The Relationship between the Level of Memorizing the Al-Qur'an and the Academic Achievement of Junior High School Students

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Abstract:
The era of globalization must be faced by the entire world of education today. Education has an important role in shaping an individual's character and intellectual abilities. Formal education in Indonesia is often integrated with religious education, one of which is memorizing the Koran. Memorizing the Qur'an (tahfiz) is not only considered an act of worship but is also believed to influence students' academic performance. This research intended to analyze the relationship between the level of memorization of the Al-Qur'an and the academic achievement of class IX students at SMP Al-Ikhlash Lumajang. By integrating memorizing the Qur'an into formal education, it is hoped that this research can provide a better understanding of the benefits and challenges faced. Method used in this research involves collecting data through questionnaires distributed to students, as well as analyzing their academic results. Results bivariate analysis Pearson Correlation shows that there is a positive relationship between the level of memorization of the Al-Qur'an and academic achievement, in semester 1 it was (0.4%), semester 2 (13%), semester 3 (31.8%), and in semester 4 (36.5 %). Conclusion In this research, there is a positive relationship between the level of memorization of the Al-Qur'an and students' academic achievement, which indicates that memorizing the Al-Qur'an can contribute to improving students' learning abilities. Hopefully, this research can provide helpful information for educators and parents to support schools' teaching and learning process.

INTRODUCTION

Education is essential in developing individual character and abilities (Prasetya, 2020). In Indonesia, education not only focuses on academic aspects but also on developing spiritual and moral values. One way to achieve this goal is to teach the Koran, the holy book of Muslims. Memorizing the Al-Qur'an is not only an obligation for Muslims but is also believed to positively impact students' cognitive development and academic achievement (Yudha & Rohmadi, 2022).

Al-Ikhlash Lumajang Middle School is one of the educational institutions that implements an Al-Qur'an memorization program in their curriculum. This program is expected to improve students' ability to memorize and understand the Al-Qur'an's contents and develop discipline and motivation to learn (Andriyana et al., 2022). This study explores the relationship between students' memorization of the Qur'an and their academic achievement. By understanding this relationship, it is hoped that more effective strategies can be found in integrating religious education with formal education (A'yun et al., 2019).

Several previous studies have shown that memorizing the Koran can improve students' memory and concentration abilities, which in turn can contribute to better academic achievement (Ishak et al., 2021). However, further research is still needed regarding the specific impact of memorizing the Quran on academic achievement at the secondary school level. Therefore, this research will examine the level of memorization of the Al-Qur'an for class IX students at Al-Ikhlash Middle School, Lumajang, and analyze how this is related to their academic achievement. This research is hoped to provide new insight into the importance of religious education in the context of formal education and provide recommendations for developing more effective Al-Qur'an memorization programs in schools. Thus, this research is helpful for students, teachers, and parents in supporting a more holistic teaching and learning process (Adi Santoso et al., 2020).

Students who have learned to memorize the Al-Qur'an from an early age at school will find it easier and positively influence the development of learning achievement. This is because students' minds are still clean and their memories are still strong. Memorizing the Koran requires retrieving and creating memories. Memorizing the Koran showed an increase in brain imaging volume. Memorizing the Quran also promotes calm and increases memory capacity, as demonstrated by memorizing the Quran. Higher levels of memorization have been linked to better brain function and memory development (Ishak et al., 2021).

METHOD

This research method uses a quantitative approach with a descriptive research type (Zellatifanny & Mudjiyanto, 2018), which aims to describe and analyze the relationship between the level of memorization of the Al-Qur'an and the academic achievement of class IX students at Al-Ikhlash Middle School, Lumajang. In this study, the target population was all class IX students, and samples were taken randomly from this population, with a sample size of 75 students which was considered representative for analysis.

The data used in this research consists of two types, namely primary data and secondary data. Primary data was obtained directly from students through a questionnaire containing questions regarding their level of memorization of the Al-Qur'an and their academic achievements (Supardi and Surahman, 2021). Meanwhile, secondary data was taken from official school documents, such as students' academic scores and memorization notes of the Al-Qur'an. The data collection process began with permission from the principal of Al-Ikhlash Lumajang Middle School. After permission was obtained, a questionnaire was distributed to class IX students, containing questions about their memorization of the Qur'an and academic performance. Student academic score data is also collected from official school documents to complete the required information.

After the data is collected, analysis is carried out using statistical analysis techniques. The Pearson correlation test (Eriyanto, 2015) was used to measure the relationship between the level of memorization of the Al-Qur'an and students' academic achievement. The analysis results will be presented in the form of tables and descriptions, providing a clear picture of the relationship between the two variables. In carrying out this research, research ethics were highly considered. Researchers maintain the confidentiality of student data by not including student names in research reports so that anonymity is maintained. In addition, researchers guarantee the confidentiality of the information obtained and only use the data for this research. With this systematic and ethical research method, valid and reliable results can be obtained regarding the relationship between the level of memorization of the Al-Qur'an and students' academic achievement at Al-Ikhlash Middle School, Lumajang.

RESULT

The research results are data on the ability to memorize the Al-Quran and the academic achievements of Class IX students at Al-Ikhlash Middle School, Lumajang, semesters 1 to 4. 75 respondents met the criteria. The following is a description of the research results.

Data Based on Gender

Table 1. Student Data Based on Gender

Class	Number of people)		Percentage (%)	
	Man	Woman	Man	Woman
9A	11	14	44	56
9B	11	14	44	56
9C	11	14	44	56
Total	33	42	44	56

It shows that of the 75 respondents, the number of male students was 33 (44%) and female students were 42 students (56%).
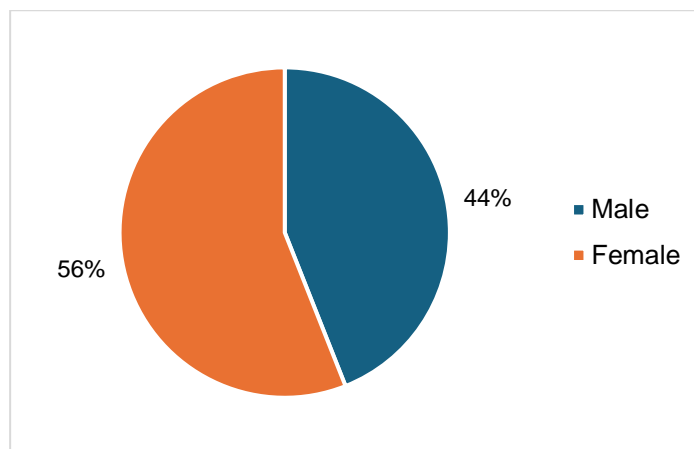

Figure 1. Pie Chart Based on Respondent's Gender

Data Based on the Number of Al-Quran Memorized

Table 2. Students' Data Based on Number of Memorization Semester 1

Class	Number of Memories (Juz)											
	1	%	2	%	3	%	4	%	5	%	>5	%
9A	24	96	1	4	0	0	0	0	0	0	0	0
9B	22	88	2	8	1	4	0	0	0	0	0	0
9C	22	88	2	8	1	4	0	0	0	0	0	0
Total	68	90.6	5	6.6	2	2.2	0	0	0	0	0	0

It shows that of the 75 respondents in semester 1, 68 students (90.6%) were able to memorize 1 juz, 5 students (6.6%), and 2 students (2.8%) 2 juz.
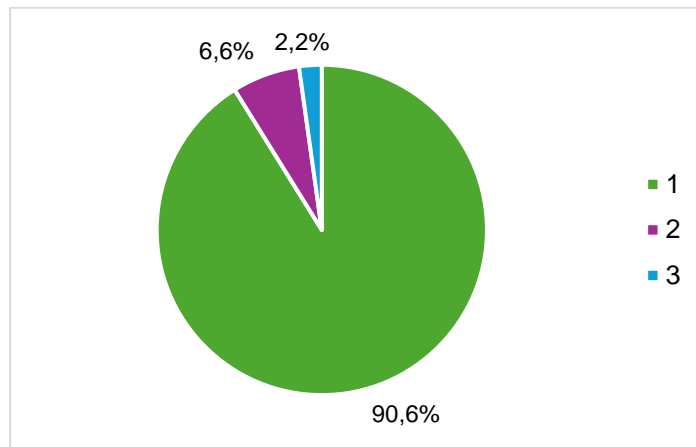
Figure 2. Pie Chart Based on Number of Memorization (Juz) Semester 1

Table 3. Student Data Based on Number of Memories for Semester 2

Class	Number of Memories (Juz)											
	1	%	2	%	3	%	4	%	5	%	>5	%
9A	21	84	4	16	0	0	0	0	0	0	0	0
9B	22	88	0	0	3	12	0	0	0	0	0	0
9C	22	88	2	8	1	4	0	0	0	0	0	0
Total	65	86.6	6	8	4	5.4	0	0	0	0	0	0

It shows that of the 75 respondents in semester 2, 65 students (86.6%) were able to memorize 1 juz, 6 students (8%), and 4 students (5.4%) 3 juz.
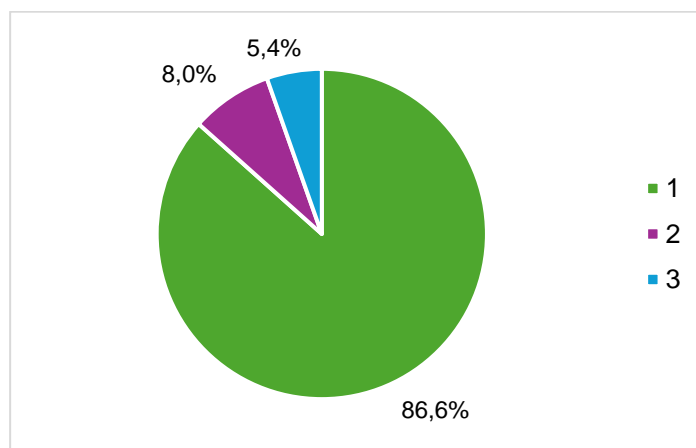

Figure 3. Pie Chart Based on the number of memorizations for semester 2

Table 4. Student Data Based on Number of Memories for Semester 3

Class	Number of Memories (Juz)											
	1	%	2	%	3	%	4	%	5	%	>5	%
9A	20	80	4	16	1	4	0	0	0	0	0	0
9B	20	80	4	16	0	0	0	0	1	4	0	0
9C	16	64	8	32	0	0	0	0	1	4	0	0
Total	56	74.6	16	21	1	1	0	0	2	3.4	0	0

Shows that of the 75 respondents in semester 3, 56 students (74.6%) were able to memorize 1 juz, 16 students (21%), 16 students (21%), 1 student (1%) 3 juz, 2 students (3.4%).
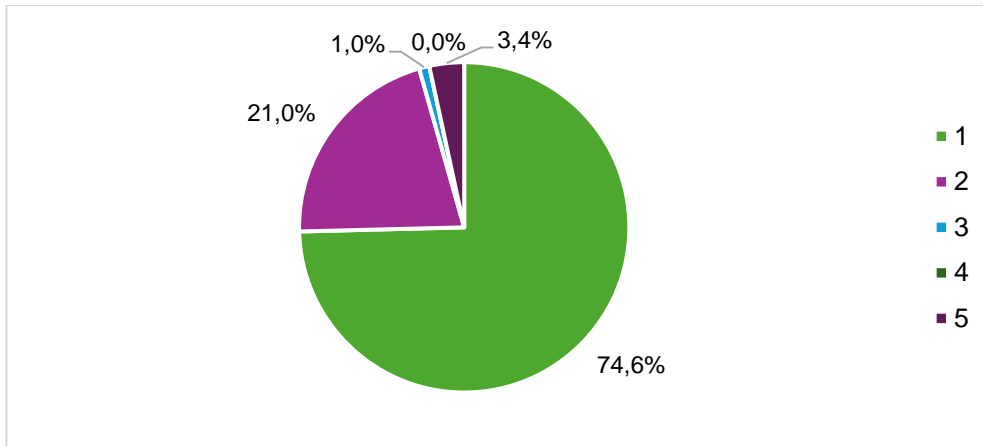

Figure 4. Pie Chart Based on Number of Memories for Semester 3

Table 5. Student Data Based on Number of Memories for Semester 4

Class	Number of Memories (Juz)										
	1	%	2	%	3	%	4	%	5	%	>5	%
9A	20	80	4	16	1	4	0	0	0	0	0	0
9B	20	80	4	16	0	0	0	0	0	0	1	4
9C	15	60	8	32	1	4	0	0	0	0	1	4
Total	55	73	16	21	2	3	0	0	0	0	2	3

It shows that 75 respondents in semester 4 were able to memorize 1 juz 55 students (73%), 2 juz 16 students (21%), 3 juz 2 students (3%), >5 juz 2 students (3%).
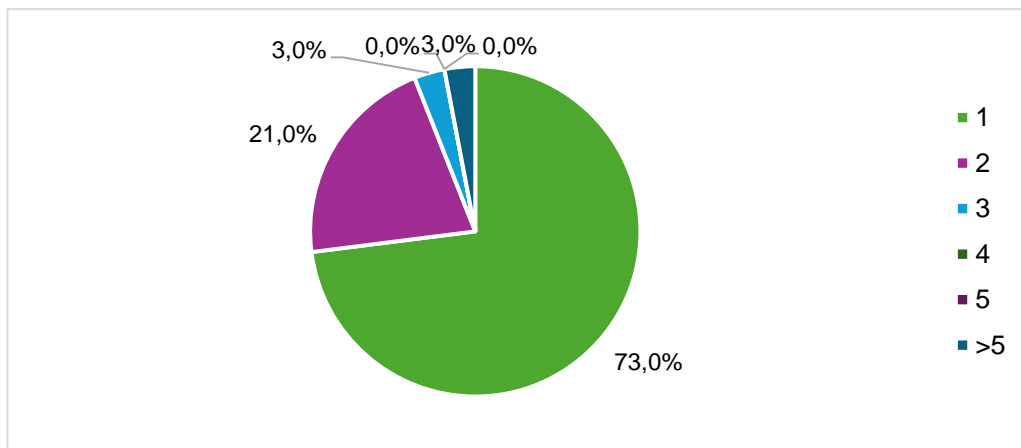

Figure 5. Pie Chart Based on Number of Memories for Semester 4

Data Based on Memorization Level

Table 6. Data Based on Memorization Level

Questionnaire Score	Number of people)	Percentage (%)
64	3	4
65	13	17.3
66	11	14.7
67	11	14.7
68	10	13.3
69	3	4
70	3	4
71	9	12
74	3	4
76	3	4
77	3	4
79	3	4
Total	75	100

It shows that of the 75 respondents, the highest questionnaire score was 65, amounting to 13 people (36.7%).

Data Based on Academic Achievement

Table 7. Student Data Based on Academic Achievement in Semesters 1, 2, 3 and 4

Academic Achievement	Number of students							
	Semester 1	%	Semester 2	%	Semester 3	%	Semester 4	%
80-90	48	64	47	62.7	45	60	38	50.7
91-100	27	36	28	37.3	30	40	37	49.3
Total	75	100	75	100	75	100	75	100

It shows that from 75 respondents, academic achievement continues to increase every semester, especially in semester 4, where the score of 91-100 increased from the beginning of the semester from 27 students (36.7%) to 37 students (49.3%).

Relationship between Memorization Level and Academic Achievement

Table 8. Relationship between Memorization Level and Academic Achievement

		Semester 1 Academic Achievement	Semester 2 Academic Achievement	Semester 3 Academic Achievement	Semester 4 Academic Achievement
Memorization Level	Pearson Correlation	0.046	0.131	0.318	0.365
	Sig. (2-tailed)	0.696	0.263	0.005	0.001
	N	75	75	75	75

The results of the bivariate analysis show that there is a positive relationship between the level of memorization of the Al-Qur'an and academic achievement. In semester 1 it was (0.4%), semester 2 (13%), semester 3 (31.8), and semester 4 (36.5%)

DISCUSSION

On gender data for class IX of Al-Ikhlash Middle School, Lumajang, female students are more dominant, which shows that gender distribution reflects a phenomenon that often appears in various educational and social studies. In certain regions or levels of education, the number of female students is often higher than male, although the difference is not always significant. Factors that can contribute to this distribution difference include educational accessibility, cultural and social roles, as well as policies that support women's participation in education. The activeness of highly educated women in society can result in the absence of differences between men and women in society. In fact, there is no difference among contemporary thinkers in the need to position women in positions that actually give them a role not only in the family but also in society. So that men and women can both practice and change the conditions of society for the better (Rahmayani, 2021). This proves that there is a trend of increasing awareness of the importance of education for women, which is accompanied by affirmative policies from the government or educational institutions.

Based on the number and level of memorization of class IX students at SMP Al Ikhlash Lumajang, it shows that the majority of them have succeeded in achieving the memorization target and have demonstrated a relatively high level of ability in the tahfidz program at school. These results indicate that the Al-Qur'an memorization program implemented is quite effective for the majority of students. Success shows good guidance, a structured learning system, and commitment from the students themselves (Black et al., 2020). From a religious education perspective, this achievement can be seen as success in developing students so they are able to meet the minimum standards set. One aspect that may need to be considered is the variation in each student's memorization ability, which is influenced by various factors such as teaching methods, available time, learning environment, and students' internal motivation (Utari & Hamid, 2021). This shows the success of the Al-Qur'an memorization program at Al-Ikhlash Middle School, Lumajang, which can then be balanced with variations in teaching methods and increasing internal motivation of students.

The academic achievement of Al-Ikhlash Middle School students in Lumajang reflects the success of various factors in supporting the learning process. This increase is not a coincidence, but rather the result of consistent developments in various aspects of education that influence students over time (Ritonga et al., 2023). Students usually become more accustomed to the learning environment and teaching methods applied by the school. At the beginning of the semester, they may still be in the adaptation stage, so their academic results are not optimal. However, when they understand effective learning patterns and adapt to academic demands, their achievements increase. The quality of teaching also plays an important role in this achievement. Teachers who are more experienced and able to apply more effective approaches, both through educational technology and innovative learning methods, help students more easily understand the material being taught. When students receive good guidance, their ability to achieve higher grades increases. Student motivation also tends to increase as the semester progresses, especially as they get closer to the final stages of education or important exams. This motivation is driven by the desire to achieve good results for their future, both in continuing their education and entering the world of work. With higher motivation, the effort they put into learning and understanding the subject matter also increases (Andriyana et al., 2022). Overall, this shows that the increase in student academic achievement is the result of a combination of learning adaptation, quality teaching, high motivation, positive environmental support, and awareness of the importance of education.

The relationship between the level of memorization of the Al-Qur'an and the academic achievement of class IX students at Al-Ikhlash Middle School, Lumajang, shows a positive relationship which is increasing from semesters 1 to 4. This phenomenon shows that the higher the

level of student memorization, it turns out to have a positive relationship with academic achievement. they. Memorizing the Koran requires concentration and strong memory skills. This process hones students' abilities to organize and remember information, which is then applied in academic contexts (Sumarti et al., 2023). The ability to memorize consistently helps students understand and absorb lesson material better, so that their academic performance improves as memorization progresses. Discipline that is built through the habit of memorizing is also an important factor. Students who routinely memorize and repeat their memorization must be able to manage their time well (Yusliani et al., 2023). This discipline in managing time has a positive impact on their academic life, where students who are used to being disciplined in memorizing also tend to be more organized in studying and completing academic assignments. High motivation in memorizing also has an impact on students' enthusiasm for learning. Those who are committed to achieving a particular memorization often apply the same dedication to academics. With strong motivation, students work harder to achieve higher achievements, both in memorization and academics (Adi Santoso et al., 2020). Overall, the relationship between the level of memorization of the Qur'an and academic achievement shows that religious education not only forms spiritual aspects, but also provides significant benefits in developing students' academic skills and character. Memorizing the Qur'an not only trains memory, but also builds discipline, perseverance, and self-management skills, all of which contribute to their academic success in school.

CONCLUSION

The Al-Qur'an memorization program implemented at Al-Ikhlash Lumajang Middle School shows high effectiveness, with the majority of students successfully achieving the memorization target. This contributes positively to students' academic achievement, where there is a significant relationship between the level of memorizing the Qur'an and their academic achievement. Discipline, perseverance, and high motivation in memorizing also play an important role in students' academic success. Al-Ikhlash Lumajang Middle School is advised to continue developing a variety of teaching methods in the memorization program. Every student has a different way of learning, so a varied approach can help meet their learning needs. With more varied methods, it is hoped that students can understand and memorize more easily. A supportive environment can increase students' motivation to learn and memorize. Regular monitoring and evaluation of the memorization program is also very important. By conducting evaluations, schools can ensure that the program remains effective and can be adapted to student needs.

ACKNOWLEDGEMENT

CONFLICT OF INTEREST

There is no conflict of interest in this research.

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