



The Role of Teachers and Parents in Motivating Children to Memorize the Quran in Elementary School

Laila Alfisyahri¹, Nurul Aini², Zilva Gusri Novita³, Wilrahmi Izati¹,
Pioni Nurhaliza¹

¹STAI Pengembangan Ilmu Al-Qur'an Sumatera Barat, Indonesia

²Al-Azhar University, Egypt

³Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

✉ lailaalfisyahri28@gmail.com*

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Abstract

Memorizing the Quran is the noblest task, but sometimes memorizing is not as easy as imagined, it requires strong motivation, both intrinsic and extrinsic. This research aims to analyze the role of teachers and parents as motivators in efforts to increase students' motivation to memorize the Quran. This research uses a qualitative method with a case study approach (case study design). The data source was taken from sixteen informants through in-depth interviews who were selected using purposive sampling techniques, the informants consisted of students who attended a special tahfidz class at one of the elementary schools in Indonesia, and these students were students from class I to class VI at the elementary school level. . The results of the analysis show that there are several roles played by teachers and parents in increasing students' motivation to memorize the Quran. The teacher's role includes: i) as a motivator, ii) providing rewards, iii) holding a tahfidz graduation. Next, the role of parents is: i) always provide motivation, ii) supervise all student activities, iii) accompany children in memorizing the Quran.

INTRODUCTION

The Quran was revealed in Arabic, so that Arabic became the unifying language of Muslims worldwide (Al Yamin, 2023; Fathoni, 2021; Pane, 2018; Sya'bani & Azizah, 2023). Worship is carried out in Arabic, giving rise to a unity that can be seen during congregational prayers and the Hajj pilgrimage, apart from that, the Arabic language does not change. Many are illiterate in their national language, but are adept at reading the Quran (reciting the Quran) and can even memorize the entire Quran.

In this day and age, there are still many students according to their stage of development who prefer playing rather than studying, because games are one of the dominant forms of activity in early childhood, because they spend more time outside the house playing with their friends rather than being involved with other activities (Ariston & Frahasini, 2018; Hijriati, 2021).

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Teachers or educators are defined as those who are responsible for the development of students, in other words people who are responsible for seeking the development of students' potential, both cognitive, affective and psychomotor, to the highest possible level in accordance with Islamic teachings (Anggraeni & Effane, 2022; Lubis, 2017). Teachers have an important role in changing students' behavior and thinking towards educational goals (Lazuardi, 2017). This was also emphasized by Sumadi Suryabrata that the role of educators is very large in determining students' outlook on life, therefore getting to know them and giving them guidance (Fajri & Husni, 2023; Muhsin, 2019).

Parents are the main and first educators for their children, because it is from them that children first receive education (Judrah, 2020; Wahy, 2012). Thus the first form of education is found in family life. The role of teachers in schools is not enough to improve children's memorization so that they meet predetermined targets. The role of parents in improving children's memorization of the Quran at home includes controlling and guiding children in memorizing.

Parental involvement is very much needed in the process of strengthening children's memorization at home (Feranina & Komala, 2022; Ummah, 2022). Parents must have a method for managing their children's study time and memorization at home, whereas not all parents have experience in guiding their children to memorize the Quran, but choose to leave it entirely to the school (Rahman & Fitriani, 2023).

Schools and parents have a responsibility to guide their students, but the school's responsibilities are different from the responsibilities of parents (Darmadi, 2015; Syatina et al., 2021; Trianingsih, 2016). The task of educating children is one of the parents' responsibilities, although the task of educating is delegated to teachers at school.

METHODS

This research uses a qualitative method with a case study approach. Data sources were taken from thirteen informants through in-depth interviews who were selected using techniques of purposive sampling (Nurwahidin et al., 2019; Rishan et al., 2018). Meanwhile, the selected informants have fulfilled four criteria, namely understanding the problem being researched well, still being active in the field being researched, having time to provide information to researchers, and providing information in accordance with the facts that occur in the field (Febriani et al., 2022). To meet the criteria for being an informant, all informants are active students taking part in the special tahfidz class program for the 2022/2023 academic year. After the interviews were completed with all informants, the process of transcribing the interview data was carried out and themes were then extracted according to the aims and needs of the research data. According to Herzog et al., (2019); Neuendorf, (2019); Terry et al., (2017) thematic analysis is one of the analytical techniques that researchers can use in analyzing interview results so that they can be seen clearly and are easy for readers to understand.

RESULT AND DISCUSSION

Based on the results of interviews conducted with thirteen informants, the results of the analysis clearly found that there are three roles of teachers and three roles of parents in increasing students' motivation to memorize the Quran in elementary schools. These three themes can be seen in figure 1, below.

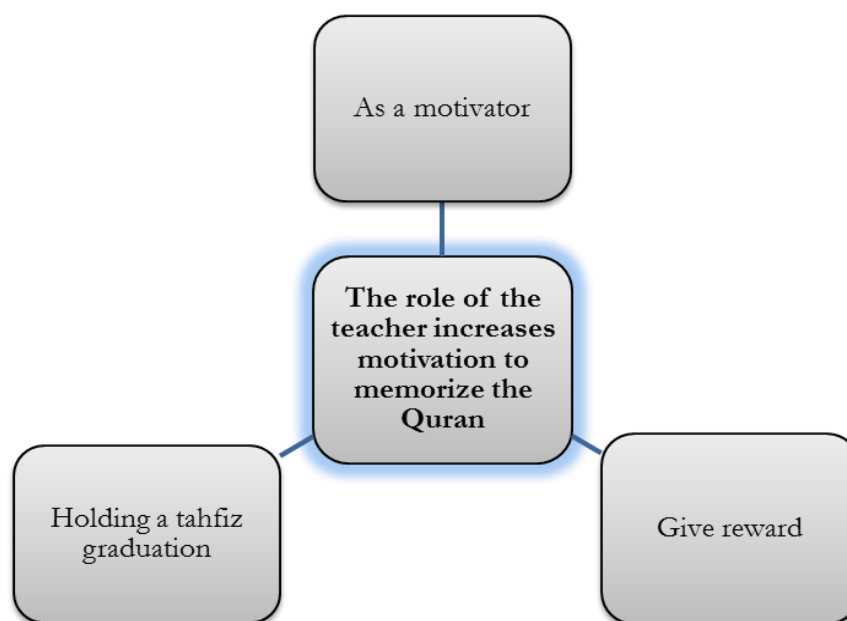


Fig 1. The role of teachers in motivating children to memorize the Quran

Based on Figure 1, the author can explain that after holding in-depth interviews with informants, there are three roles for teachers in increasing students' motivation to memorize the Quran in elementary schools. The three roles of the teacher are i) as a motivator, ii) providing rewards, iii) holding a tahfidz graduation.

Next, the author will describe quotes from interviews with informants based on the teacher's role above. The interview description displayed is a quote from a short statement from the informant when the interview was conducted. Even though the interview quotations were conveyed by informants in slightly different language, they actually have more or less the same aim and meaning.

The first theme is as a motivator, according to informants, one of the roles that teachers can play in increasing students' motivation to memorize the Quran in elementary schools is the teacher as a motivator. As stated in the following quote from the informant.

Before starting the lesson, I usually convey a few words such as directions, advice, or motivation so that they continue to be enthusiastic about memorizing the Quran (I-1). I also always remind students about the importance of memorizing the Quran and what will be gained when diligently memorizing the Quran (I-2)

The second theme is giving rewards. Give rewards to students in the form of award certificates, trophies and tabanas obtained from various competitions. This was conveyed by several informants as in the following interview excerpt.

We also hold various kinds of tahfidz competitions at school so that students continue to compete in memorizing the Quran and increasing their memorization (I-3). For the winners of the competition, we provide certificates of appreciation and also a number of prizes such as trophies, tabanas, certificates or certificates of appreciation and others (I-4)

The third theme is holding a tahfidz graduation. Teachers as organizers should be able to organize, organize, manage and direct academic activities both in the academic and school administration fields. The tahfidz quran parade and graduation activity is one of the tahfiz activities which should be able to increase students' motivation in memorizing the Quran, as stated by the informant in the following interview.

The school also holds a graduation and tahfizul quran parade for students who are able to memorize half a juz, one juz of the Quran, or more and this is expected to increase interest and also motivate students to be more active in participating in tahfidz activities and also increase their memorization (I- 5)

Then there are three roles of parents in increasing students' motivation to memorize the Quran in elementary schools. These three themes can be seen in figure 2 below.

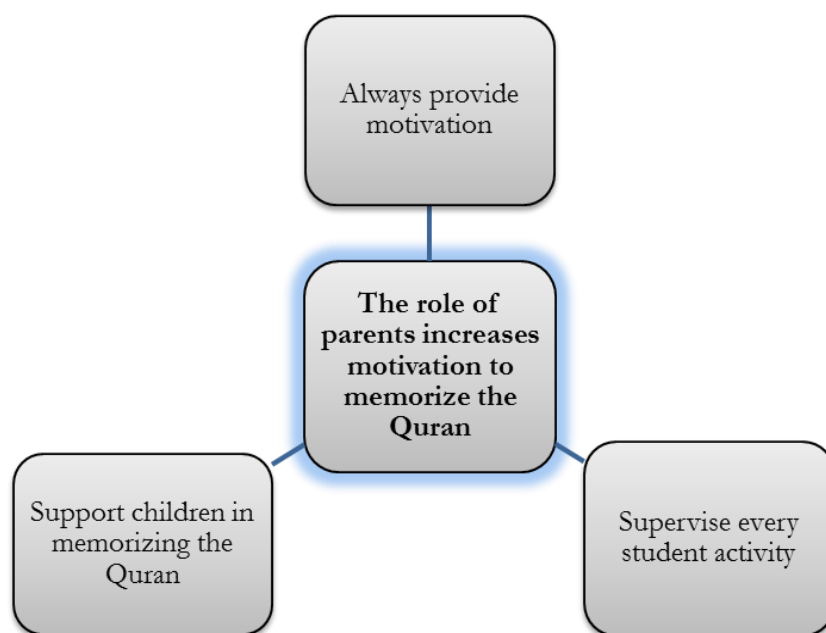


Fig 2. The role of parents in motivating children to memorize the Quran

Based on Figure 2, the author can explain that after holding in-depth interviews with informants, there are three roles of parents in increasing students' motivation to memorize the Quran in elementary schools. The three roles of parents are i) always providing motivation, ii) supervising all student activities, iii) accompanying children in memorizing the Quran.

Next, the author will describe quotes from interviews with informants based on the role of parents above. The interview description displayed is a quote from a short statement from the informant when the interview was conducted. Even though the interview quotations were conveyed by informants in slightly different language, they actually have more or less the same aim and meaning.

The first theme provides motivation for children. Children have the motivation to move and act if there is encouragement from their parents. Motivation can take the form of encouragement, giving awards, expectations or reasonable prices for carrying out activities that can obtain satisfactory achievements. Parents as motivators must be able to provide encouragement and parents must be able to motivate children and foster enthusiasm for memorizing the Quran.

My child really wants to go to boarding school like his older brother. If my child suddenly becomes lazy about memorizing, I will tell my child that if he is too lazy to memorize, he won't be able to go to boarding school. Usually after I remind him again, my child becomes enthusiastic about memorizing it (I-6). I took him for a walk and stayed at a hotel with his father. When staying at a hotel, I sometimes bring the Quran and textbooks with me, so that he is more enthusiastic about memorizing them. So that my child does not forget to memorize the Quran, Mr. Iman also continues to remind parents to control their child's memorization during the Tahfidz holiday (I-7)

Parents make various efforts to provide motivation or encouragement so that their children are enthusiastic about memorizing the Quran. Some parents already understand that the motivation that parents can provide is not just an item, but with actions and support both morally and materially, it can also motivate children.

The second theme is carrying out supervision. Parents provide good supervision and control. Parents also try to understand their children and will make

their children feel cared for so that their children will be more enthusiastic about memorizing. Based on interviews with the following informants.

To control memorization, I asked my child directly by looking at the memorization blank. I asked what had not been deposited then I helped and listened again to the memorization. Sometimes I ask the tahfiz teacher directly or via cellphone (I-8)

The third theme is accompanying children in memorizing the Quran. Parents have the duty and responsibility to educate their children, namely they must be able to guide and accompany their children in learning, especially in memorizing the Quran at home. Based on interviews conducted by researchers with informants according to the following statement.

After maghrib I told my child to memorize and also repeat his memorization. I remind you to memorize so that your memorization continues to increase. To memorize, I usually turn on the Murottal Al-Quran first, then continue by memorizing using the Al-Quran. After memorizing it, I will help to listen to the memorization (I-9). I tell my child to memorize it at night, and I will help listen to the memorization. I make it a routine to memorize at night after sunset to make it easier for him to deposit his memorization at school, because at school there is a short time to memorize, for example, if you have memorized it from home, then at school you just have to repeat the memorization (I-10)

To make the role of teachers and parents more interesting in increasing students' motivation to memorize the Quran, the author will explain it based on theory, expert opinion and the results of previous research which discusses this problem in more or less the same context and issues.

First, the role of the teacher as a motivator. The teacher as a motivator is to stimulate stimulus and provide encouragement to dynamize student potential, foster activity and creativity so that there will be dynamics in the teaching and learning process. Improving memorization of the Quran certainly requires guidance from a teacher, without teacher motivation or encouragement it is impossible for students to carry it out well (Agustina & Yusro, 2020; Mardiyah et al., 2022; Saihu, 2022). Teachers as motivators can invite students to gather together and provide directions for interesting stories of experiences. Aims to increase enthusiasm for memorizing the Quran (Ritonga & Lubis, 2018).

Second, the teacher's role is to provide rewards. Rewards are given by teachers to students by giving prizes for positive things done by students (Anggraini et al., 2019; Firdaus, 2020). Giving rewards is intended to make children more active in their efforts to work and do better. Giving rewards can strengthen motivation to encourage oneself to achieve achievements. Then give a sign to someone who has more abilities.

Third, the role of teachers in holding tahfizh graduations. The Al-Quran tahfidz graduation is an annual agenda carried out with the aim of motivating and as a form of appreciation for students (Nasier, 2018; Sakban et al., 2019). Tahfidz graduation is a very special moment, not only for the graduates but also for their families, teachers and school staff who have supported them throughout the students' educational journey, thereby creating enthusiasm for memorizing the Quran.

Fourth, parents always provide motivation. Children have the motivation to move and act if there is encouragement from other people, especially from parents. Motivation can take the form of encouragement, giving awards, expectations or reasonable prices for carrying out activities that can obtain satisfactory achievements (Bugaj et al., 2019; Rasdiany et al., 2022). Parents as children's motivators must provide encouragement in all children's activities. Motivation and encouragement from parents is very necessary for children to memorize the Quran, because memorizing the Quran really requires strong will and discipline.

Fifth, supervise every child's activities. Parents carry out good supervision and checking and parents also try to understand the child by providing assistance and direction in memorizing which will make the child feel cared for so that the child will be more enthusiastic about memorizing (Sari et al., 2023).

The involvement and role of parents in children in memorizing the Quran is very necessary, because children spend a lot of time with their parents and without involvement from parents it is a failure (Fitria et al., 2022; Hamdi et al., 2022; Hasanah, 2021). Parents are the people most responsible for their children, especially when it comes to memorizing the Quran. It is the parent's duty to always bring their children closer to the Quran, and guide them to memorize the Quran. The involvement of parents in their children in memorizing the Quran will have a positive impact on the child so that the child is more enthusiastic about memorizing the Quran and the child's memorization will also be better.

Sixth, accompany children in memorizing the Quran. Parents play an important role in increasing children's motivation to memorize the Quran (Faza & Kustanti, 2020; Ulfah, 2022). Children who are accompanied by their parents have a high enthusiasm for memorizing. Children become more active in adding to their memorization.

CONCLUSION

This research has succeeded in uncovering six roles played by teachers and parents in motivating children to memorize the Quran. The teacher's role includes: i) as a motivator, ii) providing rewards, iii) holding a tahfidz graduation. Next, the role of parents is: i) always provide motivation, ii) supervise all student activities, iii) accompany children in memorizing the Quran. At least this research can be used as a basis and reference for future researchers to research this problem in different contexts and issues.

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