology and visual media in the process of memorizing the Al-Qur'an can also increase learning effectiveness and student enthusiasm (Fitri & Haris, 2022: 108).

Apart from that, a conducive environment needs to be considered, both at home and at school, which is very important in supporting memorization activities. Support from parents and teachers, as well as adequate facilities, play a major role in students' success in memorizing the Al-Qur'an and increasing enthusiasm for learning. Research by Nugraha shows that students who receive full support from family and school have better achievements in memorizing the Al-Qur'an (Nugraha, 2019: 71). This supportive environment includes providing special time for memorization, rewarding achievements, and an atmosphere that encourages students to continue learning. Rahmawati and Husna added that a conducive learning environment can also create a positive atmosphere that influences students' overall learning behavior (Rahmawati & Husna, 2023: 39).

5. CONCLUSION

From the analysis that has been carried out, it can be concluded that memorizing the Al-Qur'an has a significant impact on the enthusiasm of students at El-Banna IT Elementary School, Sosa District. These findings provide support for the hypothesis that memorizing the Al-Qur'an can increase students' motivation and enthusiasm for learning. The importance of religious education in shaping students' character and behavior in the school environment is confirmed by these results. Overall, these findings underscore the importance of religious education in supporting students' holistic development. By paying special attention to memorizing the Qur'an, schools can create an atmosphere that motivates students to learn and develop spiritually. However, further research is needed to further understand the mechanisms underlying the relationship between memorizing the Qur'an and students' enthusiasm for learning, as well as to explore the factors that mediate this relationship.

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