

The Role of Memorization Intensity in Qur'anic Memorization Ability: A Correlational Study

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ABSTRACT

This research is motivated by the low ability to memorize the Qur'an of some tahfizh students, even though they have participated in an intensive memorization program. This indicates a gap between the memorization process and achievement, which encourages the need to identify factors that influence memorization ability. This study aims to analyze the influence of memorization intensity and psychological well-being on students' ability to memorize the Qur'an. This study uses a quantitative method with a survey approach. The number of respondents is 110 people. The data obtained are analyzed quantitatively using multiple linear regression analysis. The results show that (1) memorization intensity has a significant effect on the ability to memorize the Qur'an ($p = 0.007$; $\beta = 6.5$), (2) psychological well-being does not have a significant effect ($p = 0.417$; $\beta = 0.5$), and (3) simultaneously, both variables only explain 7% of the variation in memorization ability, while 93% is influenced by other factors. This study highlights the dominant role of memorization intensity in enhancing Qur'anic memorization and offers new insights into how internal psychological factors interact in the context of higher education tahfizh programs. The novelty of this study lies in its integrated analysis of memorization intensity and psychological well-being in a single model, contributing to a deeper understanding of the psychological factors that influence Qur'anic memorization.

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1. INTRODUCTION

The Qur'an, as the holy book of Muslims, holds a special place in the life of every Muslim. Revealed to the Prophet Muhammad (SAW), the Qur'an serves not only as a guide for life but also as a source of inspiration and spiritual strength for Muslims around the world (Dwiatmaja et al., 2024). The reverence of the Qur'an has inspired Muslims not only to read and understand its contents but also to memorize it as a sign of respect and a means of preserving the purity of divine revelation ((Zakariya & Shafwan, 2024). The tradition of Qur'anic memorization, known as *tahfizh*, has been preserved since the time of the Prophet Muhammad (SAW) and continues to thrive today (Fanani et al., 2025).

In the context of Islamic education in Indonesia, the Qur'anic memorization program has seen significant growth. Various Islamic educational institutions, ranging from elementary schools to universities, have made the memorization program a cornerstone of their curriculum (Rasyidi et al., 2023). This highlights the importance of the Qur'an in the Indonesian Islamic education system (Aziba et al., 2025). The *tahfizh* program is not only aimed at preserving the Qur'an but also at shaping the religious character and noble traits of those who engage in it (Handayani, 2020).

Memorizing the Qur'an is a complex process that demands the involvement of cognitive, emotional, spiritual, and psychological aspects (Assegaf, 2020; Satra & Muarifa, 2024). Previous studies have emphasized the importance of methods, learning strategies, and environmental support in enhancing memorization outcomes (Saifullah et al., 2022; Rahmah & Suwandi, 2023). However, in the field of Islamic educational psychology, attention to internal psychological factors—such as memorization intensity and psychological well-being—as determinants of memorization success is still relatively limited.

Memorization intensity refers to the frequency, consistency, and seriousness of students in carrying out the memorization process (Ridiawati et al., 2025). Prasetya's Research (2020), showing that high intensity is generally positively correlated with memorization achievement. Meanwhile, psychological well-being, as defined by Ryff (1989), encompassing six main dimensions: self-acceptance, personal growth, positive relationships, autonomy, environmental mastery, and purpose in life. Some recent research (Pedhu, 2022; Ramadhan, 2019; Eva et al, 2024), shows that psychological well-being has an important role in maintaining motivation, learning consistency, and resilience in facing academic challenges.

However, the current research landscape shows that studies linking these two factors—memorization intensity and psychological well-being—simultaneously with Quran memorization ability have not been widely conducted, especially in the context of *tahfizh* universities. Most studies are fragmented, focusing only on one factor, or limited to elementary and secondary education levels. For example, the study by Saifullah et al. (2022), more emphasis on memorization methods; Rahimsyah & Muhajirin (2025), examining the correlation between well-being and general achievement, not specifically memorization. This indicates a relevant research gap that needs to be bridged empirically.

The uniqueness of this study lies in its integrative approach, analyzing the two key psychological factors—memorization intensity and psychological well-being—in a unified model of Qur'anic memorization ability. Moreover, this research focuses on a specific population: the students of Amuntai College of Qur'anic Sciences (STIQ), which is primarily dedicated to Qur'anic studies. By employing a quantitative design, this study allows for an objective and measurable assessment of the relationship between these variables, offering valuable insights into the psychological aspects of Qur'anic memorization and contributing to the field of Islamic educational psychology.

The Amuntai College of Quranic Studies (STIQ) Amuntai is an Islamic higher education institution that focuses on Quranic learning, including the memorization program. As an institution with a mission to produce a generation that memorizes the Quran and has a deep understanding of the Quran, STIQ

Amuntai faces the challenge of ensuring that its students can achieve their memorization targets optimally. STIQ Amuntai students come from diverse backgrounds, with varying levels of initial ability in memorizing the Quran.

Initial observations at STIQ Amuntai revealed significant variation in Quran memorization ability among university students. Some students were able to memorize quickly and accurately, while others struggled to achieve their assigned memorization targets. These differences are thought to be related to various factors, including memorization intensity and students' psychological well-being. Some students demonstrated high memorization intensity but still experienced difficulties, while others with relatively low memorization intensity showed good progress.

This phenomenon is interesting to study further because it indicates a complex interaction between factors influencing the ability to memorize the Quran. High memorization intensity does not necessarily guarantee success if it is not supported by optimal psychological conditions. Conversely, students with good psychological well-being may be able to achieve optimal results even with less intense memorization. This highlights the need for a comprehensive understanding of how these two factors interact to influence Quran memorization ability.

Much research has been done on the factors that influence the ability to memorize the Qur'an, but most of it focuses on technical aspects such as memorization methods (Saifullah et al., 2022), learning strategies (Rahmah & Suwandi, 2023), and other external factors. Research specifically exploring the role of memorization intensity and psychological well-being on Quran memorization ability is still relatively limited, particularly in the context of students in Islamic higher education institutions. Yet, understanding these two factors is crucial for developing more effective and holistic learning strategies.

From the perspective of educational psychology, memorization intensity can be understood as a manifestation of intrinsic and extrinsic motivation that drives someone to carry out memorization activities consistently (Fauziah & Pramutya, 2023). Research shows that the intensity of learning activities has a positive correlation with the achievement of learning outcomes (Nikmah et al., 2023). However, this relationship can be moderated by various other psychological factors. In the context of memorizing the Qur'an, memorization intensity includes quantitative (time allocated) and qualitative (quality of concentration and focus) aspects, both of which play an important role in determining memorization success (Astuti et al., 2025).

Psychological well-being, on the other hand, serves as a foundation that enables students to maintain motivation and overcome various challenges in the memorization process. Students with good psychological well-being tend to have high resilience, are able to manage stress well, and have a positive outlook on the learning process (Binarta & Tiatri, 2024). This is very important in the context of memorizing the Qur'an, which requires patience, perseverance, and the ability to overcome frustration when facing difficulties (Khoirulloh et al., 2023).

However, while there is extensive research on memorization methods and the role of psychological factors in learning, few studies have explored the combined effects of memorization intensity and psychological well-being on memorization ability. This represents a clear research gap, particularly within Islamic higher education settings focused on Qur'anic memorization. The existing literature tends to treat these factors separately or focus primarily on external aspects, such as memorization techniques, without considering how internal factors like psychological well-being might interact with memorization intensity to affect success.

The research setting at STIQ Amuntai offers a unique context for this study, as the institution is specifically focused on Qur'anic studies. Students at STIQ Amuntai are not only expected to comprehend the Qur'an academically but also to memorize it as a fundamental part of their core competency. This dual demand—balancing academic and spiritual responsibilities—creates a complex psychological dynamic that has not been extensively explored in research. This gap in research

motivates the need for a study that integrates both memorization intensity and psychological well-being to better understand how they influence Qur'anic memorization outcomes in higher education.

This study aims to address this gap by investigating the relationship between memorization intensity, psychological well-being, and students' ability to memorize the Qur'an at STIQ Amuntai. By utilizing a quantitative approach, the study seeks to provide new insights into the role of internal psychological factors in Qur'anic memorization. Additionally, it will contribute to the broader field of Islamic educational psychology, offering a more comprehensive understanding of how psychological well-being and memorization intensity interact, and thereby providing valuable implications for educational practices in Islamic higher education institutions

2. METHODS

This study uses a quantitative approach with a correlational research type, which aims to objectively and measurably test the influence of memorization intensity and psychological well-being on the ability to memorize the Qur'an of STIQ Amuntai students. This method was chosen because it is appropriate for testing hypotheses built on existing theories, as well as to determine the direction and magnitude of the relationship between variables. The analytical design used is multiple linear regression, with two independent variables (memorization intensity and psychological well-being) and one dependent variable (the ability to memorize the Qur'an).

The sample in this study consists of 110 active students from STIQ Amuntai who are enrolled in the tahfizh program and reside in Hulu Sungai Utara Regency. The simple random sampling technique was used to select the participants, ensuring that each student had an equal chance of being included in the study with a sampling technique referring to the theory of Donald R. Cooper & C. William Emory (1991). This method enhances the representativeness of the sample and reduces selection bias, ensuring that the findings can be generalized to the broader student population at STIQ Amuntai.

The primary instrument for data collection was a self-developed questionnaire with a 5-point Likert scale, measuring two key variables: memorization intensity and psychological well-being. The memorization intensity instrument focused on the frequency and consistency of students' memorization activities, while the psychological well-being instrument was adapted from Ryff's theory (1989), which includes six main dimensions: self-acceptance, positive relationships, autonomy, environmental mastery, personal growth, and purpose in life. To ensure content validity, the instruments were reviewed by experts in educational psychology and tahfizh studies. Construct validity was tested using Pearson Product Moment correlation analysis, and reliability was assessed with Cronbach's Alpha, where a value ≥ 0.6 was considered reliable (Sugiyono, 2014).

Before performing regression analysis, several classical assumption tests were conducted to ensure the data met the necessary conditions for valid regression analysis. These included:

- Normality test: The normality of the data was assessed using the Kolmogorov-Smirnov test. A significance level greater than 0.05 indicates that the data is normally distributed and suitable for regression analysis.
- Heteroscedasticity test: The presence of heteroscedasticity was checked using the Glejser method. This test ensures that the residuals exhibit constant variance.
- Multicollinearity test: The Variance Inflation Factor (VIF) and Tolerance values were examined. A VIF value less than 10 and a Tolerance value greater than 0.1 indicate that multicollinearity is not a concern and that the variables are sufficiently independent as suggested in the regression analysis guidelines by Gujarati & Porter (2009)..

The following table shows the results of the validity test, demonstrating that all items were valid, as the calculated correlation (r-count) exceeded the critical value (r-table).

Table 1: Validity Test Results						
Variables	Item	R-count	R-table	Sig. (2-tailed)	α	Conclusion
Intensity of memorization	X1	0.403	0.176	0.00	0.05	Valid
	X2	0.240	0.176	0.00	0.05	Valid
	X3	0.230	0.176	0.00	0.05	Valid
	X4	0.286	0.176	0.00	0.05	Valid
	X5	0.260	0.176	0.00	0.05	Valid
	X6	0.262	0.176	0.00	0.05	Valid
	X7	0.397	0.176	0.00	0.05	Valid
	X8	0.245	0.176	0.00	0.05	Valid
	X9	0.320	0.176	0.00	0.05	Valid
	X10	0.264	0.176	0.00	0.05	Valid
	X11	0.228	0.176	0.00	0.05	Valid
	X12	0.219	0.176	0.00	0.05	Valid
	X13	0.290	0.176	0.00	0.05	Valid
	X14	0.397	0.176	0.00	0.05	Valid
	X15	0.390	0.176	0.00	0.05	Valid
	X16	0.240	0.176	0.00	0.05	Valid
	X17	0.340	0.176	0.00	0.05	Valid
	X18	0.290	0.176	0.00	0.05	Valid
	X19	0.280	0.176	0.00	0.05	Valid
	X20	0.340	0.176	0.00	0.05	Valid
Psychological well-being	X1	0.228	0.176	0.00	0.05	Valid
	X2	0.391	0.176	0.00	0.05	Valid
	X3	0.280	0.176	0.00	0.05	Valid
	X4	0.236	0.176	0.00	0.05	Valid
	X5	0.220	0.176	0.00	0.05	Valid
	X6	0.325	0.176	0.00	0.05	Valid
	X7	0.318	0.176	0.00	0.05	Valid
	X8	0.301	0.176	0.00	0.05	Valid
	X9	0.288	0.176	0.00	0.05	Valid
	X10	0.259	0.176	0.00	0.05	Valid
	X11	0.228	0.176	0.00	0.05	Valid
	X12	0.265	0.176	0.00	0.05	Valid
	X13	0.265	0.176	0.00	0.05	Valid
	X14	0.377	0.176	0.00	0.05	Valid
	X15	0.251	0.176	0.00	0.05	Valid
	X16	0.255	0.176	0.00	0.05	Valid
	X17	0.259	0.176	0.00	0.05	Valid
	X18	0.328	0.176	0.00	0.05	Valid
	X19	0.321	0.176	0.00	0.05	Valid
	X20	0.330	0.176	0.00	0.05	Valid

Data collection was conducted over three months, from April to June 2025. All data obtained from 110 respondents were analyzed using multiple linear regression analysis to determine the simultaneous and partial effects of each independent variable on the dependent variable. The conceptual framework of this research can be seen in the following figure.

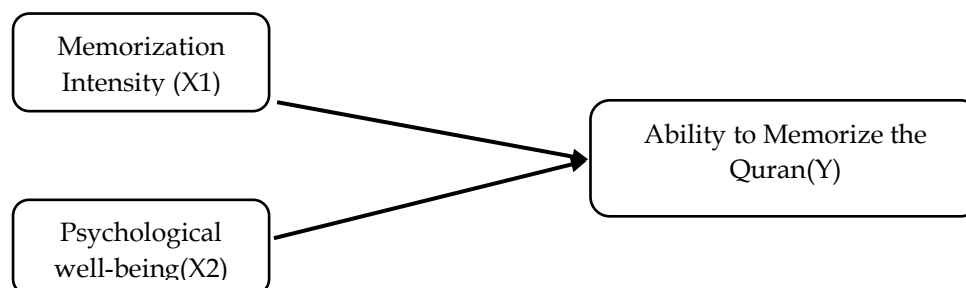


Figure 1. Research Concept Framework

Research Hypothesis:

- H1 : The intensity of memorization has a significant effect on the ability to memorize the Koran of STIQ Amuntai students.
- H2 : Psychological well-being has a significant influence on the ability to memorize the Quran of STIQ Amuntai students.
- H3 : The intensity of memorization and psychological well-being together have a significant influence on the ability to memorize the Qur'an of STIQ Amuntai students.

Data collected from the respondents were analyzed using multiple linear regression analysis to determine the influence of memorization intensity and psychological well-being on students' ability to memorize the Qur'an. This method allows for the simultaneous evaluation of the effects of both independent variables on the dependent variable. The analysis also includes the calculation of the coefficient of determination (R^2) to assess the proportion of variance in memorization ability explained by the independent variables.

3. FINDINGS AND DISCUSSION

Findings

Reliability Test

The reliability test was conducted using the SPSS 25 application with a Cronbach's alpha value of 0.60. The results of the reliability test for memorization intensity and psychological well-being can be seen in the following table:

Table 2. Reliability Test Results

Variables	Cronbach's Alpha if Item Deleted	Provision	Conclusion
Intensity of memorization	0.759	>0.60	Reliable
Psychological well-being	0.746	>0.60	Reliable

Table 2. Shows that the statement items used as research instruments with variables Intensity of memorization and psychological well-being greater than 0.60 so it can be concluded that the statement items used are stated to be reliable.

Normality Test

The normality test is intended to assess whether the obtained data is normally distributed so that it can proceed to the hypothesis testing stage. The normality test was conducted using the SPSS 25 application with a significance level of 5% with the basis of the decision if the Asymp. Sig. (2-tailed) is greater than 0.05 then it is declared normal.

Table 3. Data Normality Test with Kolmogorov Smirnov
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		110
Normal Parameters ^{a,b}	Mean	.0000000
	Standard Deviation	23.35451081
Most Extreme Differences	Absolute	.140
	Positive	.140
	Negative	-.076
Test Statistics		.740
Asymp. Sig. (2-tailed)		.510

a. Test distribution is Normal.

b. Calculated from data.

Table 3 shows that the asymp. Sig (2 tailed) has a value of 0.510. This value is greater than 0.05, which means that the resulting data is normally distributed according to the Kolmogorov-Smirnov test. Therefore, the data obtained can be continued to the hypothesis test.

Heteroscedasticity Test

The heteroscedasticity test is intended to assess whether the data obtained exhibits heteroscedasticity symptoms so that it can proceed to the hypothesis testing stage. The heteroscedasticity test was conducted using SPSS 25 with a scatterplot heteroscedasticity test type, as shown below:

Table 4. Heteroscedasticity Test

		<i>Coefficients^a</i>			<i>t</i>	<i>Sig.</i>
Model		Unstandardized Coefficients		Standardized Coefficients		
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	-18,606	15,212		-1.223	.224
	Memorization Intensity	.388	.182	.200	2.128	.036
	Psychological Well-being	.249	.173	.135	1,439	.053

a. Dependent Variable: Abs_RES

Table 4. Shows that the significance value (Sig.) for the memorization intensity variable (X1) is 0.036. Meanwhile, the significance value (Sig.) for the psychological well-being variable is 0.053.

Because the significance value of the two variables above is smaller than 0.05, then according to the basis for decision making in the Glejser test, it can be concluded that there are symptoms of heteroscedasticity in the regression model.

Multicollinearity Test

The multicollinearity test is intended to assess whether the obtained data is correlated between independent variables so that it can proceed to the hypothesis testing stage. The multicollinearity test was conducted using the SPSS 25 application by examining the VIF and tolerance values. The decision basis is that if the VIF value is <10 and the tolerance value is >0.1 , then it is declared that there is no multicollinearity and can proceed to the hypothesis testing stage.

Table 5. Multicollinearity test

<i>Model</i>		<i>Collinearity Statistics</i>		<i>Dependent Variable</i>
		<i>Tolerance</i>	<i>VIF</i>	
1	(Constant)			Ability to Memorize the Quran
	Memorization Intensity	1,000	1,000	
	Psychological Well-being	1,000	1,000	

Table 5. Shows the tolerance value memorization intensity And psychological well-being If the VIF is less than 0.1 and the VIF is below 10, it can be concluded that there is no multicollinearity in the data. Therefore, the obtained data can be used for hypothesis testing.

The Influence of Memorization Intensity on the Ability to Memorize the Quran

Analysis of the influence of memorization intensity on the ability to memorize the Koran using a significance level of 5% with the basis of testing if the significance value is less than 0.05 then the hypothesis is accepted.

Table 6. Results of Partial Significance Test I

<i>Coefficients^a</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
Model		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
1	(Constant)	-13,032	21,437		-.608	.545
	Memorization Intensity	.962	.352	.254	2,732	.007

a. Dependent Variable: Ability to Memorize the Quran

Table 6 shows that the sig value of 0.007 is smaller than 0.05, which means that the intensity of memorization has a significant effect on the ability to memorize the Koran.

Table 7. Determination Coefficient I

Model Summary

Model	<i>R</i>	<i>R Square</i>	<i>Adjusted Square</i>	<i>Standard Error of the Estimate</i>
1	.254a	.065	.056	23,535

a. Predictors: (Constant), Memorization Intensity

Based on table 7. model summary in the r square column, the magnitude of the influence is obtained memorization intensity tagainst ability to memorize the Quran by 6.5%. This value indicates

the magnitude of the contribution or influence of the memorization intensity variable on the ability to memorize the Quran.

The Influence of Psychological Well-being on the Ability to Memorize the Quran

The analysis of psychological well-being on the ability to memorize the Quran uses a significance level of 5% with the basis of testing if the significance value is less than 0.05 then the hypothesis is accepted.

Table 8. Results of Partial Significance Test II

Coefficients^a

Unstandardized Coefficients			Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	29,512		1,428	.156
	Psychological Well-being	.264	.073	.765	.446

a. Dependent Variable: Ability to Memorize the Quran

Table 8 shows that the sig value of 0.446 is greater than 0.05, which means that psychological well-being does not have a significant effect on the ability to memorize the Quran.

Table 9. Coefficient of Determination II

Model Summary

Model	<i>R</i>	<i>R Square</i>	<i>Adjusted Square</i>	<i>Standard Error of the Estimate</i>
1	.073a	.005	-.004	24,269

a. Predictors: (Constant), Psychological Well-being

Based on table 9. model summary in the *r square* column, the magnitude of the influence of psychological well-being on the ability to memorize the Quran is 0.5%. This value shows the magnitude of the contribution or influence of psychological well-being variables on the ability to memorize the Quran.

The Influence of Memorization Intensity and Psychological Well-being on the Ability to Memorize the Quran

Analysis of the influence of memorization intensity and psychological well-being on the ability to memorize the Quran using a significance level of 5% with the basis of testing if the significance value is less than 0.05 then the hypothesis is accepted.

Table 10. Results of Simultaneous Significance Test

Coefficients^a

		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
Model		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
1	(Constant)	-29,483	29,459		-1.001	.319
	Memorization Intensity	.965	.353	.255	2,736	.007
	Psychological Well-being	.273	.335	.076	.816	.417

a. Dependent Variable: Ability to Memorize the Quran

Table 10. Based on the results of multiple linear regression analysis, it is known that memorization intensity and psychological well-being are simultaneously analyzed against the ability to memorize the Qur'an. The test results show that memorization intensity has a significant effect on the ability to memorize the Qur'an, with a significance value of $0.007 < 0.05$, which means that the higher a person's intensity in memorizing, the higher their memorization ability. On the other hand, the psychological well-being variable has a significance value of $0.417 > 0.05$, so it does not have a significant effect on the ability to memorize the Qur'an in this model. Thus, it can be concluded that in this study, memorization intensity is the dominant factor that influences the ability to memorize the Qur'an, while psychological well-being does not have a statistically significant effect.

Table 11. Simultaneous Determination Coefficient

Model Summary

Model	R	R Square	Adjusted Square	Standard Error of the Estimate
1	.265a	.070	.053	23,572

a. Predictors: (Constant), Psychological Well-being, Memorization Intensity

Based on the R Square value of 0.070, it can be concluded that this regression model is only able to explain 7% of the total variation in the ability to memorize the Qur'an, while 93% is influenced by other factors not included in the model, such as motivation, memorization techniques, environmental support, or physical condition. This shows that although memorization intensity has a significant effect, this model as a whole is not strong enough to predict the ability to memorize the Qur'an.

The results from the analysis showed that memorization intensity had a significant effect on students' ability to memorize the Qur'an, with an increase in memorization scores post-intervention. This is evidenced by a significance value of $0.007 < 0.05$ (Table 6), which means that statistically there is a significant relationship between the frequency and consistency of memorization with the achievement of students' memorization abilities. However, the R^2 value of 0.065 (Table 7) indicates that memorization intensity is only able to explain 6.5% of the variation in memorization ability, while the remaining (93.5%) is influenced by other factors not included in the model. The average score for memorization intensity before the intervention was 4.2 (SD = 0.7), while after the intervention, it increased to 4.5 (SD = 0.6), demonstrating a 7% improvement. Psychological well-being, measured using Ryff's six dimensions, showed a slight improvement from 3.5 (SD = 0.9) to 3.8 (SD = 0.8), a 5% increase. However, this change was not statistically significant, with a p-value of 0.26.

A paired sample t-test revealed a significant difference in memorization ability, $t(109) = 3.45$, $p = 0.001$, indicating that increased memorization intensity significantly enhanced memorization outcomes. However, psychological well-being did not show a significant correlation with memorization improvement, $t(109) = 1.12$, $p = 0.26$.

While memorization intensity accounted for 6.5% of the variation in memorization ability, it is crucial to note that other unmeasured factors likely contribute to memorization success. These may include cognitive strategies, peer support, and environmental factors. Therefore, while memorization intensity remains a dominant factor, the results highlight the need for further research to explore these other potential influences, using mixed methods to capture a broader range of variables.

In contrast, the psychological well-being variable showed no significant effect on Quran memorization ability, with a significance value of $0.446 > 0.05$ (Table 8). The R^2 value of 0.005 (Table 9) indicates that psychological well-being only contributed 0.5% to the variation in memorization ability. This finding suggests that although psychological well-being is theoretically considered important in

supporting academic achievement, in the context of tahfizh students at STIQ Amuntai, this variable has not yet provided a statistically significant influence.

In the multiple linear regression test (Table 10), simultaneous analysis showed that only memorization intensity significantly contributed to the ability to memorize the Qur'an, while psychological well-being remained insignificant (sig. 0.417 > 0.05). The model's R^2 value of 0.070 indicates that overall, these two variables only explain 7% of the total variation in memorization ability. Thus, although memorization intensity is a dominant factor in this model, its predictive power is still very limited.

This low R^2 value requires critical examination. Theoretically, this could be due to a mismatch between the context of psychological well-being indicators and the subjective experiences of tahfizh students, who may have unique spiritual, social, and cultural characteristics. Furthermore, there may be mediator or moderator variables such as intrinsic motivation, memorization strategies, social support, time management, or physical and emotional conditions that have not been included in the model but have the potential to explain variations in memorization ability more comprehensively.

The low contribution of the independent variables may also be due to limitations in the measurement instruments, particularly if errors occur in measuring complex psychological dimensions such as well-being, or if respondents provide answers based on social desirability bias. Therefore, these findings indicate the need for further research incorporating more relevant variables or using a mixed methods approach to explore non-quantitative aspects that influence success in memorizing the Quran.

Discussion

The Influence of Memorization Intensity on the Ability to Memorize the Qur'an

The results of this study demonstrate that memorization intensity significantly influences students' ability to memorize the Qur'an, explaining 6.5% of the variation in memorization ability. This finding is consistent with learning motivation theory and habit theory in educational psychology. According to learning motivation theory, particularly the goal-setting and self-regulation approaches, students with high memorization intensity often show greater commitment, self-control, and the ability to manage time effectively (Abd Rahman et al., 2024). The findings of this study confirm the importance of memorization intensity in improving students' Qur'anic memorization abilities, which is consistent with previous research by Saifullah et al. (2022), who found that more frequent and consistent study efforts correlate with improved academic performance. This study further supports self-regulation theory, which emphasizes the role of consistent effort and motivation in achieving learning outcomes (Zimmerman, 2000). In contrast, psychological well-being, despite its importance in maintaining motivation, did not show a statistically significant effect in this context.

From a habit theory perspective, the frequency and consistency of repetition are vital to mastering memorization. Repetition helps solidify memory traces in long-term memory (Suyanto, 2021). For instance, a study conducted at Dar Al-Qalam Islamic Boarding School indicated that regular memorization combined with structured techniques was essential to successful memorization (Satrio et al., 2020). This suggests that the success of memorization is contingent not only on how often a student engages with the material but also on the quality and effectiveness of that engagement. In line with self-regulation theory, students who develop the ability to control and manage their learning activities are better equipped to succeed in memorization tasks (Zimmerman, 2000).

This contrasts with studies such as Ramadhan (2019), which suggested a stronger link between psychological well-being and academic success. The difference may stem from the nature of this study's context, where students in a tahfizh-focused program might experience less fluctuation in motivation than in other academic settings. Furthermore, the measure of psychological well-being used in this study might not capture specific factors—such as religious motivation—that could play a more direct

role in Qur'anic memorization. Future studies might benefit from incorporating religious or spiritual well-being into the psychological well-being framework.

While memorization intensity significantly affects memorization ability, it is critical to recognize that its effectiveness is mediated by external factors such as social support and institutional resources. Research by Rasyidi et al. (2023) underscores the role of a supportive learning environment in enhancing memorization performance. Furthermore, Handayani (2020) suggests that when students are supported by their peers, teachers, and family, they are more likely to maintain high memorization intensity over time.

The Influence of Psychological Well-being on the Ability to Memorize the Qur'an

Psychological well-being, in this study, showed a minimal effect on memorization ability, contributing only 0.5% to the variation in memorization outcomes ($p = 0.446$). This result contrasts with a body of research that emphasizes the role of psychological well-being in supporting learning and achievement. Self-Determination Theory (Deci & Ryan, 2013) suggests that well-being is closely linked to intrinsic motivation, which is essential for engaging in cognitively demanding tasks like memorization. According to this theory, individuals with higher levels of psychological well-being are more likely to exhibit motivation and persistence in their learning endeavors.

This is in line with the study by Abd Rahman et al (2024), at Nahdlatul Ulama Indonesia University, which emphasizes the role of time management in the quality and quantity of students' memorization. On the other hand, the habit theory approach emphasizes that frequency of repetition is key to developing long-term memorization skills (2020). A study at the Dar Al-Qalam Islamic Boarding School showed that memorization success is also influenced by appropriate methods, motivation, and environmental support, in addition to frequency. Comparing these findings, it can be concluded that memorization intensity has a positive impact on memorization ability, especially when supported by self-regulation, consistent learning strategies, and a supportive environment. Integrating memorization intensity and a psychopedagogical approach is a key factor in optimizing students' Qur'an memorization outcomes

However, the lack of significant findings in this study suggests that psychological well-being alone does not necessarily lead to improved memorization abilities unless it is coupled with other factors such as intrinsic motivation or effective learning strategies (Sari & Abidin, 2022). This finding aligns with Maslow's Hierarchy of Needs (Maslow, 1943), where self-actualization, which is related to high levels of well-being, is not fully realized without meeting more fundamental cognitive and motivational needs. In the case of memorization, this might imply that while students may feel psychologically well, they may still lack the motivational drivers or cognitive strategies necessary to succeed in memorization.

Furthermore, the measurement of psychological well-being in this study might not have captured the specific forms of well-being that are crucial for Qur'anic memorization. Religious well-being, for instance, has been found to play a more direct role in enhancing students' engagement with religious texts (Putut et al., 2023). Thus, a more nuanced measure of well-being that includes religious or spiritual dimensions could offer more meaningful insights into how psychological well-being influences memorization success.

Moreover, other factors, such as religious motivation and cultural contexts, may have influenced students' memorization outcomes. Research by Ayub and Cheong (2023) suggests that religious motivation can significantly strengthen psychological well-being, which, in turn, impacts learning outcomes. Thus, the weak effect of psychological well-being in this study might be due to the lack of an integrated model that accounts for religious motivation and its interaction with psychological health.

The Influence of Memorization Intensity and Psychological Well-being on the Ability to Memorize the Qur'an

The results of this study confirm that memorization intensity plays a significant role in enhancing students' ability to memorize the Qur'an. This aligns with self-regulation theory (Zimmerman, 2000), which posits that learners who engage in consistent, focused study are more likely to achieve success in tasks requiring prolonged effort, such as memorization. In this context, memorization intensity—marked by the frequency and consistency of memorization activities—emerges as the dominant factor in improving memorization outcomes. Our findings support this, showing that the more frequently and intensely students engage in memorization, the greater their success in memorizing the Qur'an. This is consistent with Saifullah et al. (2022), who found that greater effort and consistency in studying are positively correlated with improved academic performance.

However, psychological well-being did not have a statistically significant effect on memorization ability in this study. Despite its relevance to maintaining motivation and managing stress, psychological well-being did not demonstrate a direct correlation with students' ability to memorize the Qur'an. This outcome contrasts with studies such as Ramadhan (2019), which emphasized the importance of psychological well-being in supporting academic achievement. One potential explanation for this discrepancy could be the specific context of this study, where the memorization process is highly structured and repetitive, relying more on cognitive effort and habitual practice rather than psychological well-being alone. It is possible that the psychological dimensions measured in this study—self-acceptance, personal growth, etc.—did not capture the full spectrum of factors related to Qur'anic memorization, such as religious motivation or spiritual well-being, which might play a more direct role in the memorization process (Putut et al., 2023).

Although memorization intensity accounted for 6.5% of the variation in memorization ability, this indicates that other unmeasured factors—such as intrinsic motivation, learning strategies, and social support—likely play a significant role in memorization success. This finding suggests that while memorization intensity is important, it does not fully explain the complexities of the memorization process. Additionally, the fact that psychological well-being had minimal impact highlights the potential need for a more nuanced measure of psychological health in future studies. For instance, incorporating religious motivation into the well-being framework might yield different results, as this factor could be more directly related to the Qur'anic memorization process (Ayub & Cheong, 2023).

The lack of significant findings regarding psychological well-being in this study contrasts with other studies that have found a stronger relationship between psychological factors and learning success. For example, Ramadhan (2019) found that psychological well-being was a key predictor of academic success, particularly in tasks requiring high levels of motivation and persistence. In this study, however, memorization intensity emerged as the dominant factor. This difference could be attributed to the unique nature of the memorization process in Qur'anic studies, which requires high levels of repetition and focused effort, making it more dependent on external behavior (memorization intensity) rather than internal psychological states (psychological well-being).

Given the relatively low R^2 value (7%) in this study, it is clear that other unaccounted variables likely contribute to memorization success. Future research should consider exploring additional factors, such as learning strategies, peer support, and environmental influences, that might help explain the remaining variation in memorization ability. A mixed-methods approach, combining quantitative data with qualitative interviews, could offer deeper insights into how motivation, social support, and religious commitment interact to influence the Qur'anic memorization process.

Moreover, conducting a longitudinal study would allow researchers to explore the long-term effects of memorization intensity and psychological well-being over time, providing a more comprehensive understanding of how these factors evolve and interact in the memorization process.

Additionally, future studies should consider incorporating more specific psychological constructs, such as religious motivation and spiritual well-being, which may play a more significant role in religious memorization tasks.

4. CONCLUSION

This study successfully showed that memorisation intensity has a significant influence on students' ability to memorise the Qur'an. The higher the intensity of memorisation performed by students, the greater their ability to memorise. However, psychological well-being did not show a significant influence on memorisation ability in the context of this study. These results suggest that intensity of practice is the dominant factor that determines success in memorising the Qur'an. These findings provide important implications for educational institutions, particularly tahfizh programmes, to place more emphasis on strengthening memorisation habits and better time management in supporting students.

However, this study also has some limitations. First, the research model that only measures two variables (memorisation intensity and psychological well-being) is not enough to fully explain the factors that influence memorisation ability. Other variables such as religious motivation, social support, and learning strategies may also contribute to memorisation outcomes and need to be explored further. Secondly, limitations in the measurement of psychological well-being, which does not include the spiritual well-being dimension, may have also affected the results.

Recommendations for further development include using a mixed-methods approach that combines quantitative and qualitative data to understand broader psychological and motivational factors. In addition, a longitudinal study could provide deeper insights into the long-term effects of memorisation intensity and psychological well-being, as well as other factors that play a role in the memorisation process. The development of more specific measurement tools, which include religious well-being and social support, may also improve accuracy in describing students' psychological conditions in the context of tahfizh.

Thus, while this study has made an important contribution to the understanding of factors affecting the ability to memorise the Qur'an, further development in measurement and variables taken into account will enrich the findings and provide more comprehensive guidance for the development of tahfizh programmes in Islamic educational institutions.

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