

The Influence of the Quantity of Memorizing Surahs and Muroja'ah Al-Qur'an on Students' Cognitive Learning Outcomes

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Abstract. This study aims to identify whether there is an influence between the quantity of memorization of the Quran and muroja'ah on students' cognitive learning outcomes using regression analysis with the independent variables being the quantity of memorization of the Quran (X_1) and the quantity of muroja'ah (X_2) and the dependent variable being students' cognitive learning outcomes (Y). Most previous studies only highlight the effects of memorization on general aspects such as improving learning outcomes, without specifically measuring the impact of the quantity of memorization and the intensity of muroja'ah on students' cognitive learning outcomes. This study attempts to fill this gap by analyzing the relationship between memorization of the Quran and academic achievement in more depth. The sample used was 50 6th semester students spread across various study programs at FITK UIN Maulana Malik Ibrahim Malang. Sampling was carried out randomly with the assumption that the characteristics of the students were homogeneous. The results of the study showed that 80% of students had memorized 30 surahs in Juz 30, and on average they did the muroja'ah memorization 7 times a week. For the dependent variable, the average GPA obtained by students is 3.85. In the results of the hypothesis test, the F-count value is 10.93 and the significance value is 0.001 with an alpha setting of 0.05. So, it can be concluded that H_0 is rejected so that there is at least 1 independent variable that influences students' cognitive learning outcomes, then the results of the partial test showed that the quantity of memorizing the surah of the Qur'an affects students' cognitive learning outcomes with a significance value of 0.004 which is smaller than 0.05. The quantity of memorizing the surah of the Qur'an affects learning outcomes with an R^2 value of 46% and the remaining 54% is influenced by other factors not used in this study. For educators and curriculum developers, they can integrate memorization techniques into the curriculum, develop a supportive learning environment, and utilize educational technology to increase student motivation and involvement in the learning process.

Keywords: Cognitive Learning Outcomes; Memorizing the Surah of the Qur'an; Muroja'ah

A. INTRODUCTION

Memorizing letters in the Qur'an is not a legal requirement that must be done, so in memorizing the Qur'an there are no special conditions that are binding as a provision but rather conditions that are related to human instinct alone. Not all Muslims are able to memorize the Qur'an but only Allah's chosen servants can do so. According to the evidence that Allah has written in the word of QS. Al Fatir

(35): 32.

ثُمَّ أَوْرَثْنَا الْكِتَابَ الَّذِينَ اصْطَفَيْنَا مِنْ عِبَادِنَا ۖ فَمِنْهُمْ ظَالِمٌ لِّنَفْسِهِ ۖ وَمِنْهُمْ مُّقْتَصِدٌ وَمِنْهُمْ سَابِقٌ
بِالْخَيْرَاتِ ۖ إِنَّ اللَّهَ ۖ ذَٰلِكَ هُوَ الْفَضْلُ الْكَبِيرُ

It means : *Then We handed down the Book to those whom We chose from among Our servants, then among them there were those who wronged themselves and among them there were those who were middle and among them there were (also) those who did good first with permission. God. That is a very great gift.*

In relation to those who memorize the Qur'an, the verse above explains that Allah inherited the holy book to a group chosen to guard and honor the Qur'an. Allah mentions three groups of His servants who are given the opportunity to receive the inheritance of the book; first *أَنفُسِهِ ظَالِمٌ*, namely, people who practice the teachings of Allah little, they are less obedient to their obligations and less obedient to the prohibitions that He has set. Second *مُقْتَصِدٌ*, namely, people who only limit themselves to carrying out the duties that are required and ignore the prohibitions that He has set. Third, *سَابِقٌ بِالْخَيْرَاتِ*, namely, people who carry out the obligatory duties and the recommended sunnahs perfectly, and avoid all prohibitions and stay away from what is makruh. In this verse, Allah also teaches them that memorizing the Qur'an is a great gift.

In the process of maintaining the Qur'an, one of them can be memorized in each generation. Memorizing the Qur'an is not an easy thing. In the process of memorizing the Qur'an, it takes consistency to always repeat the memory of the verses being memorized. There are several opinions that state that the birth of a superior generation depends on its closeness to the Qur'an. The Qur'an is not only the key to entering heaven but the Qur'an can also be the key to human holistic intelligence (IQ, EQ, and SQ). The ability to memorize the Qur'an is a gift from Allah in the form of a sharp memory, brilliant thinking and a ship of knowledge. Memorizers of the Qur'an are said to have the gift of brilliant memory and thinking because they can think faster by being accustomed to matching and remembering the verses they have memorized. Meanwhile, memorizers of the Qur'an are also said to have the gift of the ark of knowledge because they will encourage them to achieve more than those who do not memorize the Qur'an. According to (Syahrudin, 2021), the more verses of the Qur'an that are memorized, the more likely the student is to have a better level of mental and psychological health. Where, this mental and psychological health will affect the level of student skills and academic development at school.

In the scope of education, there are several theories that support the importance of a deep understanding of the concepts of memory and cognition to improve learning outcomes. For example, the Dual Coding Theory developed by Allan Paivio states that information stored in visual and verbal forms can strengthen memory retention. This is relevant in the context of memorizing the Qur'an, where the relationship between text and sound helps strengthen memory. In addition, the Cognitive Load Theory proposed by John Sweller emphasizes the importance of managing cognitive load so that students can process information more effectively, especially in learning that involves memorization and repetition such as the practice of muroja'ah Al-Qur'an. The Constructivist Learning Theory from Piaget and Vygotsky shows that learning is an active process in which repeated experiences, such as memorization repetition, strengthen understanding and cognition. Thus, increasing the regularity of muroja'ah can contribute to the development of cognitive abilities and student learning outcomes, making them more effective in understanding and remembering learning materials.

At the State Islamic University of Maulana Malik Ibrahim, especially the Faculty of Tarbiyah and Teacher Training, the system of students undergoing academic guidance can make memorization deposits of letters in juz 30 to their academic supervisors, so that when they graduate, of course they have completed the memorization of letters in juz 30 as a requirement to register for the graduation. Based on these activities associated with the theory that has been explained previously, the researcher identified the influence between the number of surah memorizations and muroja'ah of the Qur'an on the cognitive learning outcomes obtained by FITK UIN Maulana Malik Ibrahim Malang students. Based on previous research conducted by Syahrudin in 2021 which examined the effect of

memorizing the Qur'an on the learning outcomes of IAIN Ambon PAI Study Program students, Class of 2017-2018. The results of the study stated that there was an effect of memorizing the Qur'an on the learning outcomes of IAIN Ambon PAI study program students, class of 2017-2018 by obtaining a constant value of the regression model of 2.639. This means that the consistent value of the learning outcome variable if there is no memorization of the Qur'an (X) is 2.639. b = regression coefficient X of 0.016 states that for every 1% increase in the value of memorizing the Qur'an, the learning outcome value increases by 0.016. By obtaining a determination coefficient value of 0.172, which means that the influence of the independent variable (Memorizing the Qur'an) on the dependent variable (Learning Outcomes) is 17.2%. Although there are studies on the benefits of memorizing the Qur'an, there is still a gap in research that focuses on the influence of memorizing the Qur'an on student learning outcomes specifically. Most previous studies only highlight the effects of memorization on general aspects such as improving learning outcomes, without specifically measuring the impact of the quantity of memorization and the intensity of muroja'ah on students' cognitive learning outcomes. This study attempts to fill this gap by analyzing the relationship between memorizing the Qur'an and academic achievement in more depth. Thus, based on the results of the research that have been presented, the researcher will identify the influence between the quantity of memorization of the Qur'anic surahs and the quantity of murojaah on students' cognitive learning outcomes.

B. METHODS

This study uses a quantitative approach where the study uses predictor variables (X1) namely the quantity of memorization of the Al-Qur'an and (X2) namely the quantity of muroja'ah al-Qur'an carried out by students in a week and the response variable (Y) namely the results of students' cognitive learning. Memorizing the Al-Qur'an was chosen as a variable because it is considered an activity that can improve cognitive abilities, concentration, and memory, through complex mental processes that contribute to the development of academic skills and student learning outcomes. The quantity of memorization is measured based on the number of surahs memorized from Juz 30, with a range of 25 to 36 surahs. Meanwhile, muroja'ah, or repetition of memorization, is considered important because it strengthens memory and understanding of the memorized material, measured based on the frequency of repetition in one week, with a range of 3 to 12 times. The study will be conducted on a number of selected samples of 50 6th semester students who were taken randomly from various study programs at the Faculty of Tarbiyah and Teacher Training, the researcher assumes that the characteristics of the students are homogeneous. This is important to ensure that the research results can be interpreted more broadly and are not affected by significant external variables. With this assumption of homogeneity, researchers can be more confident that the influence found between the quantity of memorization of the Al-Qur'an surah and cognitive learning outcomes is valid. Data analysis will be carried out using multiple linear regression analysis by conducting an assumption test first.

C. RESULT & DISCUSSION

Before conducting a hypothesis test to determine whether there is an influence between the quantity of memorization of the Al-Quran surah and muroja'ah on students' cognitive learning outcomes, a descriptive analysis was previously carried out on each variable as follows.

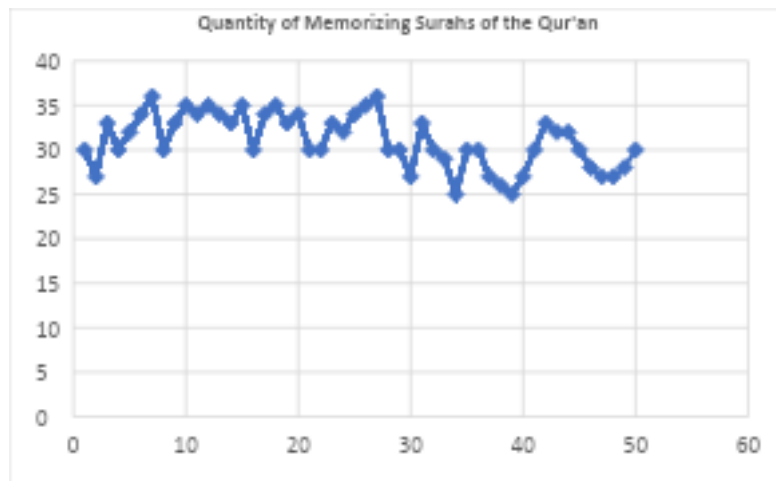


Fig. 1 The description of Variable X_1

The image above is a description of the data on the quantity of memorization of the surah of the Qur'an. Of the 50 students selected as samples, on average they have memorized 31-32 surahs in the Qur'an, with the largest number of students being able to memorize 36 surahs and the minimum number of students being able to memorize 25 surahs in the Qur'an.



Fig. 2 The description of Variable X_2

Meanwhile, for the variable quantity of muroja'ah studied on 50 students selected as samples, students have an average muroja'ah time of 6 or 7 times a week. Meanwhile, some students even spend time for muroja'ah as much as 12 times a week and at least students do muroja'ah 3 times a week.

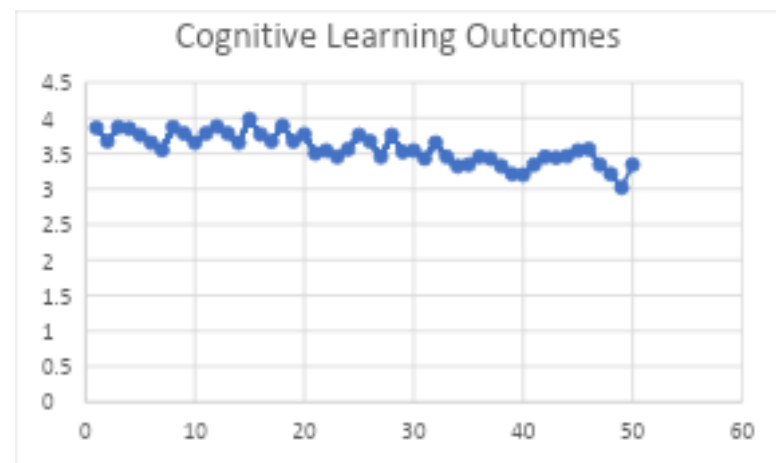


Fig. 3 The description of Variable Y

And for the variable of students' cognitive learning outcomes, the average student selected as a sample has a GPA of 3.572 with the largest GPA of 3.98 and the smallest GPA of 3.02. After conducting a descriptive analysis of the variable data used, the next step is to test the assumptions of all variables to meet all the prerequisite assumptions required, both normality tests, multicollinearity tests, homogeneity tests, and autocorrelation tests. Furthermore, multiple regression analysis is carried out to identify whether there is an influence between the variable of the quantity of memorization of the Qur'an and muroja'ah on students' cognitive learning outcomes. Based on the results of data processing using the SPSS program to test whether there is a relationship between the variable of the number of letters memorized and the variable of the quantity of murojaah in a week can be seen in the following table:

Table 1. Model Summary

Model	R	R Square	Adjusted R Square	Std Error of The Estimate
1	0,200	0,460	0,001	0,14580

From the Modal Summary table, the R^2 value = 0.460, meaning that the independent variables of the quantity of murojaah in a week and the number of surahs memorized are able to explain or predict the value of the dependent variable GPA by 46%. The rest is explained by other factors besides the quantity of murojaah in a week and the number of surahs memorized.

Table 2. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	0,041	2	0,021	0,975	0,005
Residual	0,999	48	0,021		
Total	1,040	50			

Meanwhile, from the ANOVA table, the F value is 0.975 with a test significance of 0.005. Because the test significance value is less than 0.05, it can be concluded that at least one of the variables of the quantity of memorizing the surah of the Qur'an or murojaah in a week has an effect on students' cognitive learning outcomes.

Table 3. Coefficient

Model	Unstandardized Coefficient		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3,779	0,227		16,627	0,000
Quantity of memorization of the surah of the Qur'an	0,002	0,003	0,084	0,666	0,004
Quantity of murojaah	-0,023	0,021	-0,161	-1,093	0,280

Based on the t-test, it can be seen that the significance value of 0.004 is less than 0.05. Thus, it can be concluded that H_0 is rejected so that there is a significant influence of the quantity of memorizing the surah of the Qur'an on the cognitive learning outcomes of students. It is also seen that the variable quantity of muroja'ah funds per week does not have a significant influence on the cognitive learning outcomes of students as indicated by a significance value greater than 0.05. The regression equation obtained is as follows:

$$Y = 3,779 + 0,002X_1 - 0,023X_2$$

From the equation above, it can be concluded that the constant of 3.779 means that without the independent variables of the quantity of memorization of surahs in the Qur'an and the quantity of murojaah in a week, the cognitive learning outcomes of students are 3.779. The regression coefficient of 0.002 means that every additional unit of the quantity of memorization of surahs in the Qur'an will increase students' cognitive learning outcomes by 0.002. Memorizing the Qur'an can affect a person's cognitive development by memorizing the Qur'an will involve intensive memory training, which can increase short-term and long-term memory capacity. According to (Roediger & Butler, 2011) states that repetition and active practice, as done in memorizing, can increase memory retention. This process helps in encoding information into long-term memory, so that individuals can remember information better in the future. Memorizing surahs of the Qur'an not only involves repetition, but also understanding and interpretation. This process can stimulate critical thinking, where individuals not only memorize, but also reflect on the meaning and context of the memorized text. In line with Dewey's research (1933) which explains that critical thinking involves reflection and analysis, which can be triggered by involvement with memorizing the Qur'an. Problem-solving theory, as explained by Polya (1945), shows that problem solving involves understanding the problem, planning a solution, implementing the plan, and evaluating the results.

Memorizing the surah of the Qur'an can improve problem-solving skills, such as studying the meaning of the verses can improve analytical and critical abilities, because individuals are invited to understand the context and application of the verses in everyday life. The results of the hypothesis testing carried out can be seen that what has a significant effect on students' cognitive learning outcomes is the quantity of memorization of the surah of the Qur'an. This is evidenced by the T-test which shows that the significance value is less than 0.05. In a previous study conducted by Syahrudin in 2021 which examined the effect of memorizing the Qur'an on the learning outcomes of IAIN Ambon students of the PAI Study Program Class of 2017-2018. The results of the study stated that there was an influence of memorizing the Qur'an on the learning outcomes of IAIN Ambon students of the PAI study program, class of 2017-2018. Further research was conducted by AM. Amar Ma'ruf in 2019 who studied the influence of memorizing the Qur'an on student learning outcomes at MI Tahfiduzl Quran, Biringkanaya District, Makassar City, which obtained research results that the activity of memorizing the Qur'an of students at MI Tahfidzul Qur'an, Biringkanaya District, Makassar City was in the "good" category, namely in the interval 78 - 80 with an average value of 78.1. Meanwhile, Elfi Ni'matul Fajriyyah in 2021 studied the influence of memorizing the Qur'an on student learning achievement in class XII of Madrasah Aliyah Hidayatul Qomariyah, Bengkulu City. The study found that the results showed that the intensity of reading the Qur'an had an effect on students' spiritual intelligence. In this study, the quantity of memorization and muroja'ah played a significant role in improving cognitive learning outcomes, because both strengthen memory and understanding of the material. The memorization process involves repetition which increases information retention, while muroja'ah helps students remember and apply knowledge in different contexts. This finding is in line with previous studies, such as those conducted by Syahrudin (2021) and Fajriyyah (2021), which showed that memorizing the Qur'an has a positive effect on academic achievement. This study confirms that the more memorization one has, the better the students' cognitive learning outcomes, supporting the hypothesis that memorization affects learning outcomes.

According to the graduation standards of the Faculty of Tarbiyah and Teacher Training, where each student makes a memorization deposit of the letter in juz 30 as a requirement to register for the graduation. In this case, students with a lot of memorization of letters do not require special follow-up from the Faculty, just by increasing their memorization a little more, they will meet the graduation standards. Meanwhile, students with medium memorization of letters, the faculty can communicate with related students to find out problems that may affect their learning outcomes. Meanwhile, students with little memorization of faculty can consider increasing academic support, one of which is improving academic services to students.

In this case, Islamic Educational Institutions can improve the quality of learning by one of the ways, namely by strengthening the Al-Qur'an memorization program as an integral part of the curriculum. This program can be designed with methods that support effective repetition and muroja'ah. To support the implementation of tahfidz learning in developing cognitive, what is important is support from the school in its implementation. All learning carried out by teachers must

be supported by the school, both in the form of providing adequate facilities and infrastructure such as a special room for tahfidz, teaching aids, and learning media. Islamic Educational Institutions must also provide teachers who have good tahfidz abilities and teaching skills. Structured evaluation and monitoring of memorization progress can also be applied to ensure that students not only memorize but also understand and internalize the values contained in the verses of the Qur'an. Thus, the benefits of memorization for cognitive and spiritual intelligence can be optimized. In addition, combining memorization activities with activities that support the development of IQ, EQ, and SQ, such as involvement in social activities based on the values of the Qur'an, can deepen students' understanding.

D. CONCLUSION

Based on the hypothesis testing that has been done previously, we can conclude that the results of simultaneous hypothesis testing concluded that there is at least one variable between the quantity of memorization of the Qur'anic verses or the quantity of murojaah that affects students' cognitive learning outcomes. And it is proven by the results of partial testing that it turns out that the variable that affects students' cognitive learning outcomes is the quantity of memorization of the Qur'anic verses with a significance value of 0.004 which is smaller than the value of 0.05. For educators and curriculum developers, they can integrate memorization techniques into the curriculum, develop a supportive learning environment, and utilize educational technology to increase student motivation and engagement in the learning process.

For future research directions, research can investigate how different memorization techniques affect learning outcomes and cognitive development. Studies that compare various memorization methods and their effectiveness can provide valuable insights for educational practice. Furthermore, examining the relationship between memorization practices and specific academic subjects or skills can improve our understanding of how memorizing the Qur'an contributes to overall academic success.

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